



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 06/29/2015

Last updated: 07/30/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

GROWING UP GREEN CS (NYC CHANCELLOR) 343000860952

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 30

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	39-27 28 St Long Island City, NY 11101	347-642-4306	347-642-4310	██████████

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Matthew Greenberg
Title	School Leader
Emergency Phone Number (###-###-####)	██████████

5. SCHOOL WEB ADDRESS (URL)

www.gugcs.org

6. DATE OF INITIAL CHARTER

2009-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-08-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

600

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

	Yes, 2 sites
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12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	39-27 28 Street Long Island City, NY 11101	347-642-4306	CSD 30	K-5	Yes	Rent/Lease
Site 2	36-49 11 Street Long Island City, NY 11101	347-642-4306	CSD 30	6-7	No	Rent/Lease
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306	██████████	██████████
Operational Leader	Massomeh Muhammed	347-642-4306		██████████
Compliance Contact				
Complaint Contact				

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306	██████████	██████████
Operational Leader	Massomeh Muhammed	347-642-4306		██████████ g
Compliance Contact	Steve Viola	347-642-4306		██████████
Complaint Contact				

13. Are the School sites co-located?

No

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14. Were there any revisions to the school’s charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

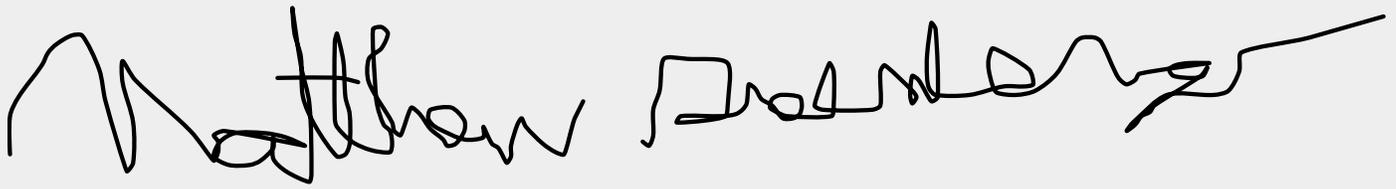
Brian Martin, Director of Assessment

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature reads "Matthew Brander" in a cursive, flowing style.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is partially visible, showing a large, sweeping initial that curves downwards and then back up to the right.

Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/06/2015

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Charter School Name: 343000860952 GROWING UP GREEN CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000063974>



Appendix A: Progress Toward Goals

Created: 07/06/2015

Last updated: 10/30/2015

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Charter School Name: 343000860952 GROWING UP GREEN CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000063974>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
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<p>Academic Goal 1</p>	<p>Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination.</p>	<p>New York State Testing Program</p>	<p>Goal Not Met Grade 3 ELA: 35.1% Grade 4 ELA: 34.6% Grade 5 ELA: 31.5% Grade 6 ELA: 30.5%</p> <p>Average ELA: 33.0%</p>	<p>Hired a literacy coordinator for grades K-2.</p> <p>Added associate teachers in every classroom for grades 2 and 3.</p> <p>Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need.</p> <p>Increase professional development (internal and external workshops) for instructional staff.</p> <p>Added a second ICT class for 5th Grade.</p> <p>Increased Read 180 services for grades 4-7.</p> <p>Added ICT classes in grade 6 and 7.</p> <p>Added an additional Learning Specialist in MS grades.</p>
<p>Academic Goal 2</p>	<p>Each year, the school's Aggregate Performance Index on the NYS ELA exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.</p>	<p>New York State Testing Program</p>	<p>Results not available by 11/1/2015.</p>	

<p>Academic Goal 3</p>	<p>Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS ELA exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE</p>	<p>New York State Testing Program</p>	<p>Goal Partially Met</p> <p>GUG Grade 3 ELA: 35.1%, CSD 30 Grade 3 ELA: 34.4%</p> <p>GUG Grade 4 ELA: 34.6%, CSD 30 Grade 4 ELA: 32.6%</p> <p>GUG Grade 5 ELA: 31.5%, CSD 30 Grade 5 ELA: 34.4%</p> <p>GUG Grade 6 ELA: 30.5%, CSD 30 Grade 6 ELA: 33.6%</p> <p>GUG Average ELA: 33.0%, CSD 30 Average ELA : 34.5%</p>	<p>Hired a literacy coordinator for grades K-2.</p> <p>Added associate teachers in every classroom for grades 2 and 3.</p> <p>Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need.</p> <p>Increase professional development (internal and external workshops) for instructional staff.</p> <p>Added a second ICT class for 5th Grade.</p> <p>Increased Read 180 services for grades 4-7.</p> <p>Added ICT classes in grade 6 and 7.</p> <p>Added an additional Learning Specialist in MS grades.</p>
<p>Academic Goal 4</p>	<p>Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS ELA exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.</p>	<p>New York State Testing Program</p>	<p>Goal Not Met</p> <p>Growth Goal 4th Grade ELA: 50%, 4th Grade ELA: 34.6%</p> <p>Growth Goal 5th Grade ELA: 44%, 5th Grade ELA: 31.5%</p> <p>Growth Goal 6th Grade ELA: 38%, 6th Grade ELA: 30.5%</p> <p>Average Growth Goal ELA: 44%, Average ELA: 32.2%</p>	<p>Hired a literacy coordinator for grades K-2.</p> <p>Added associate teachers in every classroom for grades 2 and 3.</p> <p>Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need.</p> <p>Increase professional development (internal and external workshops) for instructional staff.</p> <p>Added a second ICT class for 5th Grade.</p> <p>Increased Read 180 services for grades 4-7.</p> <p>Added ICT classes in grade 6 and 7.</p> <p>Added an additional Learning Specialist in MS grades.</p>

<p>Academic Goal 5</p>	<p>Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the NWEA MAP Reading test.</p>	<p>NWEA MAP and MAP for primary grades</p>	<p>Goal Not Met</p> <p>51% of students in Grades 1-8 who were enrolled at GUGCS for at least two consecutive BEDS date performed at or above grade level.</p>	<p>Hired a literacy coordinator for grades K-2.</p> <p>Added associate teachers in every classroom for grades 2 and 3.</p> <p>Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need.</p> <p>Increase professional development (internal and external workshops) for instructional staff.</p> <p>Added a second ICT class for 5th Grade.</p> <p>Increased Read 180 services for grades 4-7.</p> <p>Added ICT classes in grade 6 and 7.</p> <p>Added an additional Learning Specialist in MS grades.</p>
<p>Academic Goal 6</p>	<p>Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's NWEA MAP Reading exam and an NCE of 50 for the current year's NWEA MAP exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's NWEA MAP Reading exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year</p>	<p>NWEA MAP and MAP for primary grades</p>	<p>Goal Partially Met</p> <p>The Growth Goal on NWEA's reading test for Spring 2015 was 57% of students performing at or above grade level. 53% of students were performing at or above grade level.</p> <p>Grade 5 exceed growth goals set. Grade 5 students achieved 60% at or above grade level, while their goal was 58%</p>	<p>Hired a literacy coordinator for grades K-2.</p> <p>Added associate teachers in every classroom for grades 2 and 3.</p> <p>Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need.</p> <p>Increase professional development (internal and external workshops) for instructional staff.</p> <p>Added a second ICT class for 5th Grade.</p> <p>Increased Read 180 services for grades 4-7.</p> <p>Added ICT classes in grade 6 and 7.</p> <p>Added an additional Learning Specialist in MS grades.</p>

<p>Academic Goal 7</p>	<p>Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.</p>	<p>Fountas and Pinnell Benchmark Assessment System</p>	<p>Goal Partially Met</p> <p>69% of students Grades (K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will performed at or above grade level on Fountas and Pinnell Benchmark Assessments.</p> <p>In Grade 1 83.8% of students who have been enrolled for at least two consecutive BEDS dates performed at or above grade level</p> <p>In Grade 2 85.1% of students who have been enrolled for at least two consecutive BEDS dates performed at or above grade level.</p>	<p>Hired a literacy coordinator for grades K-2.</p> <p>Added associate teachers in every classroom for grades 2 and 3.</p> <p>Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need.</p> <p>Increase professional development (internal and external workshops) for instructional staff.</p> <p>Added a second ICT class for 5th Grade.</p> <p>Increased Read 180 services for grades 4-7.</p> <p>Added ICT classes in grade 6 and 7.</p> <p>Added an additional Learning Specialist in MS grades.</p>
<p>Academic Goal 8</p>	<p>Each grade level of students (K-5) who remained in the school for the entire year will show at least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June of each school year</p>	<p>Fountas and Pinnell Benchmark Assessment System</p>	<p>Goal Not Met</p> <p>54% of students K-5 who remained in the school for the entire year showed at least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June.</p>	<p>Hired a literacy coordinator for grades K-2.</p> <p>Added associate teachers in every classroom for grades 2 and 3.</p> <p>Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need.</p> <p>Increase professional development (internal and external workshops) for instructional staff.</p> <p>Added a second ICT class for 5th Grade.</p> <p>Increased Read 180 services for grades 4-7</p> <p>Added ICT classes in grade 6 and 7.</p> <p>Added an additional Learning Specialist in MS grades.</p>

2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.	New York State Testing Program	Goal Not Met Grade 3 Math: 51.4% Grade 4 Math: 50.0% Grade 5 Math: 65.7% Grade 6 Math 43.1% School Average: 52.6%	Math Coordinator K-2 adding days. Small group math instruction in both 4 and 5 grade. Added associate teachers in every classroom for grades 2 and 3. Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need. Increase professional development (internal and external workshops) for instructional staff. Added Second ICT class for 5th Grade. Added ICT classes in grade 6 and 7. Added additional Learning Specialist in MS grades.
Academic Goal 10	Each year, the school's aggregate Performance Index on the NYS Math exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.	New York State Testing Program	Results not available by 11/1/2015.	

Academic Goal 11	<p>Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS Math exam will be greater than the percent all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.</p>	New York State Testing Program	<p>Goal Met GUG Grade 3 Math: 51.4%, CSD 30 Grade 3 Math: 43.0%</p> <p>GUG Grade 4 Math: 50.0%, CSD 30 Grade 4 Math: 44.3%</p> <p>GUG Grade 5 Math: 65.7%, CSD 30 Grade 5 Math: 45.8%</p> <p>GUG Grade 6 Math: 43.1%, CSD 30 Grade 6 Math: 44.6%</p> <p>GUG Math Average: 52.6%, CSD 30 Math Average: 42.4%</p>	
Academic Goal 12	<p>Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.</p>	New York State Testing Program	<p>Goal Partially Met:</p> <p>Growth Goal 4th Grade Math: 60%, 4th Grade Math: 50.0%</p> <p>Growth Goal 5th Grade Math: 56.0%, 5th Grade Math: 65.7%</p> <p>Growth Goal 6th Grade Math: 54.0%, 6th Grade ELA: 43.1%</p> <p>Average Growth Goal Math: 56.7% Average Math: 52.6%</p>	<p>Math Coordinator K-2 adding days.</p> <p>Small group math instruction in both 4 and 5 grade.</p> <p>Added associate teachers in every classroom for grades 2 and 3.</p> <p>Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need.</p> <p>Increase professional development (internal and external workshops) for instructional staff.</p> <p>Added Second ICT class for 5th Grade.</p> <p>Added ICT classes in grade 6 and 7.</p> <p>Added additional Learning Specialist in MS grades.</p>

<p>Academic Goal 13</p>	<p>Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the NWEA MAP Math test.</p>	<p>NWEA MAP and MAP for primary grades</p>	<p>Goal Partially Met</p> <p>60% of students in Grades 1-8 who were enrolled at GUGCS for at least two consecutive BEDS date performed at or above grade level.</p> <p>77% of Grade 2 students who were enrolled at GUGCS for at least two consecutive BEDS dates performed at or above grade level.</p>	<p>Math Coordinator K-2 adding days.</p> <p>Small group math instruction in both 4 and 5 grade.</p> <p>Added associate teachers in every classroom for grades 2 and 3.</p> <p>Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need.</p> <p>Increase professional development (internal and external workshops) for instructional staff.</p> <p>Added Second ICT class for 5th Grade.</p> <p>Added ICT classes in grade 6 and 7.</p> <p>Added additional Learning Specialist in MS grades.</p>
<p>Academic Goal 14</p>	<p>Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's NWEA MAP Math exam and an NCE of 50 for the current year's NWEA MAP exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's NWEA MAP Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.</p>	<p>NWEA MAP and MAP for primary grades</p>	<p>Goal Partially Met</p> <p>The Growth Goal on NWEA's Math test for Spring 2015 was 64% of students performing at or above grade level. 60% of students were performing at or above grade level.</p> <p>Grade 5 exceed growth goals set. Grade 5 students achieved 72% at or above grade level, while their goal was 65%</p>	<p>Math Coordinator K-2 adding days.</p> <p>Small group math instruction in both 4 and 5 grade.</p> <p>Added associate teachers in every classroom for grades 2 and 3.</p> <p>Increased meetings about data facilitated by the Assessment Department with teachers and administrators to focus instructions on areas of need.</p> <p>Increase professional development (internal and external workshops) for instructional staff.</p> <p>Added a second ICT class for 5th Grade.</p> <p>Added ICT classes in grade 6 and 7.</p> <p>Added an additional Learning Specialist in MS grades.</p>

Academic Goal 15	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Science examination.	New York State Science Test	Goal Met 84% of students in 4th Grade achieved a level 3 or above on the New York State Science Test.	
Academic Goal 16	Throughout the course of the school's next charter term, GUGCS will show progress towards earning a score of B or better on the "Progress" section of the citywide Progress Report.	NYCDOE School Quality Guide	GUGCS achieved an Approaching Target on the Student Progress Section on the 2013-2014 NYCDOE School Quality Guide	

2a2. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-15 Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17	Each year, the school will make AYP in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card.	NYSED Report Card	Goal Met On the 2014 NYSED Report Card GUGCS made AYP for Math, ELA, and Science Tests and has been deemed in Good Standing	
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				

2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	This will be measured by the school and reported data from an attendance tracking system such as ATS. The figure will be calculated by: sum of the total number of days absent for each child in the school total number of possible school days times (total number of students)	Goal Met GUGCS had a daily attendance rate of 95%	
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	Enrollment information	Goal Met 96% of students are projected to return to GUGCS in September 2015.	
Org Goal 3	Each year, the school will comply will all applicable laws, rules, regulations and contract terms including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.	Board Policies and Meetings	Goal Met GUGCS has generally and substantially complied with all applicable laws, rules and regulations. The school's staff has been trained with respect to all applicable procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and report these matters to the Board or its counsel.	
Org Goal 4	Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.	Enrollment and Retention Marketing	Goal Met GUGCS has enlisted parents of English Language Learners (ELLs) to speak on our behalf at community organizations mentioning the services provided to ELLs. GUGCS has sent out marketing materials translated in the most common languages spoken in CSD 30 GUGCS had report cards and other important information translated for families that don't speak english.	

Org Goal 5	Per the charter agreement, each year, student enrollment will be at or within 15% below full enrollment as delineated in the approved renewal application. This will be measured each year by an analysis of student enrollment figures in ATS.	Enrollment information	Goal Met GUGCS was fully enrolled in the 2014-2015 school year.	
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2b.1 Do you have more organizational goals to add?

Yes

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	NYC School Survey	The criteria and language on the NYC School Survey has changed. These are the current results: Rigorous Instruction: 81% Supportive Environment: 89% Collaborative Teachers: 85% Effective School Leadership: 83% Strong Family-Community Ties: 90% Trust: 93%	
Org Goal 7	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.	NYC School Survey	The criteria and language on the NYC School Survey has changed. These are the current results: Rigorous Instruction: 81% Supportive Environment: 89% Collaborative Teachers: 85% Effective School Leadership: 83% Strong Family-Community Ties: 90% Trust: 93%	
Org Goal 8	Each year, 85% of teachers whose contract was renewed at the end of the previous school year will return to teach at GUGCS.	Staff Employment Information	Goal Met 87% of teachers whose contract was renewed at the end of the previous school year will return to teach at GUGCS.	

Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Financial Audit Findings	Goal Met Monthly and weekly financial statements are prepared, analyzed by the Controller or Director of Accounting and then distributed to the school admin and board of directors. Year Ending June 30, 2015 Audited Financial Statement.	
Financial Goal 2	Each year, the School will operate on a balanced budget[1] and maintain a stable cash flow.	Monthly and weekly financial statements are prepared, analyzed by the Controller or Director of Accounting and then distributed to the school admin and board of directors. Year Ending June 30, 2015 Audited Financial Statement	Goal Met The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/08/2015

Last updated: 07/22/2015

Page 1

Charter School Name: 343000860952 GROWING UP GREEN CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	9537809
Line 2: Year End Per Pupil Count	600
Line 3: Divide Line 1 by Line 2	15896

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	2464180
Line 2: Management and General Cost (Column)	321463
Line 3: Sum of Line 1 and Line 2	2785643
Line 4: Year End Per Pupil Count	600
Line 5: Divide Line 3 by the Year End Per Pupil Count	4643

Thank you.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
GROWING UP GREEN CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Growing Up Green Charter School (the "School") (a not-for-profit Corporation), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2014 financial statements, and our report dated August 21, 2014, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 20, 2015, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
August 20, 2015

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2015	2014
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 1,772,440	\$ 1,858,178
Grants and contracts receivable	104,531	42,649
Other current receivables	1,546	539
Prepaid expenses and other current assets	117,273	105,210
Total current assets	1,995,790	2,006,576
Property and equipment, net of accumulated depreciation and amortization of \$642,506 and \$403,116, respectively	1,240,072	652,827
Restricted cash	70,822	70,645
Security deposits	65,000	65,000
TOTAL ASSETS	\$ 3,371,684	\$ 2,795,048
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 38,889	\$ 64,372
Accrued payroll and payroll taxes	412,049	340,282
Refundable advances	37,077	21,221
Total current liabilities	488,015	425,875
Deferred rent	225,814	171,708
Total liabilities	713,829	597,583
Unrestricted net assets	2,657,855	2,197,465
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 3,371,684	\$ 2,795,048

The accompanying notes are an integral part of the financial statements.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2015	2014
Revenue and support:		
State and local per pupil operating revenue	\$ 9,364,293	\$ 7,560,043
State and local per pupil facilities funding	249,188	-
Federal grants	196,843	178,247
State and city grants	124,292	38,375
Contributions and private grants	85,760	33,819
Interest and other income	42,439	32,188
	10,062,815	7,842,672
Expenses:		
Program services		
Regular education	6,485,503	5,006,698
Special education	1,983,130	1,545,623
Total program services	8,468,633	6,552,321
Supporting services		
Management and general	1,055,481	796,818
Fundraising	78,311	62,847
	9,602,425	7,411,986
Changes in unrestricted net assets	460,390	430,686
Unrestricted net assets - beginning of year	2,197,465	1,766,779
Unrestricted net assets - end of year	\$ 2,657,855	\$ 2,197,465

The accompanying notes are an integral part of the financial statements.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 460,390	\$ 430,686
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	239,390	153,118
Changes in certain assets and liabilities:		
(Increase) in grants and contracts receivable	(61,882)	(29,575)
(Increase) Decrease in other current receivables	(1,007)	1,192
(Increase) Decrease in prepaid expenses and other current assets	(12,063)	25,873
(Increase) in security deposits	-	(30,000)
(Decrease) in accounts payable and accrued expenses	(25,483)	(25,892)
Increase in accrued payroll and payroll taxes	71,767	123,779
Increase in refundable advances	15,856	16,621
Increase in deferred rent	54,106	21,747
	<u>741,074</u>	<u>687,549</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(826,635)	(210,476)
(Increase) in restricted cash	(177)	(185)
	<u>(826,812)</u>	<u>(210,661)</u>
NET CASH (USED IN) INVESTING ACTIVITIES		
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(85,738)	476,888
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	<u>1,858,178</u>	<u>1,381,290</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 1,772,440</u>	<u>\$ 1,858,178</u>

The accompanying notes are an integral part of the financial statements.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of School

Growing Up Green Charter School (the “School”) is a New York State, not-for-profit educational corporation that was incorporated on December 16, 2008 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 16, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. On December 17, 2013, the Board of Regents approved and issued the renewal to the initial charter for a period of three and half years expiring June 30, 2017. The School empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of the School will be prepared to attend high performing schools where their interdisciplinary academic foundations, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future. Classes commenced in Long Island City, New York, on September 9, 2009 and the School provided education to approximately 595 students in grades kindergarten through sixth during the 2014-2015 academic year.

Food and Transportation Services

The New York City Department of Education provides free lunches and transportation directly to a majority of the School’s students. Such costs are not included in these financial statements. The School collects some money from families to defray the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as a School described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have net unrelated business income for the years ended June 30, 2015 and 2014.

The School’s accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax position resulting in an accrual of tax expense or benefit.

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2011, and prior.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board (“FASB”) in its Accounting Standards Codification (“ASC”) No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2015 and 2014.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School’s current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local government resulting from the School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agencies.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the statements of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract, in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as incurred. No depreciation is recorded on construction-in-progress until property and equipment is placed into service. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Equipment	5 years
Furniture and fixture	7 years
Software	3 years
Website development	5 years
Leasehold improvements	useful life or related lease

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Refundable Advances

The School records grant revenue as refundable advances until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Comparative Financial Information

The accompanying statements of activities and schedule of functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2014 financial statements from which the summarized information was derived.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal, state and city entitlements and grants. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30,:

	<u>2015</u>	<u>2014</u>
Equipment	\$ 750,452	\$ 434,061
Furniture and fixture	449,663	378,604
Software	10,998	10,998
Website development	3,550	3,550
Leasehold improvements	598,037	228,730
Construction-in-progress	<u>69,878</u>	<u>-</u>
	1,882,578	1,055,943
Less: Accumulated depreciation and amortization	<u>642,506</u>	<u>403,116</u>
	<u>\$1,240,072</u>	<u>\$ 652,827</u>

Depreciation and amortization expense was \$239,390 and \$153,118 for the years ended June 30, 2015 and 2014, respectively.

NOTE 4 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Friends of Growing Up Green (“Friends of GUG”), a New York State not-for-profit corporation. Friends of GUG supports the School through technical and financial assistance. For the years ended June 30, 2015 and 2014, Friends of GUG made contributions to the School in the amount of \$66,700 and \$32,219, respectively. There were no other material transactions between Friends of GUG and the School.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 5 - COMMITMENTS

Facility Leases

The School is obligated under a non-cancelable operating lease for office and classroom space at 39-27 28th Street, Long Island City, New York, expiring on August 31, 2019, with a renewal option for an additional ten years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses.

On May 15, 2014, the School entered into an agreement to lease additional property at 36-49 11th Street, Long Island City, New York for a period of 10 years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses. This location became the home of Growing Up Green Middle School starting with the 2014-2015 academic year.

The future minimum lease payments for both facilities are as follows:

Year ending June 30, 2016	\$ 1,088,560
2017	1,119,616
2018	1,151,238
2019	1,183,936
2020	546,608
Thereafter	<u>1,793,029</u>
	<u>\$ 6,882,987</u>

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense for the years ended June 30, 2015 and 2014 amounted to \$1,078,185 and \$713,092, respectively.

Equipment Leases

The School leases various copiers under non-cancelable operation leases expiring at various dates through February 2020. The future minimum lease payments under the copier leases are as follows:

Year ending June 30, 2016	\$ 28,598
2017	28,598
2018	28,598
2019	28,598
2020	<u>6,776</u>
	<u>\$ 121,168</u>

Equipment leasing expense for the years ended June 30, 2015 and 2014 amounted to \$26,384 and \$14,328, respectively.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 6 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 7 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 9 - RETIREMENT PLAN

The School maintains a retirement plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School has the option to match employee contributions up to 5% of annual compensation. The amount charged for matching contributions to this plan was \$91,757 and \$78,395 for the years ended June 30, 2015 and 2014, respectively.

NOTE 10 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through August 20, 2015, the date the financial statements were available to be issued.

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
GROWING UP GREEN CHARTER SCHOOL

We have audited the financial statements of Growing Up Green Charter School (a not-for-profit Corporation) as of and for the year ended June 30, 2015, and have issued our report thereon dated August 20, 2015, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
August 20, 2015

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2015						2014
	Program Services			Management and		Total	
	Regular Education	Special Education	Total	General	Fundraising		
Salaries	\$ 3,680,537	\$ 1,150,604	\$ 4,831,141	\$ 576,685	\$ 45,240	\$ 5,453,066	\$ 4,416,047
Payroll taxes and employee benefits	811,305	253,629	1,064,934	127,121	9,972	1,202,027	918,375
Professional development	110,203	25,576	135,779	5,363	409	141,551	121,512
Audit and accounting fees	-	-	-	20,250	-	20,250	18,250
Legal fees	15,819	4,945	20,764	2,480	194	23,438	25,202
Financial management fees	-	-	-	30,000	-	30,000	30,000
Consulting fees	30,461	6,404	36,865	65,056	4,377	106,298	31,546
Other professional fees	151,957	40,338	192,295	22,064	1,076	215,435	143,130
Security services	14,050	4,392	18,442	2,201	173	20,816	8,397
Staff and student recruitment	29,754	7,995	37,749	2,822	221	40,792	31,312
Student meals	17,982	3,620	21,602	-	-	21,602	17,596
Curriculum and classroom materials	350,115	87,563	437,678	1,631	128	439,437	393,019
Rent expense	727,719	227,498	955,217	114,023	8,945	1,078,185	713,092
Utilities	117,861	36,846	154,707	18,466	1,449	174,622	118,329
Maintenance and repairs	43,941	13,737	57,678	6,884	540	65,102	35,855
Office supplies	70,685	22,098	92,783	11,075	869	104,727	74,499
Postage and delivery	4,101	1,282	5,383	643	50	6,076	5,349
Telephone and internet services	20,554	6,425	26,979	3,221	253	30,453	20,157
Information technology	65,306	20,416	85,722	10,231	803	96,756	72,207
Insurance	41,211	12,883	54,094	6,457	507	61,058	45,479
Dues and subscriptions	2,559	800	3,359	401	31	3,791	3,878
Equipment leasing	17,807	5,567	23,374	2,791	219	26,384	14,328
Depreciation and amortization	161,576	50,512	212,088	25,316	1,986	239,390	153,118
General fundraising expenses	-	-	-	-	869	869	1,040
Miscellaneous	-	-	-	300	-	300	269
Total	\$ 6,485,503	\$ 1,983,130	\$ 8,468,633	\$ 1,055,481	\$ 78,311	\$ 9,602,425	\$ 7,411,986

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

TO THE BOARD OF TRUSTEES OF
GROWING UP GREEN CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Growing Up Green Charter School (the "School") (a not-for-profit Corporation), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated August 20, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

TO THE BOARD OF TRUSTEES OF
GROWING UP GREEN CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
August 20, 2015

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Growing up Green Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	10,712,449	1,213,931	-	-	-	11,926,380	
Total Expenses	10,767,065	843,315	-	-	-	11,610,380	
Net Income	(54,616)	370,616	-	-	-	316,000	
Actual Student Enrollment	626	76					
Total Paid Student Enrollment	626	76				702	Total Students in the entire school is 702 (out of those 702, there are 76 Special Educa
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$13,877.00						
School District 2 (Enter Name)	9,741,654	1,213,931	-	-	-	10,955,585	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
	9,741,654	1,213,931	-	-	-	10,955,585	
Special Education Revenue	-	-	-	-	-	-	
Grants							
Stimulus	157,950	-	-	-	-	157,950	NYS Senate Grant (one time)
Other	55,795	-	-	-	-	55,795	NYSTL/NYSSL/NYSLIB
Other State Revenue	362,250	-	-	-	-	362,250	Facilities Funding
TOTAL REVENUE FROM STATE SOURCES	10,317,649	1,213,931	-	-	-	11,531,580	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	72,000	-	-	-	-	72,000	
Title I	98,100	-	-	-	-	98,100	
Title Funding - Other	8,500	-	-	-	-	8,500	Title II Funding
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other Federal Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	178,600	-	-	-	-	178,600	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising	191,000	-	-	-	-	191,000	Contributions, Fundraising and After School Club Fees
Erate Reimbursement	24,000	-	-	-	-	24,000	
Interest Income, Earnings on Investments,	1,200	-	-	-	-	1,200	
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	
Other Local Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	216,200	-	-	-	-	216,200	
TOTAL REVENUE	10,712,449	1,213,931	-	-	-	11,926,380	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	219,615	-	-	-	219,615	
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	14.00	933,552	236,960	-	-	1,170,512	
CFO / Director of Finance	1.00	91,266	-	-	-	91,266	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	11.00	648,373	-	-	-	648,373	
TOTAL ADMINISTRATIVE STAFF	27	1,892,806	236,960	-	-	2,129,766	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	32.00	2,039,506	-	-	-	2,039,506	
Teachers - SPED	10.00	-	576,355	-	-	576,355	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	7.00	283,200	-	-	-	283,200	

List exact titles and staff FTE's (Full time equivalent)

Growing up Green Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	10,712,449	1,213,931	-	-	-	11,926,380	
Total Expenses	10,767,065	843,315	-	-	-	11,610,380	
Net Income	(54,616)	370,616	-	-	-	316,000	
Actual Student Enrollment	626	76				-	
Total Paid Student Enrollment	626	76				702	Total Students in the entire school is 702 (out of those 702, there are 76 Special Educa
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Specialty Teachers	14.00	871,535	-	-	-	871,535	
Aides	-	-	-	-	-	-	
Therapists & Counselors	7.00	450,940	-	-	-	450,940	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	70	3,645,181	576,355	-	-	4,221,536	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	3.00	97,080	-	-	-	97,080	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	3	97,080	-	-	-	97,080	
SUBTOTAL PERSONNEL SERVICE COSTS	100	5,635,067	813,315	-	-	6,448,382	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	546,258	-	-	-	546,258	
Fringe / Employee Benefits	-	1,029,742	-	-	-	1,029,742	
Retirement / Pension	-	134,017	-	-	-	134,017	
TOTAL PAYROLL TAXES AND BENEFITS		1,710,017	-	-	-	1,710,017	
TOTAL PERSONNEL SERVICE COSTS		7,345,084	813,315	-	-	8,158,399	
CONTRACTED SERVICES							
Accounting / Audit	-	26,000	-	-	-	26,000	
Legal	-	22,000	-	-	-	22,000	
Management Company Fee	-	35,000	-	-	-	35,000	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	15,544	-	-	-	15,544	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	352,000	-	-	-	352,000	Substitute Teachers, Grant and Consulting Writing, Erate Consulting, Translators, Network Maintenance
TOTAL CONTRACTED SERVICES		450,544	-	-	-	450,544	
SCHOOL OPERATIONS							
Board Expenses	-	3,000	-	-	-	3,000	
Classroom / Teaching Supplies & Materials	-	250,600	-	-	-	250,600	
Special Ed Supplies & Materials	-	-	30,000	-	-	30,000	
Textbooks / Workbooks	-	40,000	-	-	-	40,000	
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	15,000	-	-	-	15,000	
Telephone	-	-	-	-	-	-	
Technology	-	-	-	-	-	-	
Student Testing & Assessment	-	25,000	-	-	-	25,000	
Field Trips	-	70,000	-	-	-	70,000	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	
Office Expense	-	262,120	-	-	-	262,120	
Staff Development	-	140,000	-	-	-	140,000	
Staff Recruitment	-	10,000	-	-	-	10,000	
Student Recruitment / Marketing	-	20,000	-	-	-	20,000	
School Meals / Lunch	-	30,000	-	-	-	30,000	
Travel (Staff)	-	-	-	-	-	-	

Growing up Green Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
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Net Income	(54,616)	370,616	-	-	-	316,000	
Actual Student Enrollment	626	76				-	
Total Paid Student Enrollment	626	76				702	Total Students in the entire school is 702 (out of those 702, there are 76 Special Educa
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Fundraising	1,000	-	-	-	-	1,000	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	866,720	30,000	-	-	-	896,720	
FACILITY OPERATION & MAINTENANCE							
Insurance	70,000	-	-	-	-	70,000	
Janitorial	120,000	-	-	-	-	120,000	
Building and Land Rent / Lease	1,115,342	-	-	-	-	1,115,342	
Repairs & Maintenance	90,000	-	-	-	-	90,000	
Equipment / Furniture	-	-	-	-	-	-	
Security	113,500	-	-	-	-	113,500	
Utilities	285,875	-	-	-	-	285,875	
TOTAL FACILITY OPERATION & MAINTENANCE	1,794,717	-	-	-	-	1,794,717	
DEPRECIATION & AMORTIZATION	310,000	-	-	-	-	310,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	10,767,065	843,315	-	-	-	11,610,380	
NET INCOME	(54,616)	370,616	-	-	-	316,000	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District 30	626	76	702				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	626	76	702				
REVENUE PER PUPIL	17,113	15,973	-				
EXPENSES PER PUPIL	17,200	11,096	-				



Appendix E: Disclosure of Financial Interest Form

Last updated: 10/28/2015

Page 1

343000860952 GROWING UP GREEN CS

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/07/2015

Last updated: 07/22/2015

Page 1

343000860952 GROWING UP GREEN CS

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Jeff Mueller	[REDACTED]	Chair/Board President	Yes		April 2013-present
2	Kyla Kupferstein	[REDACTED]	Vice Chair/Vice President	Yes		April 2013-present
3	Reid Chase	[REDACTED]	Treasurer	Yes		April 2013-present
4	Kurt Shuman	[REDACTED]	Secretary	Yes		April 2013-present
5	Kate Hooker	[REDACTED]	Trustee/Member	Yes		July 2011-present
6	Matthew Greenberg	[REDACTED]	Other	No		July 2011-present
7	Malabika Das	[REDACTED]	Parent Representative	No		August 2014-present
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

(No response)

3. Total Number of Members Departing the Board during the 2014-15 school year

(No response)

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

10

5. How many times did the Board meet during the 2014-15 school year?

8

6. How many times will the Board meet during the 2015-16 school year?

8

Thank you.

GUGCS has made a good faith effort to meet the enrollment and retention targets set for it by the state. We have yielded large numbers of applicants, a lengthy waiting list, and a diverse student body. Growing Up Green already has a positive presence in the community through partnerships and service learning activities. It has built over time a network of like-minded individuals, organizations and agencies, many of which work directly with at-risk youth and their families. Furthermore, the “green” aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. For students with disabilities, the school website and recruitment materials clearly describe the school’s inclusion model, special education services and staffing as well as counseling supports. Furthermore, our Director of Special Education participates in recruitment activities. In order to recruit English Language Learners, our materials are translated, our ELL program is described, and our ELL Coordinator and teachers assist with recruitment. We also have bilingual staff to help families with the application process. The majority of our students are eligible for free and reduced lunch and, having built a positive reputation in the community, word of mouth is particularly effective in attracting these students to our school. We make it clear that our school is free and provides support services and extra-curricular opportunities to all students, regardless of need and income. Should the results of the random lottery not yield sufficient numbers to meet enrollment targets, the school’s board will consider adding at-risk preferences to its admissions policy with the permission of its authorizer.

Regarding retention, GUGCS has a track record of strong student retention; any student leaving the school is primarily due to family relocation. We have achieved this success by developing a close, supportive community among students, staff and families through regular communication and events such as orientations, family workshops, conferences, celebrations and performances. Moreover, the school retains students classified with disabilities through the scope of services it offers to serve a variety of student needs. For example, GUGCS provides an ICT class on each grade and special education services, such as speech and language therapy, occupational therapy, hearing services, counseling, and physical therapy. Our ELL Coordinator and ELL teachers support limited English proficient students through immersion techniques direct instruction, and the use of the SIOP model. GUGCS is a school where students and their families are known well by the faculty and staff and students do not fall through the cracks. We also work closely with community organizations to ensure families have the supports they need so their children can succeed.



Appendix I: Teacher and Administrator Attrition

Created: 07/07/2015

Last updated: 07/08/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name: 343000860952 GROWING UP GREEN CS

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	50	15	8

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	20	8	2

Thank you



Appendix J: Uncertified Teachers

Last updated: 07/08/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name: 343000860952 GROWING UP GREEN CS

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

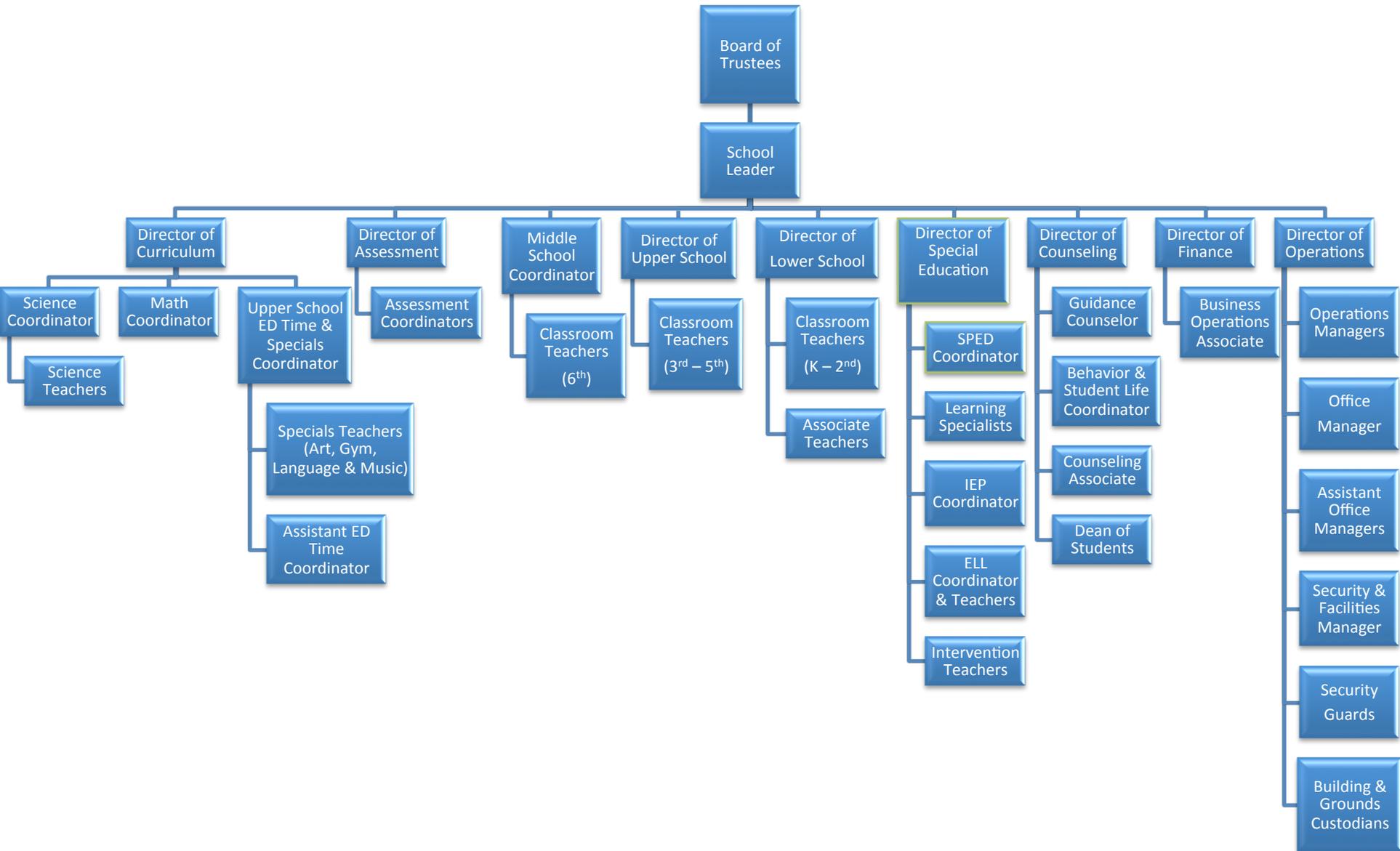
For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	4
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
FTE count of uncertified teachers who do not fit into any of the four statutory categories	0
Total	4.0

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

76

Thank you.



Mission Statement

The Growing Up Green Charter School (GUGCS) empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 02, 2014

Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

343000860952 GROWING UP GREEN CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 30

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
39-27 28 Street Long Island City, NY 11101	347-642-4306	347-642-4310	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Matthew Greenberg
Title	School Leader
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

<http://www.gugcs.org/>

6. DATE OF INITIAL CHARTER

2009-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 K

 1

 2

 3

 4

 5**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	39-27 28th St Long Island City, NY 11101	(347) 642-4306	CSD 30	K-5	Yes	Rent/Lease
Site 2	36-49 11th St Long Island City, NY 11101		CSD 30	6	No	Rent/Lease

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306	██████████	██████████

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306	██████████	██████████

13. Are the School sites co-located?

No

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

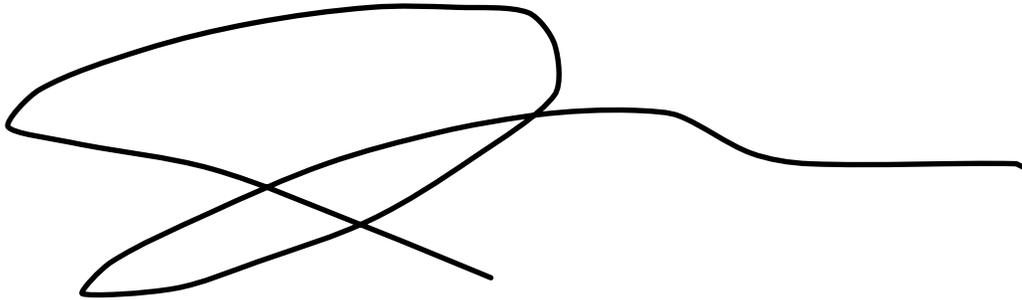
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A long, flowing handwritten signature in black ink, starting with a large, stylized initial and extending across the width of the page.

Signature, President of the Board of Trustees

A handwritten signature in black ink, featuring a large, overlapping loop at the beginning and a long, horizontal tail extending to the right.

Thank you.

Appendix A: Progress Toward Goals

Created Friday, August 01, 2014

Updated Monday, October 20, 2014

Page 1

Charter School Name: 343000860952 GROWING UP GREEN CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?year=2013&instid=800000063974>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination.	New York State Testing Program	Making Progress Toward Attainment 3rd Grade: 41% 4th Grade: 33% 5th Grade: 25%	1. GUGCS will Invest in a reading program named Reading 180 to be used with struggling readers in grades 4-6. 2. GUGCS will look at test data from NWEA MAP assessments, In house interim assessments, and the New York State Reading test and address weakness in the curriculum. 3. GUGCS will continue to provide an after school academic program for students identified that could use additional help. GUGCS has adjusted the after school program to make smaller groups, and provide instruction once a week for a longer period of time.
Academic Goal 2	Each year, the school's Aggregate Performance Index	New York State Testing	Goal Met	

	on the NYS ELA exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.	Program	ELA Performance Index = 102.9 is greater than the ELA Effective Annual Measurable Objective of 82.	
Academic Goal 3	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS ELA exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE	New York State Testing Program	<p>Goal Met</p> <p>3rd Grade: 38.3% CSD 30: 34%</p> <p>Making Progress Towards</p> <p>4th Grade: 33.3% CSD 30: 34%</p> <p>5th Grade 24.1% CSD 30: 30%</p>	<p>1.GUGCS will Invest in a reading program named Reading 180 to be used with struggling readers in grades 4-6.</p> <p>2. GUGCS will look at test data from NWEA MAP assessments, In house interim assessments, and the New York State Reading test and address weakness in the curriculum.</p> <p>3. GUGCS will continue to provide an after school academic program for students identified that could use additional help. GUGCS has adjusted the after school program to make smaller groups, and provide instruction once a week for a longer period of time.</p>
Academic Goal 4	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS ELA exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	New York State Testing Program	<p>Making Progress Towards</p> <p>4th Grade: Needed to achieve 40.5% in order to reduce by one-quarter the gap. 4th grade's cohort scored 33%.</p> <p>5th Grade: Needed to achieve 39% in order to reduce by one-quarter the gap. 5th grade's cohort scored 25%.</p>	<p>1.GUGCS will Invest in a reading program named Reading 180 to be used with struggling readers in grades 4-6.</p> <p>2. GUGCS will look at test data from NWEA MAP assessments, In house interim assessments, and the New York State Reading test and address weakness in the curriculum.</p> <p>3. GUGCS will continue to provide an after school academic program for students identified that could use additional help. GUGCS has adjusted the after school program to make smaller groups, and provide instruction once a week for a longer period of time.</p>
Academic Goal 5	Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the NWEA MAP Reading test.	NWEA MAP and MAP for primary grades	<p>Making Progress Towards:</p> <p>Grade 1= 42%</p> <p>Grade 2= 57%</p> <p>Grade 3= 48%</p> <p>Grade 4= 52%</p> <p>Grade 5= 47%</p>	<p>1.GUGCS will Invest in a reading program named Reading 180 to be used with struggling readers in grades 4-6.</p> <p>2. GUGCS will look at test data from NWEA MAP assessments, In house interim assessments, and the New York State Reading test and address</p>

				weakness in the curriculum.
Academic Goal 6	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's NWEA MAP Reading exam and an NCE of 50 for the current year's NWEA MAP exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's NWEA MAP Reading exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year	NWEA MAP and MAP for primary grades	Making Progress Towards: Grade 3: Spring 2013- 54% Spring 2014-48% Grade 4: Spring 2013- 51% Spring 2014- 52% Grade 5: Spring 2013- 44% Spring 2014- 47%	1.GUGCS will Invest in a reading program named Reading 180 to be used with struggling readers in grades 4-6. 2. GUGCS will look at test data from NWEA MAP assessments, In house interim assessments, and the New York State Reading test and address weakness in the curriculum.
Academic Goal 7	Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.	Fountas and Pinnell Bench Mark Assessment System	Goal Met: Grade 2-80% Grade 3-79.9% Making Progress Towards: Grade 1-73.9% Grade 4-68.9% Grade 5-45.7%	1.GUGCS will Invest in a reading program named Reading 180 to be used with struggling readers in grades 4-6. 2. GUGCS will look at test data from NWEA MAP assessments, In house interim assessments, and the New York State Reading test and address weakness in the curriculum.
Academic Goal 8	Each grade level of students (K-5) who remained in the school for the entire year will show at least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June of each school year	Fountas and Pinnell Bench Mark Assessment System	Making Progress Towards: Grade K- 60% Grade 1-96% Grade 2-81% Grade 3-43% Grade 4-25% Grade 5-9%	1.GUGCS will Invest in a reading program named Reading 180 to be used with struggling readers in grades 4-6. 2. GUGCS will look at test data from NWEA MAP assessments, In house interim assessments, and the New York State Reading test and address weakness in the curriculum.

2a1. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
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Academic Goal 9	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.	New York State Testing Program	Making Progress Towards 3rd Grade 55% 4th Grade 49% 5th Grade 47%	<p>1. GUGCS will invest in Pearson's Envision math curriculum to be used in combination with GUGCS' current math curriculum of Investigations by TERC.</p> <p>2. An additional math coordinator will be added to staff in the 2014-15 school year. There will be a math coordinator for the lower school (grades K-2) and upper school (grades 3-5).</p> <p>3. In grades 3-6 an addition math section will be created on each grade to reduce student teacher ratio during math instruction.</p>
Academic Goal 10	Each year, the school's aggregate Performance Index on the NYS Math exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system	New York State Testing Program	Goal Met Math Performance Index = 128.3 is greater than the ELA Effective Annual Measurable Objective of 79.	
Academic Goal 11	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS Math exam will be greater than the percent all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	New York State Testing Program	Goal Met Grade 3: 55% CSD 30: 42% Grade 4: 49% CSD 30: 44% Grade 5: 47% CSD 30: 41%	
Academic Goal 12	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	New York State Testing Program	Goal Met 4th Grade: Needed to achieve 37.5% in order to reduce by one-quarter the gap. 4th grade's cohort scored 49%. 5th Grade needed to achieve 44% in order to reduce by one-quarter the gap. 5th Grade's cohort scored 47%	

Academic Goal 13	Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the NWEA MAP Math test.	NWEA MAP and MAP for primary grades	Making Progress Towards: Grade 1: 49% Grade 2: 59% Grade 3: 62% Grade 4: 61% Grade 5: 60%	<p>1. GUGCS will invest in Pearson's Envision math curriculum to be used in combination with GUGCS' current math curriculum of Investigations by TERC.</p> <p>2. An additional math coordinator will be added to staff in the 2014-15 school year. There will a be a math coordinator for the lower school (grades K-2) and upper school (grades 3-5).</p> <p>3. In grades 3-6 an addition math section will be created on each grade to reduce student teacher ratio during math instruction.</p>
Academic Goal 14	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's NWEA MAP Math exam and an NCE of 50 for the current year's NWEA MAP exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's NWEA MAP Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.	NWEA MAP and MAP for primary grades	<p>Goal Met:</p> <p>Grade 3: Spring 2013- 52% Spring 2014- 62%</p> <p>Grade 4: Spring 2013- 46% Spring 2014- 61%</p> <p>Grade 5: Spring 2013- 52% Spring 2014- 60%</p>	
Academic Goal 15	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Science examination	New York State Testing Program	Goal Met 83.1% of students scored at or above a level 3 on the 4th grade science exam.	
Academic Goal 16	Throughout the course of the school's next charter term, GUGCS will show progress towards earning a score of B or better on the "Progress" section of the citywide Progress Report	New York City Progress Report	Results not available by November 1st	

2a2. Do have more academic goals to add?

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 17	Each year, the school will make AYP in Math, ELA and Science and will be deemed in “Good Standing” on its NYSED Report Card	NYSED Report Card	Results not available by November 1st.	

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	his will be measured by the school and reported data from an attendance tracking system such as ATS. The figure will be calculated by: sum of the total number of days absent for each child in the school total number of possible school days times (total number of students)	Making Progress Towards: Daily average attendance rate was 92%	GUGCS will continue to monitor the students who are frequently absent from school to determine if the reason is illness or other. An improvement plan for the habitually absent students will be developed and agreed upon by the family and GUGCS.
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	Enrollment information	Goal Met: Over 95% of students enrolled on the last day of school will return the following September.	
Org Goal 3	Each year, the school will comply will all applicable laws, rules, regulations and contract terms including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.	Board Policies and Meetings	Goal Met: GUGCS has generally and substantially complied with all applicable laws, rules and regulations. The school's staff has been trained with respect to all applicable procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and report these matters to the Board or its counsel.	
Org Goal 4	Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.	Enrollment and Retention Marketing	Goal Met: GUGCS has enlisted parents of English Language Learners (ELLs) to speak on our behalf at community organizations mentioning the services provided to ELLs. GUGCS has sent out marketing materials translated in the most common languages spoken in CSD 30 GUGCS had report cards and other important	

information translated for families that don't speak english.

Broaden the amount of services provided to students with disabilities by creating ICT classes for grades K-5, adding additional learning specialist, and an additional ELL teacher.

Org Goal 5	Per the charter agreement, each year, student enrollment will be at or within 15% below full enrollment as delineated in the approved renewal application. This will be measured each year by an analysis of student enrollment figures in ATS.	Enrollment information	Goal Met: Student enrollment was above 15% for the 2013-14 school year.
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2b.1 Do you have more organizational goals to add?

Yes

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	NYCDOE Learning Environment Survey	Goal Met The NYCDOE Learning Environment Survey changed domains and scores. Parent survey results are as followed: Instructional Core: 94% Systems for Improvement 92% School Culture: 97%	
Org Goal 7	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.	NYCDOE Learning Environment Survey	Goal Met The NYCDOE Learning Environment Survey changed domains and scores. Teacher survey results are as followed: Instructional Core: 90% Systems for Improvement: 87% School Culture: 97%	

The school will only have met this goal if 50% or more teachers participate in the survey.

Org Goal 8	Each year, 85% of teachers whose contract was renewed at the end of the previous school year will return to teach at GUGCS.	Staff Employment information	Goal Met: More than 85% of teacher's contracts were renewed at the end of the pervious school year.
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2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings	Independent Financial Audit Findings	Goal Met: Monthly and weekly financial statements are prepared, analyzed by the Controller or Director of Accounting and then distributed to the school admin and board of directors. Year Ending June 30, 2014 Audited Financial Statement	
Financial Goal 2	Each year, the School will operate on a balanced budget[1] and maintain a stable cash flow	Monthly and weekly financial statements are prepared, analyzed by the Controller or Director of Accounting and then distributed to the school admin and board of directors. Year Ending June 30, 2014 Audited Financial Statement	Goal Met: The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.	

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 02, 2014
Updated Thursday, July 31, 2014

Page 1

Charter School Name: 343000860952 GROWING UP GREEN CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	7391200
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	492
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	15023

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	353188
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	277841
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	631029
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	492
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	1283

Thank you.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
GROWING UP GREEN CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Growing Up Green Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2013 financial statements, and our report dated September 11, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 21, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
August 21, 2014

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2014	2013
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 1,858,178	\$ 1,381,290
Grants and contracts receivable	42,649	13,074
Other current receivables	539	1,731
Prepaid expenses and other current assets	105,210	131,083
Total current assets	2,006,576	1,527,178
Property and equipment, net of accumulated depreciation and amortization of \$403,116 and \$249,999, respectively	652,827	595,469
Restricted cash	70,645	70,460
Security deposit	65,000	35,000
TOTAL ASSETS	\$ 2,795,048	\$ 2,228,107
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 64,372	\$ 90,264
Accrued payroll and payroll taxes	340,282	216,503
Refundable advances	21,221	4,600
Total current liabilities	425,875	311,367
Deferred rent	171,708	149,961
Total liabilities	597,583	461,328
Unrestricted net assets	2,197,465	1,766,779
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 2,795,048	\$ 2,228,107

The accompanying notes are an integral part of the financial statements.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	<u>2014</u>	<u>2013</u>
Revenue and support:		
State and local per pupil operating revenue	\$ 7,560,043	\$ 6,129,407
Federal grants	178,247	141,136
State and city grants	38,375	29,321
Contributions and private grants	33,819	37,633
Interest and other income	<u>32,188</u>	<u>10,279</u>
 Total revenue and support	 <u>7,842,672</u>	 <u>6,347,776</u>
Expenses:		
Program services		
Regular education	5,006,698	3,890,922
Special education	1,545,623	1,092,502
Total program services	<u>6,552,321</u>	<u>4,983,424</u>
Supporting services		
Management and general	796,818	614,424
Fundraising	<u>62,847</u>	<u>32,535</u>
 Total expenses	 <u>7,411,986</u>	 <u>5,630,383</u>
 Changes in unrestricted net assets	 430,686	 717,393
 Unrestricted net assets - beginning of year	 <u>1,766,779</u>	 <u>1,049,386</u>
 Unrestricted net assets - end of year	 <u>\$ 2,197,465</u>	 <u>\$ 1,766,779</u>

The accompanying notes are an integral part of the financial statements.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 430,686	\$ 717,393
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	153,118	107,353
Changes in certain assets and liabilities:		
(Increase) Decrease in grants and contracts receivable	(29,575)	21,291
Decrease (Increase) in other current receivables	1,192	(967)
Decrease in prepaid expenses and other current assets	25,873	29,969
(Increase) in security deposit	(30,000)	-
(Decrease) in accounts payable and accrued expenses	(25,892)	(2,723)
Increase in accrued payroll and payroll taxes	123,779	11,219
Increase in refundable advances	16,621	3,491
Increase in deferred rent	21,747	38,397
	687,549	925,423
NET CASH PROVIDED BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(210,476)	(335,129)
(Increase) in restricted cash	(185)	(225)
	(210,661)	(335,354)
NET CASH (USED IN) INVESTING ACTIVITIES		
NET INCREASE IN CASH AND CASH EQUIVALENTS	476,888	590,069
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	1,381,290	791,221
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 1,858,178	\$ 1,381,290

The accompanying notes are an integral part of the financial statements.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of School

Growing Up Green Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 16, 2008 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 16, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. On December 17, 2013, the Board of Regents approved and issued the renewal to the initial charter for a period of three and half years expiring June 30, 2017. The School empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of the School will be prepared to attend high performing schools where their interdisciplinary academic foundations, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future. Classes commenced in Long Island City, New York, on September 9, 2009 and the School provided education to approximately 489 students in grades kindergarten through fifth during the 2013-2014 academic year.

Food and Transportation Services

The New York City Department of Education provides free lunches and transportation directly to a majority of the School's students. Such costs are not included in these financial statements. The School collects some money from families to defray the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as a School described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have net unrelated business income for the years ended June 30, 2014 and 2013.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax position resulting in an accrual of tax expense or benefit.

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2010, and prior.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board ("FASB") in its Accounting Standards Codification ("ASC") No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2014 and 2013.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local government resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agencies.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the statements of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract, in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as incurred. No depreciation is recorded on construction-in-progress until property and equipment is placed into service. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Equipment	5 years
Furniture and fixture	7 years
Software	3 years
Website development	5 years
Leasehold improvements	useful life or related lease

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Refundable Advances

The School records grant revenue as refundable advances until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Comparative Financial Information

The accompanying statements of activities and schedule of functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2013 financial statements from which the summarized information was derived.

Reclassifications

Certain 2013 accounts have been reclassified to the 2014 financial statements presentation. The reclassification has no effect on 2013 total assets, liabilities, net assets, and change in net assets.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal entitlements and grants. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30,:

	<u>2014</u>	<u>2013</u>
Equipment	\$ 434,061	\$ 341,499
Furniture and fixture	378,604	318,077
Software	10,998	2,388
Website development	3,550	3,550
Leasehold improvements	<u>228,730</u>	<u>179,954</u>
	1,055,943	845,468
Less: Accumulated depreciation and amortization	<u>403,116</u>	<u>249,999</u>
	<u>\$ 652,827</u>	<u>\$ 595,469</u>

Depreciation and amortization expense was \$153,118 and \$107,353 for the years ended June 30, 2014 and 2013, respectively.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 4 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Friends of Growing Up Green (“Friends of GUG”), a New York State not-for-profit corporation. Friends of GUG supports the School through technical and financial assistance. For the years ended June 30, 2014 and 2013, Friends of GUG made contributions to the School in the amount of \$32,219 and \$25,000, respectively. There were no other material transactions between Friends of GUG and the School.

NOTE 5 - COMMITMENTS

Operating Leases

The School is obligated under a non-cancelable operating lease for office and classroom space at 39-27 28th Street, Long Island City, New York, expiring on August 31, 2019, with a renewal option for an additional ten years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses. Phase I which consists of the 2nd floor of the building was completed prior to the start of the 2009-2010 academic year. Phase II which consists of the 3rd floor of the building was completed during the year ended June 30, 2011. Phase III which consists of the 1st floor of the building was completed during the year ended June 30, 2012.

On May 15, 2014, the School entered into an agreement to lease additional property at 36-49 11th Street, Long Island City, New York for a period of 10 years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses. This location will become the home of Growing Up Green Middle School starting with the 2014-2015 academic year.

The future minimum lease payments for both facilities are as follows:

Year ending June 30, 2015	\$ 1,000,279
2016	1,088,560
2017	1,119,616
2018	1,151,238
2019	1,183,936
Thereafter	<u>2,339,637</u>
	<u>\$ 7,883,266</u>

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Deferred rent for the future middle school facility will be recognized starting with the 2014-2015 academic year. Rent expense under the lease for the years ended June 30, 2014 and 2013 amounted to \$713,092 and \$713,092, respectively.

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 6 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 7 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 9 - RETIREMENT PLAN

The School maintains a retirement plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School has the option to match employee contributions up to 5% of annual compensation. The amount charged for matching contributions to this plan was \$78,395 and \$51,417 for the years ended June 30, 2014 and 2013, respectively.

NOTE 10 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through August 21, 2014, the date the financial statements were available to be issued.

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
GROWING UP GREEN CHARTER SCHOOL

We have audited the financial statements of Growing Up Green Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated August 21, 2014, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
August 21, 2014

GROWING UP GREEN CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

2014

	Program Services			Management and		Total	Fundraising	Total	2013
	Regular Education	Special Education	Total	General	General				
Salaries	\$ 2,965,553	\$ 941,372	\$ 3,906,925	\$ 469,085	\$ 469,085	\$ 4,416,047	\$ 40,037	\$ 4,416,047	\$ 3,189,363
Payroll taxes and employee benefits	616,725	195,770	812,495	97,554	97,554	918,375	8,326	918,375	588,060
Professional development	95,491	21,505	116,996	4,164	4,164	121,512	352	121,512	143,147
Audit and accounting fees	-	-	-	18,250	18,250	18,250	-	18,250	18,250
Legal fees	16,924	5,372	22,296	2,678	2,678	25,202	228	25,202	11,000
Financial management fees	-	-	-	30,000	30,000	30,000	-	30,000	40,000
Consulting fees	5,591	1,389	6,980	23,949	23,949	31,546	617	31,546	47,346
Other professional fees	102,724	25,470	128,194	14,342	14,342	143,130	594	143,130	155,485
Contractual services	5,639	1,790	7,429	892	892	8,397	76	8,397	3,449
Teacher and student recruitment	22,794	6,145	28,939	2,186	2,186	31,312	187	31,312	10,607
Student meals	14,713	2,883	17,596	-	-	17,596	-	17,596	12,896
Curriculum and classroom materials	316,895	76,124	393,019	-	-	393,019	-	393,019	237,258
Rent expense	478,870	152,010	630,880	75,747	75,747	713,092	6,465	713,092	713,092
Utilities	79,462	25,224	104,686	12,570	12,570	118,329	1,073	118,329	108,779
Maintenance and repairs	24,078	7,643	31,721	3,809	3,809	35,855	325	35,855	40,666
Office supplies	50,029	15,881	65,910	7,914	7,914	74,499	675	74,499	67,960
Postage and delivery	3,592	1,140	4,732	568	568	5,349	49	5,349	5,604
Telephone and internet services	13,536	4,297	17,833	2,141	2,141	20,157	183	20,157	18,081
Information technology	48,490	15,392	63,882	7,670	7,670	72,207	655	72,207	59,455
Insurance	30,541	9,695	40,236	4,831	4,831	45,479	412	45,479	38,170
Dues and subscriptions	2,604	827	3,431	412	412	3,878	35	3,878	2,774
Equipment leasing	9,622	3,054	12,676	1,522	1,522	14,328	130	14,328	9,087
Depreciation and amortization	102,825	32,640	135,465	16,265	16,265	153,118	1,388	153,118	107,353
General fundraising expenses	-	-	-	-	-	1,040	1,040	1,040	2,243
Miscellaneous	-	-	-	269	269	269	-	269	258
Total	\$ 5,006,698	\$ 1,545,623	\$ 6,552,321	\$ 796,818	\$ 796,818	\$ 7,411,986	\$ 62,847	\$ 7,411,986	\$ 5,630,383

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

TO THE BOARD OF TRUSTEES OF
GROWING UP GREEN CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Growing Up Green Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated August 21, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

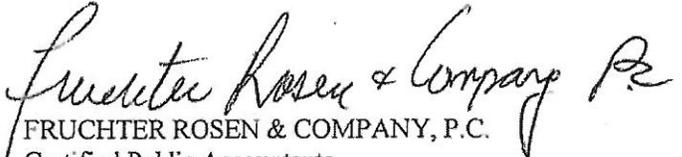
TO THE BOARD OF TRUSTEES
GROWING UP GREEN CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
August 21, 2014

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August 21, 2014

To the Audit Committee of the Board of Trustees of
Growing Up Green Charter School

We have audited the financial statements of Growing Up Green Charter School (the "School") for the year ended June 30, 2014, and have issued our report thereon dated August 21, 2014. Professional standards require that we provide you with the following information related to our audit.

Our Responsibilities under U.S. Generally Accepted Auditing Standards and *Government Auditing Standards*

As stated in our engagement letter dated February 18, 2014, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

As part of our audit, we will consider the internal control of Growing Up Green Charter School. Such considerations are solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Growing Up Green Charter School's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of our tests is not to provide an opinion on compliance with such provisions.

Planned Scope and Timing of the Audit

We performed our audit according to the plan previously communicated to you prior to commencement of our audit field work.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Growing Up Green Charter School are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2014. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements are as follows:

- Collectability of grants and contracts receivables
- Useful lives of fixed assets
- Allocation of costs for the schedule of functional expenses

We evaluated the key factors and assumptions used to develop the above estimates in determining that it was reasonable in relation to the financial statement taken as a whole. The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. In addition, we are required to communicate with those charged with governance uncorrected misstatements and the effect that they may have on the opinion in the auditor's report, and request their correction. None of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated August 21, 2014.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Audit Committee, the Board of Trustees and management of Growing Up Green Charter School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,


FRUCHTER ROSEN & COMPANY, P.C.
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August 21, 2014

To the Audit Committee of the Board of Trustees of
Growing Up Green Charter School
39-27 28th Street,
Long Island City, NY 11101

In planning and performing our audit of the financial statements of Growing Up Green Charter School (the "School") as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School, and is not intended to be, and should not be, used by anyone other than these specified parties.

We appreciate your cooperation and the assistance we received during the course of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
August 21, 2014

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2014-15 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Growing up Green Charter School

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	8,395,994	1,045,415	-	-	-	9,441,409	
Total Expenses	8,143,282	988,128	-	-	-	9,131,410	
Net Income	252,713	57,287	-	-	-	310,000	
Actual Student Enrollment	529	65					
Total Paid Student Enrollment	529	65				594	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		CY Per Pupil Rate					
District 30 Queens	8,183,538	\$13,777.00	-	-	-	8,183,538	Per Pupil Revenue for Entire Student Enrollement of 594
School District 2 (Enter Name)	-	\$10,390.00	311,700	-	-	311,700	Per Pupil Revenue for 30 SPED students with 20%-60% services
School District 3 (Enter Name)	-	\$19,049.00	666,715	-	-	666,715	Per Pupil Revenue for 35 SPED students with 60%+ services
School District 4 (Enter Name)	-		-	-	-	-	
School District 5 (Enter Name)	-		-	-	-	-	
	8,183,538		978,415	-	-	9,161,953	
Special Education Revenue	-	-	-	-	-	-	
Grants							
Stimulus	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other State Revenue	47,211		-	-	-	47,211	Revenue from NYSTL, NYSSL & NYSLIB
TOTAL REVENUE FROM STATE SOURCES	8,230,749		978,415	-	-	9,209,164	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	67,000	-	-	-	67,000	Revenue from IDEA
Title I	73,072	-	-	-	-	73,072	
Title Funding - Other	11,994	-	-	-	-	11,994	Title II Funding
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other Federal Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	85,066	67,000	-	-	-	152,066	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising	55,000	-	-	-	-	55,000	
Erate Reimbursement	23,979	-	-	-	-	23,979	
Interest Income, Earnings on Investments,	-	-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	
Other Local Revenue	1,200	-	-	-	-	1,200	Bank Interest
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	80,179	-	-	-	-	80,179	
TOTAL REVENUE	8,395,994	1,045,415	-	-	-	9,441,409	
EXPENSES							List exact titles and staff FTE's (Full time equivalent)
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions					
Executive Management	199,650	1.00	-	-	-	199,650	
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	1,226,554	15.00	-	-	-	1,226,554	
CFO / Director of Finance	86,100	1.00	-	-	-	86,100	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	269,431	5.00	-	-	-	269,431	
TOTAL ADMINISTRATIVE STAFF	1,781,735	22	-	-	-	1,781,735	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	1,273,824	21.00	-	-	-	1,273,824	
Teachers - SPED	-	6.00	374,767	-	-	374,767	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	160,000	4.00	-	-	-	160,000	

Growing up Green Charter School

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	8,395,994	1,045,415	-	-	-	9,441,409	
Total Expenses	8,143,282	988,128	-	-	-	9,131,410	
Net Income	252,713	57,287	-	-	-	310,000	
Actual Student Enrollment	529	65				-	
Total Paid Student Enrollment	529	65				594	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Specialty Teachers	21.00	637,588	588,361	-	-	1,225,949	
Aides	-	-	-	-	-	-	
Therapists & Counselors	5.00	304,366	-	-	-	304,366	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	57	2,375,778	963,128	-	-	3,338,906	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	2.00	54,392	-	-	-	54,392	
Security	3.00	107,120	-	-	-	107,120	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	5	161,512	-	-	-	161,512	
SUBTOTAL PERSONNEL SERVICE COSTS	84	4,319,025	963,128	-	-	5,282,153	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	485,853	-	-	-	485,853	
Fringe / Employee Benefits	-	523,529	-	-	-	523,529	
Retirement / Pension	-	109,785	-	-	-	109,785	
TOTAL PAYROLL TAXES AND BENEFITS		1,119,166	-	-	-	1,119,166	
TOTAL PERSONNEL SERVICE COSTS		5,438,192	963,128	-	-	6,401,320	
CONTRACTED SERVICES							
Accounting / Audit	-	26,000	-	-	-	26,000	
Legal	-	12,000	-	-	-	12,000	
Management Company Fee	-	30,000	-	-	-	30,000	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	7,100	-	-	-	7,100	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	30,000	-	-	-	30,000	
Other Purchased / Professional / Consulting	-	185,900	-	-	-	185,900	Evening Custodian and Substitute Teachers
TOTAL CONTRACTED SERVICES		291,000	-	-	-	291,000	
SCHOOL OPERATIONS							
Board Expenses	-	1,000	-	-	-	1,000	
Classroom / Teaching Supplies & Materials	-	150,211	-	-	-	150,211	
Special Ed Supplies & Materials	-	-	25,000	-	-	25,000	
Textbooks / Workbooks	-	33,000	-	-	-	33,000	
Supplies & Materials other	-	43,000	-	-	-	43,000	
Equipment / Furniture	-	11,000	-	-	-	11,000	
Telephone	-	26,520	-	-	-	26,520	
Technology	-	107,640	-	-	-	107,640	
Student Testing & Assessment	-	24,000	-	-	-	24,000	
Field Trips	-	50,000	-	-	-	50,000	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	-	11,500	-	-	-	11,500	Family Events and Afterschool Clubs
Office Expense	-	147,542	-	-	-	147,542	
Staff Development	-	72,000	-	-	-	72,000	
Staff Recruitment	-	5,000	-	-	-	5,000	
Student Recruitment / Marketing	-	15,000	-	-	-	15,000	
School Meals / Lunch	-	10,450	-	-	-	10,450	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	2,500	-	-	-	2,500	

Growing up Green Charter School

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	8,395,994	1,045,415	-	-	-	9,441,409	
Total Expenses	8,143,282	988,128	-	-	-	9,131,410	
Net Income	252,713	57,287	-	-	-	310,000	
Actual Student Enrollment	529	65				-	
Total Paid Student Enrollment	529	65				594	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other	107,500	-	-	-	-	107,500	Stipends for Afterschool Clubs
TOTAL SCHOOL OPERATIONS	817,863	25,000	-	-	-	842,863	
FACILITY OPERATION & MAINTENANCE							
Insurance	61,000	-	-	-	-	61,000	
Janitorial	13,230	-	-	-	-	13,230	
Building and Land Rent / Lease	1,028,759	-	-	-	-	1,028,759	
Repairs & Maintenance	85,100	-	-	-	-	85,100	
Equipment / Furniture	-	-	-	-	-	-	
Security	14,540	-	-	-	-	14,540	
Utilities	213,598	-	-	-	-	213,598	
TOTAL FACILITY OPERATION & MAINTENANCE	1,416,227	-	-	-	-	1,416,227	
DEPRECIATION & AMORTIZATION	180,000	-	-	-	-	180,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	8,143,282	988,128	-	-	-	9,131,410	
NET INCOME	252,713	57,287	-	-	-	310,000	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District 30 Queens	529	65	594				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	529	65	594				
REVENUE PER PUPIL	15,871	16,083	-				
EXPENSES PER PUPIL	15,394	15,202	-				

Audited Financial Statement Checklist

Created Tuesday, October 07, 2014

Page 1

Charter School Name:

1. Please check each item that is included in the 2013-14 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2013-14 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 09, 2014

Updated Tuesday, July 22, 2014

Page 1

343000860952 GROWING UP GREEN CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Tuesday, July 08, 2014

Updated Wednesday, July 09, 2014

Page 1

343000860952 GROWING UP GREEN CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Jeff Mueller	Chair/President	Yes	n/a	April 2013-present	n/a
2	Kyla Kupferstein	Vice Chair/Vice President	Yes	n/a	April 2013-present	n/a
3	Reid Chase	Treasurer	Yes	n/a	April 2013-present	n/a
4	Kurt Shuman	Secretary	Yes	n/a	April 2013-present	n/a
5	Lashelle Bovian	Parent Rep	Yes	n/a	June 2013-June 2014	n/a
6	Kate Hooker	Member	Yes	n/a	July 2011-present	n/a
7	Matthew Greenberg	Other	No	n/a	July 2011-present	n/a

2. Total Number of Members Joining Board during the 2013-14 school year

0

3. Total Number of Members Departing the Board during the 2013-14 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

10

5. How many times did the Board meet during the 2013-14 school year?

8

6. How many times will the Board meet during the 2014-15 school year?

8

Thank you.

Enrollment and Retention Targets

GUGCS has had success in recruiting and retaining students with disabilities and is on par with CSD 30 (this was noted in NYCDOE's report on its 2012 Annual Site Visit to our school). While our free and reduced priced lunch (FRPL) population is lower than the district, GUGCS is making steady progress in closing the gap between the percentage of FRPL in CSD 30 and in the school. Recruiting similar number of English Language Learners (ELLs) to the school as in the CSD 30 continues to be a challenge for us despite the strengthening of our efforts over our first charter term to reach out to the large immigrant population in the district. Among strategies that GUGCS will employ in the next charter term to be more effective in recruiting ELLs will be to:

1. Enlist the help of our parents of ELLs, who represent the broad range of immigrants in the district, as volunteer ambassadors for the school. The ambassador parents can provide GUGCS with entrée to additional community organizations and houses of worship with large immigrant populations that would be fruitful areas in which to engage the school's marketing and recruitment efforts. We would seek the active participation of our ambassador parents in speaking at these recruitment events, particularly about their experience at GUGCS, the academic support that their children receive in acquiring English proficiency and the welcoming and diverse school community.
2. Revamp our outreach and marketing materials to place more emphasis on the staff, resources and instructional strategies devoted to supporting ELLs in acquisition of and proficiency in the English language. Clearly our robust special education program has been successful in attracting parents of students with special needs or our school. Likewise, we must better inform the community of the support we offer to ELLs in order for immigrant parents to feel confident that GUGCS can address the needs of their children.
3. Learn from our charter school peers in CSD 30 who have been successful in drawing a population of ELLs in similar proportion on the district, particularly Academy of the City Charter School. We will learn about their recruitment strategies for immigrant families and look to replace those strategies to draw more ELLs to GUGCS.
4. We recruit and keep students with IEPs due to broadening the amount of services we can provide to service students with disabilities i.e. K-5 ICT classes, adding learning specialists, etc. For ELLs, next year we are adding a third ELL teacher to be able to better serve our ELL population which will increase instructional time for students due to greater manpower.
5. To keep ELL families we have made better efforts to make school materials and documents available in different languages - i.e.. report cards, curriculum overviews, etc.

6. To recruit ELLs - we will do a better job of providing translated recruitment materials to the communities.

Appendix I: Teacher and Administrator Attrition

Created Tuesday, July 08, 2014

Updated Tuesday, July 22, 2014

Page 1

Charter School Name: 343000860952 GROWING UP GREEN CS

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
36	22	6

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
9	1	1

Thank you

Appendix J: Uncertified Teachers

Created Friday, August 01, 2014

Page 1

Charter School Name: 343000860952 GROWING UP GREEN CS

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2013-14?

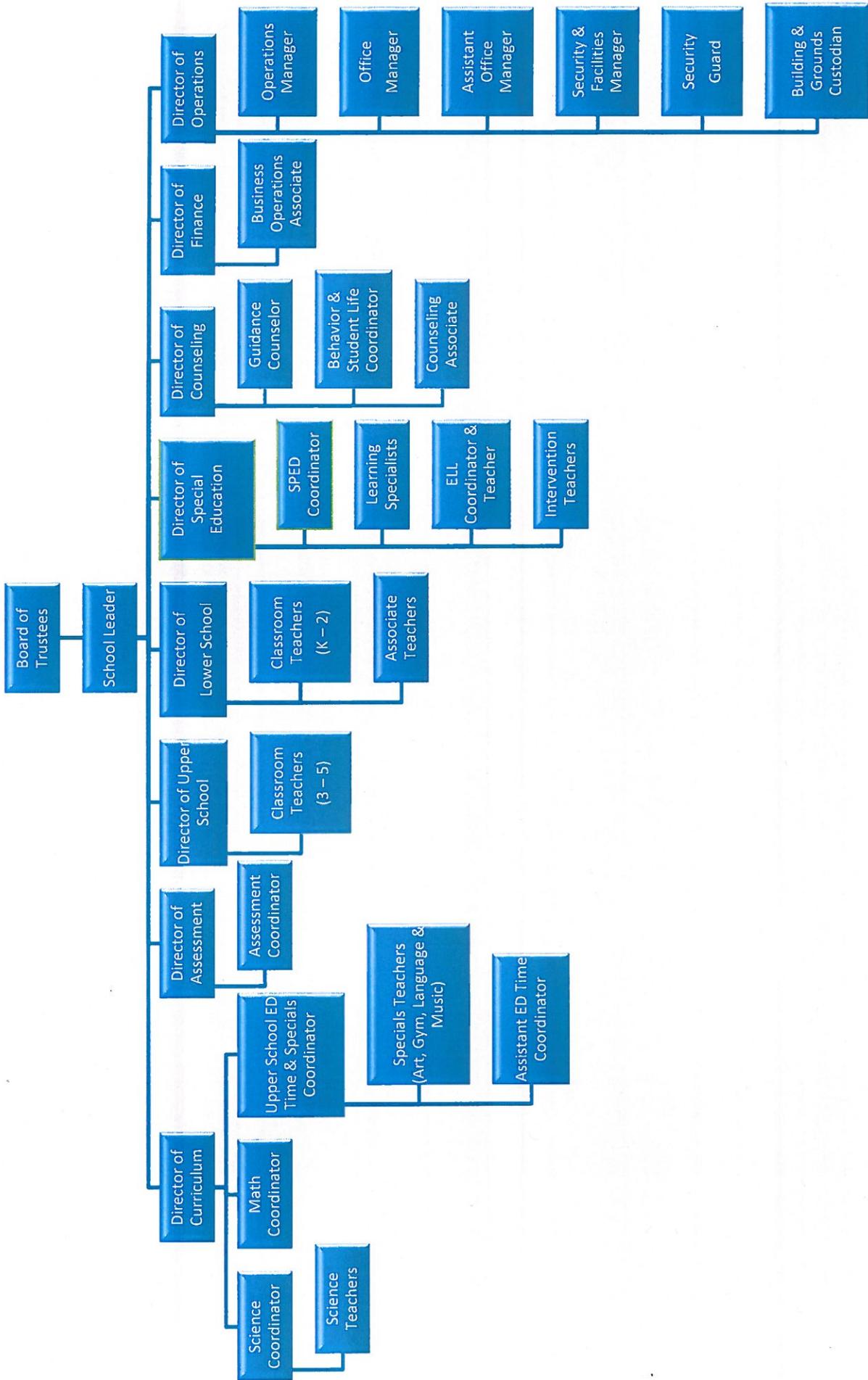
For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	4
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
Total FTE (Sum of all Uncertified Teaching Staff)	4

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2013-14?

42

Thank you.



Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/28d7e2c6df8afa0c8d>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	jeff	mueller

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

GROWING UP GREEN CS (NYC CHANCELLOR) 343000860952

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

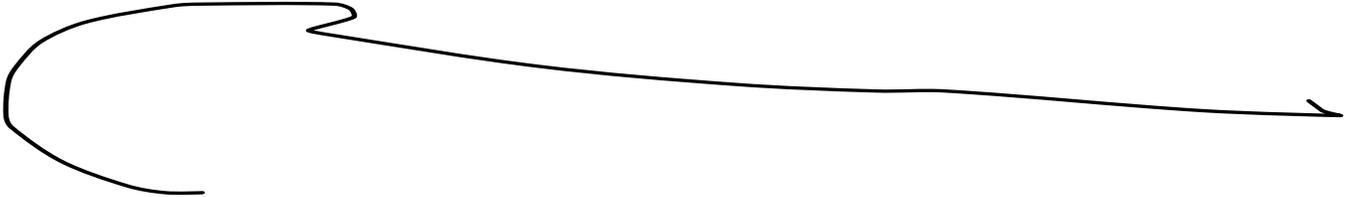
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A large, stylized handwritten signature in black ink, starting with a large loop on the left and extending horizontally to the right.

Thank you.