



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report
for The Bronx Global Learning Institute
for Girls Charter School, The Shirley
Rodriguez-Remeneski School

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

The Bronx Global Learning Institute for Girls Charter School-The Shirley Rodriguez-Remeneski School (“BGLIG”) is an elementary and middle school located in Mott Haven neighborhood of the Bronx. The school does not have a universal pre-kindergarten program. The school is located in a NYC DOE-operated building in Community School District 7. The school is co-located with P.S. X017, Concourse Village Elementary school and Performance School.¹

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Executive Director Mary Ranero-Cordero has been at the school for less than a year; Elementary School Principal Sylvia Keitt has been at the school for 1.5 years; and Middle School Principal Carmen Umpierre has been at the school for less than a year.

SCHOOL HIGHLIGHTS

Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School (BGLIG), is a dual language charter school composed of a K-5 Elementary School and a 6-8 Middle School. Each school has its own dedicated principal. Each implements an exemplary curriculum, which is differentiated, while focused on the development and growth of the girls as a whole. BGLIG has a focus on developing our girls to be future female leader. The school has a strong Fine Arts Program that exposes their female students to stringed instruments in grades K-8 and in grades K-5 our dance program is integrated into the schools’ curriculum. Their girls learn to play the violin through the Zuzuki Method. In the upper grades the girls are exposed to other stringed instruments. Furthermore, the dance program exposes their girls to physical movement and different genres in dance. The Fine Arts program also makes instructional connection to themes taught in the classroom.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

| The Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School | |
|---|--|
| DBN | 84X389 |
| School Leader(s) | Sylvia Keitt (ES), Carmen Umpierre (MS); Mary Cordero (ED) |
| Board Chair(s) | Alana Barran |
| Charter Management Organization (if applicable) | N/A |
| Other Partner(s) | Service Provider: Victory Education Partners |
| District(s) of Location | 7 |
| Physical Address(es) | 750 Concourse Village West, Bronx, NY 10451 |
| Facility Owner(s) | DOE |
| Enrollment ² | 431 |
| Grades Served | K-8 |

CURRENT BOARD OF TRUSTEES

| Board Member Name | Position | Committee(s) | Years on Board | Attendance ³ |
|-----------------------|-----------|----------------------------------|----------------|-------------------------|
| 1. Alana Barran | Chair | Executive, Academic & Finance | 9 | 2/5 |
| 2. Huey-Min Chuang | Treasurer | Executive & Finance | 9 | 1/5 |
| 3. Joseph Carcagno | | Fundraising | 3 | 1/5 |
| 4. Tasha Smalls-Roman | | PTO | <1 | 0/1 |
| 5. Victoria Rodriguez | Secretary | Executive, Finance & Fundraising | 9 | 2/5 |

² According to ATS data as of October 14, 2015.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

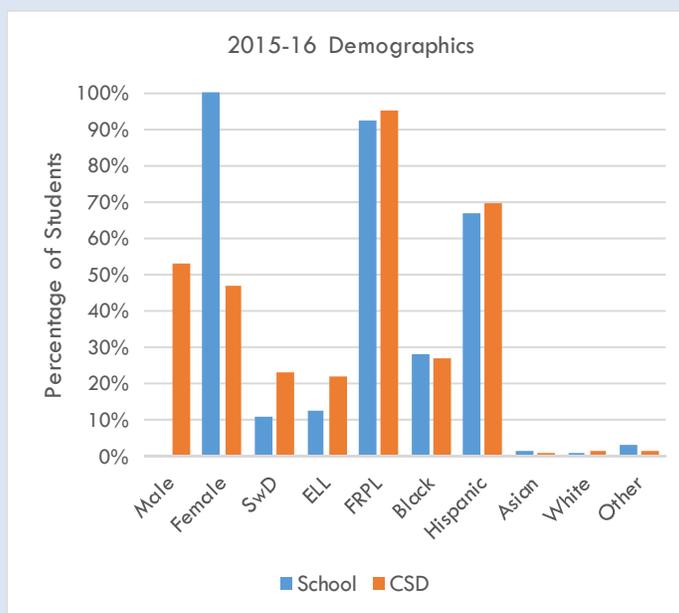
| | | | | | |
|----|--------------------|------------|----------------------|----|-----|
| 6. | Nydia Novoa-Sancho | Vice Chair | Executive & Academic | 9 | 2/5 |
| 7. | Silvia Pan | | Finance | <1 | 0/4 |

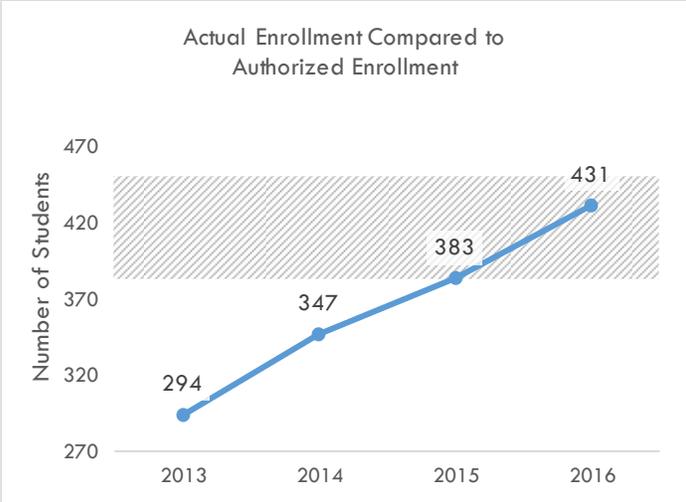
CHARTER AUTHORIZATION PROFILE

| The Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School | |
|---|-----------|
| School Opened For Instruction | 2008-2009 |
| Date of First Renewal | 2012-2013 |
| Date of Second Renewal | N/A |
| Date of Third Renewal | N/A |
| Current Charter Term Expiration Date | 6/30/2018 |
| Current Authorized Grade Span | K-8 |
| Current Authorized Enrollment | 450 |

BGLIG was renewed for a full-term five year in the 2012-13 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS





Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

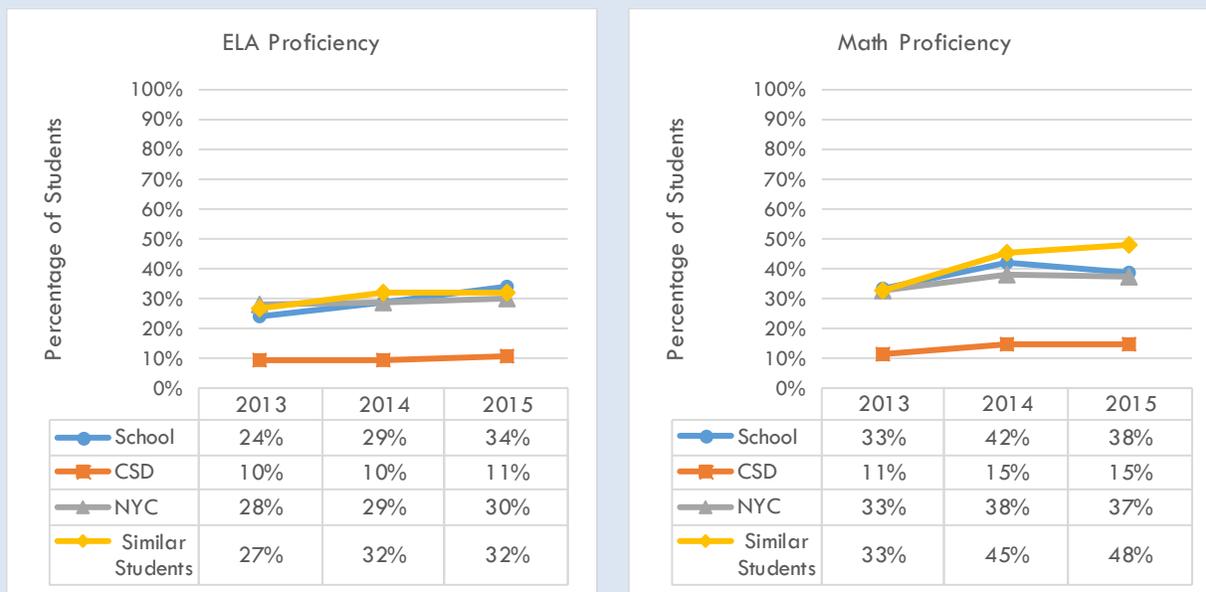
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶

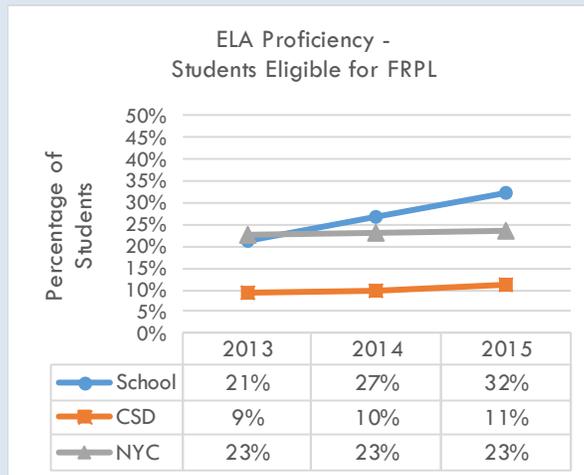
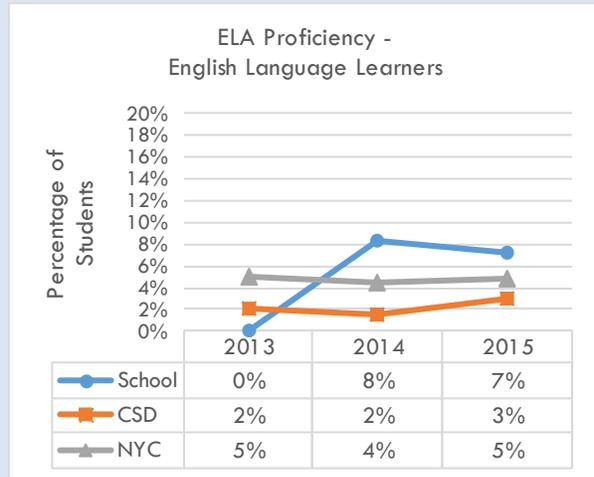
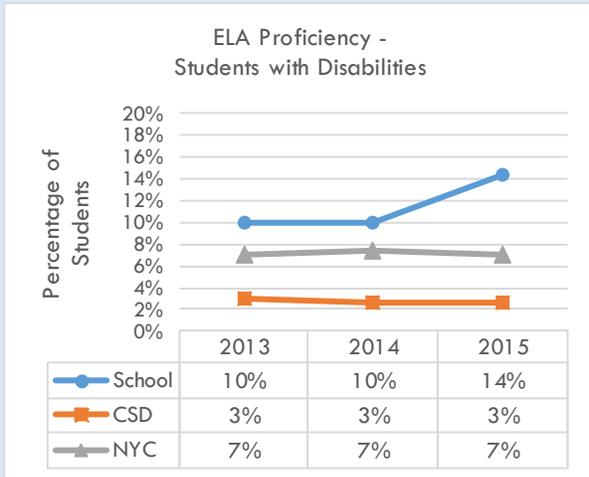


⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

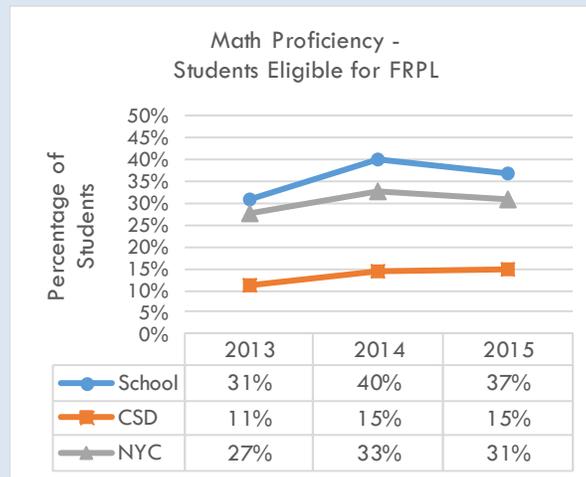
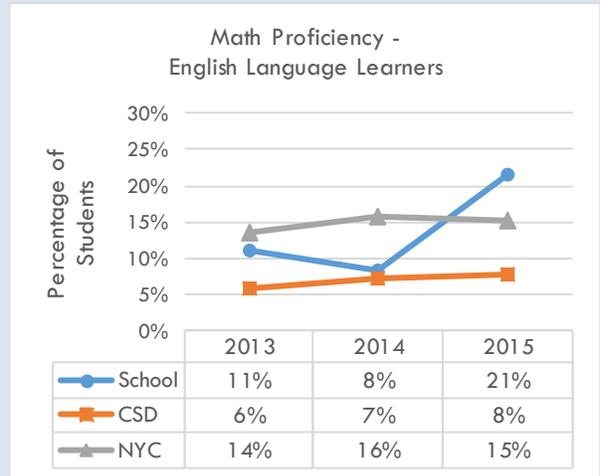
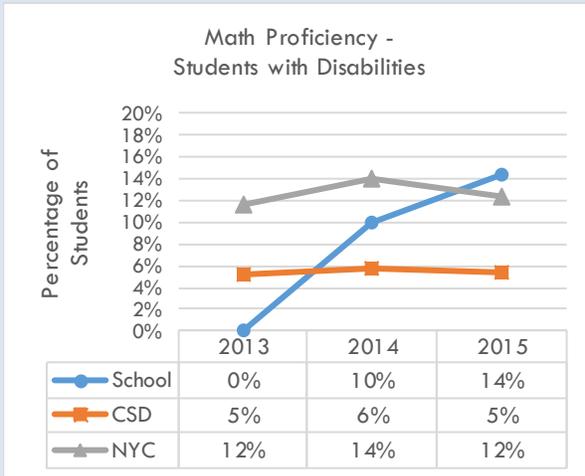
⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁶ For more on the NYC DOE's similar students comparisons, please see the information here: http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below.

ACADEMIC RIGOR AND HIGH EXPECTATIONS

High academic expectations and academic rigor are realized through a standards-based, research proven curriculum that actively engages students.

DUAL LANGUAGE PROGRAM

The program integrates native English speakers and native Spanish speakers providing instruction to both groups of students in both languages, to produce students who are bilingual and bi-literate in English and Spanish. BGLIG's instructional program includes 60% of instruction in English and 40 % of instruction in Spanish

DATA DRIVEN SMALL GROUP DIFFERENTIATED INSTRUCTION

All instructional decisions are grounded in the review of data. Lesson planning takes into account the data and the specific needs of our students. Lessons and activities are differentiated to meet the needs of our students. Small group instruction is targeted and meaningful to our student's needs.

SINGLE GENDER INSTRUCTION FOCUSING ON CREATING FEMALE LEADERS

BGLIG's focus on the role of women in history and society which enables the girls to explore the possibilities and qualities needed to be a future female leader.

STRONG PROFESSIONAL DEVELOPMENT FOR TEACHERS AND TEACHING ASSISTANTS

The structure is designed for teachers to participate in constant, on-going development via a range of venues that support educators in implementing best practice and ensure the integration of the school's educational initiatives and priorities. Principals, literacy coach and external coaches work closely with staff.

COLLABORATIVE PROFESSIONAL LEARNING ENVIRONMENT

The Dual Language program requires teachers to work collaboratively to ensure consistent planning and delivery of instruction.

PERFORMING ARTS PROGRAMS

The integrated arts program weaves the performing arts (string and Dance Programs) into all academic content areas, encouraging student to communicate and create their own perspective as they explore and experience the arts curriculum.

GOVERNANCE

The Board of Trustees has partially developed its governance structure. The Board is scheduled to meet 11 times in the 2015-16 school year, but meetings cannot be confirmed or evaluated because only two meeting minutes were posted on the school's website through February 1, 2016.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

SUPPORTIVE ENVIRONMENT

| <i>Standard</i> | <i>Compliant / Not Compliant</i> | <i>Notes</i> |
|--|--------------------------------------|--------------|
| School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer | Compliant | |

OPERATIONAL STABILITY

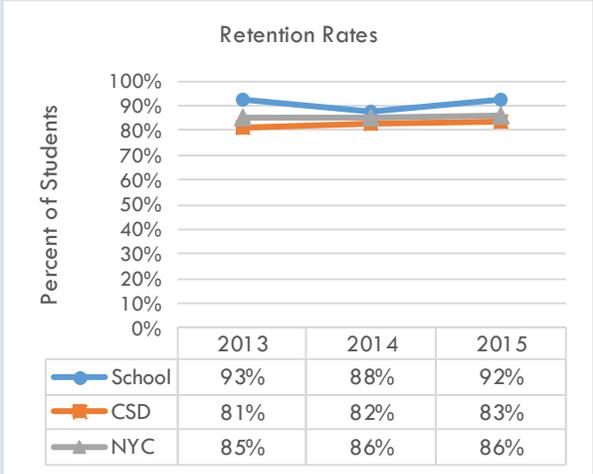
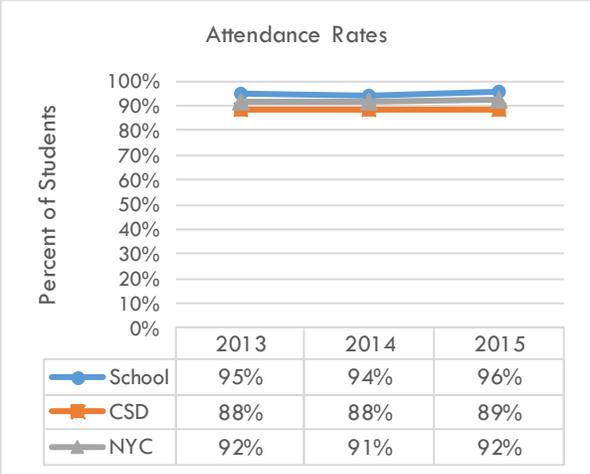
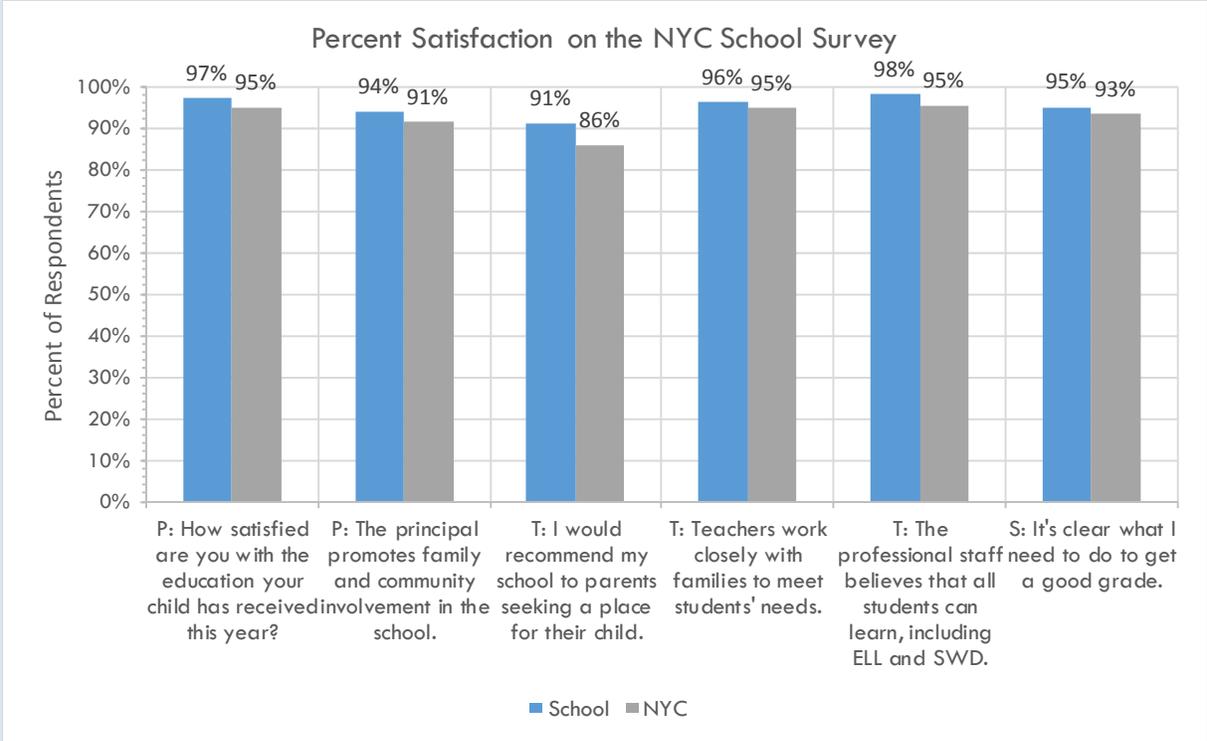
| <i>Standard</i> | <i>Compliant / Not Compliant</i> | <i>Notes</i> |
|---|--------------------------------------|---|
| School meets all DOE deadlines for annual reporting requirements | Not Compliant | A majority of requirements were submitted on-time; however, one requirement was submitted late. |
| School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey | Compliant | |
| Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff | Compliant | |
| Board meetings consistently meet quorum ⁷ | Not Compliant | A majority of Board minutes from the 2015-16 school year were posted after February 1, 2016 |
| Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff | Compliant | |

COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

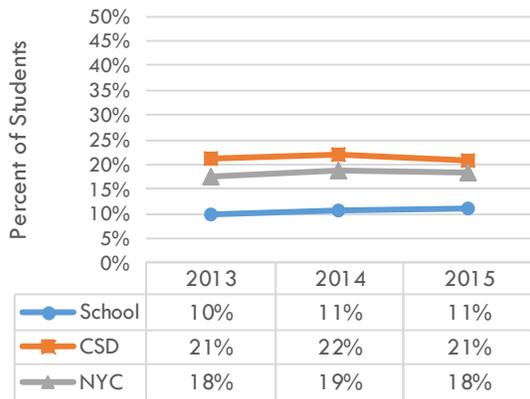
| <i>Standard</i> | <i>Compliant / Not Compliant</i> | <i>Notes</i> |
|---|--------------------------------------|---|
| School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD | Compliant | |
| School has required facility documents (certificate of occupancy, certificate of insurance) | Compliant | |
| School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1) | Compliant | |
| School is in compliance with employee fingerprinting requirements | Not Compliant | One staff member was cleared after her start date |
| School has an appropriate safety plan | Compliant | |

⁷ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

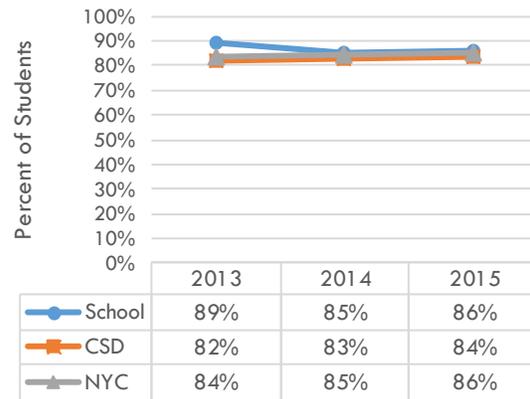
| | | |
|---|---------------|--|
| School is meeting Department of Health immunization requirements | Not Compliant | The school had 96.6% complete records; the goal was 99%. |
| School has submitted its Annual Report to NYSED and posted it online | Compliant | |
| School has followed all applicable lottery and enrollment regulations | Compliant | |



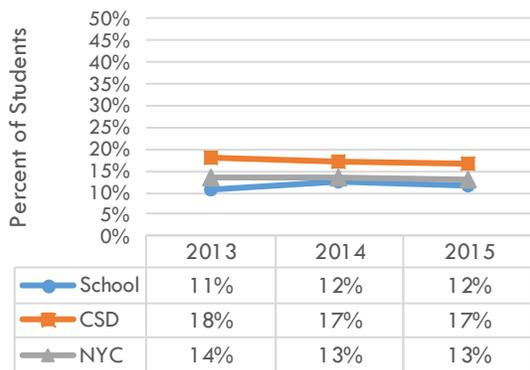
Enrollment Rates - Students with Disabilities



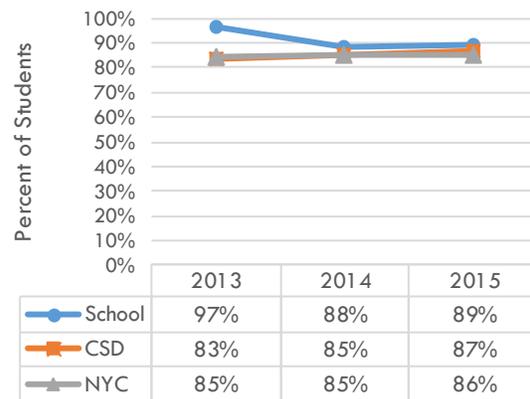
Retention Rates - Students with Disabilities



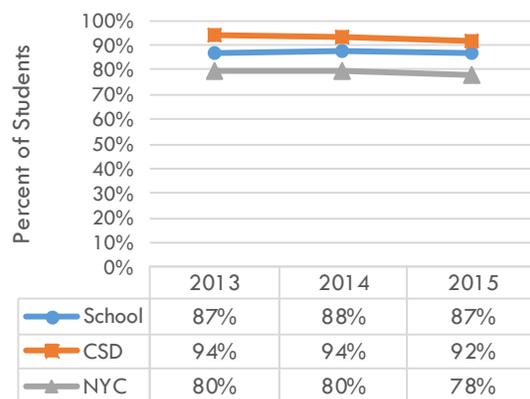
Enrollment Rates - English Language Learners



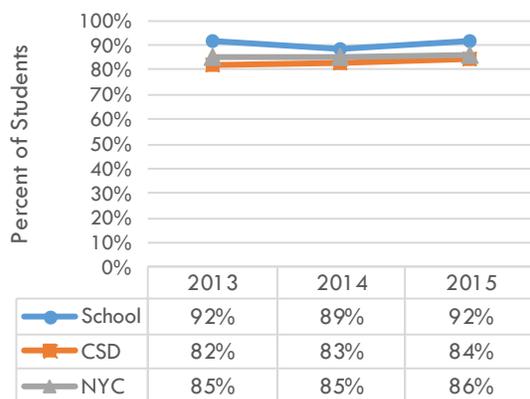
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for The Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

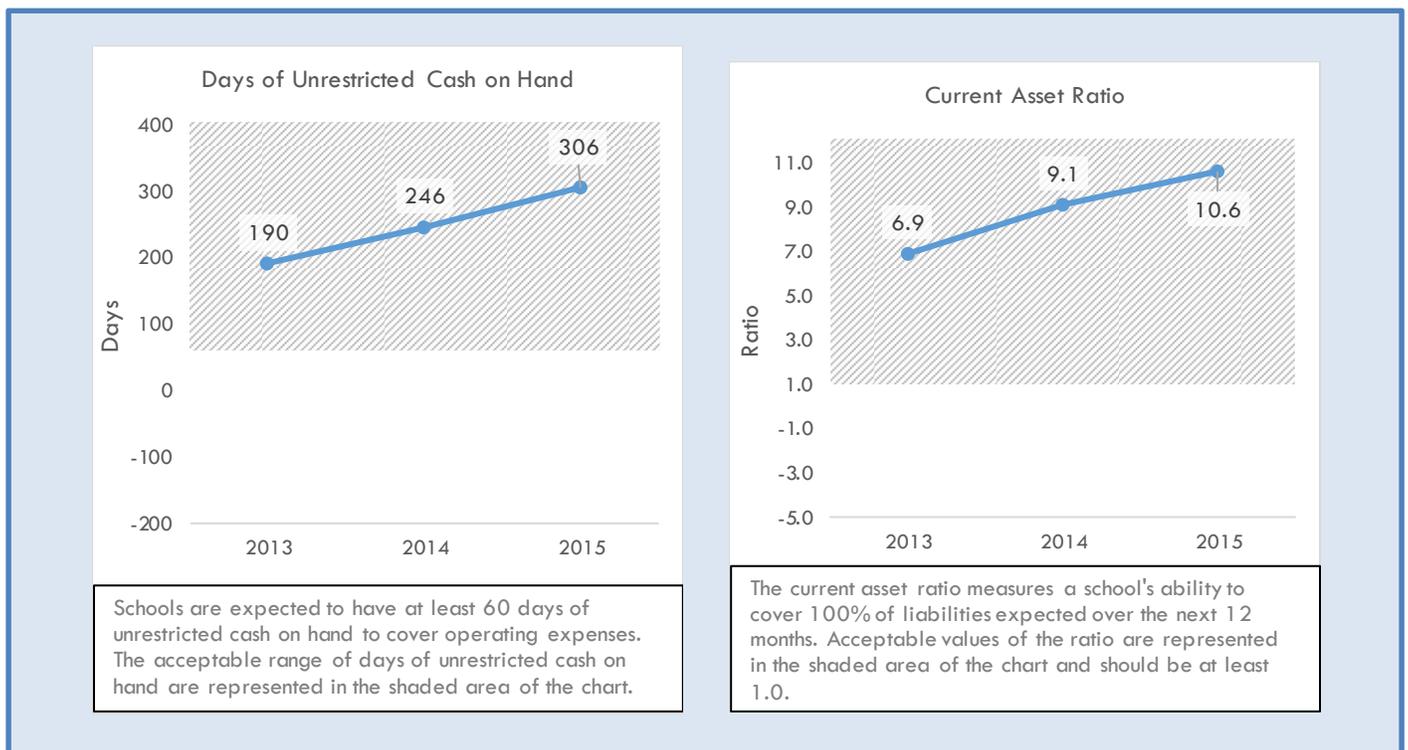
For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

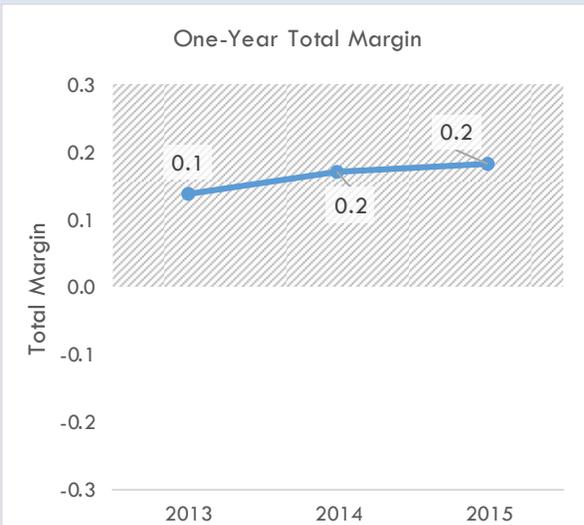
The 2015 audit indicated that the school has \$75,356 in escrow, meeting the \$70,000 requirement. However, the school did not submit the required escrow documentation.

SHORT-TERM FINANCIAL VIABILITY⁸

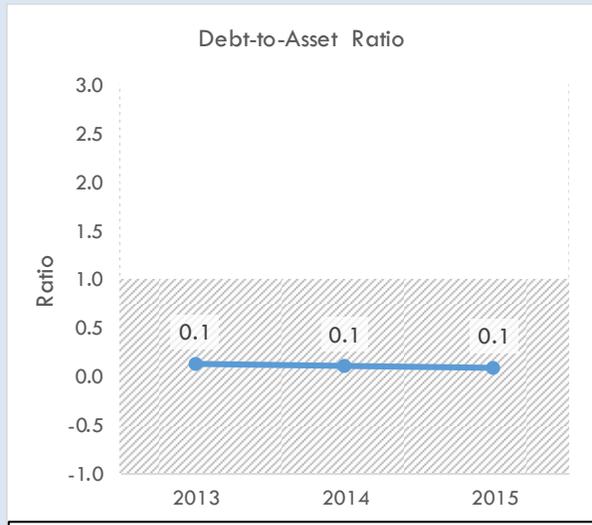


⁸ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

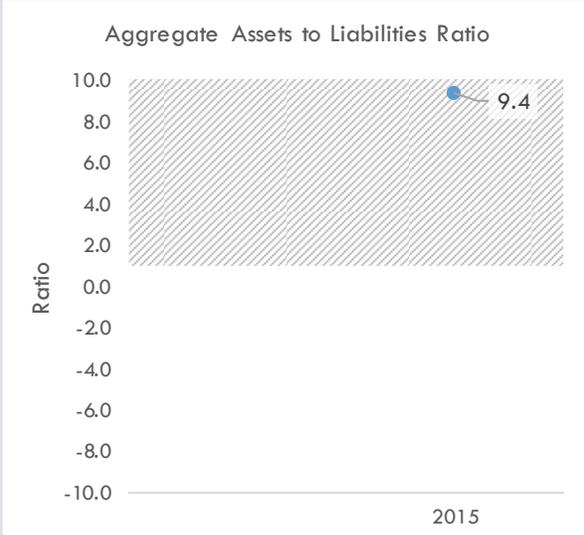
LONG-TERM FINANCIAL SUSTAINABILITY



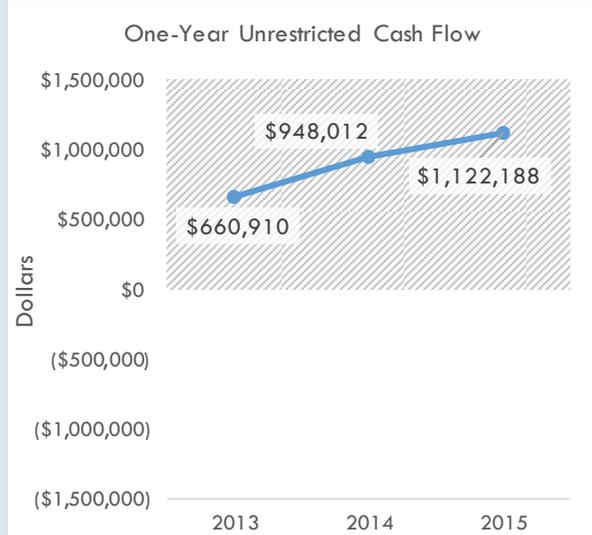
A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

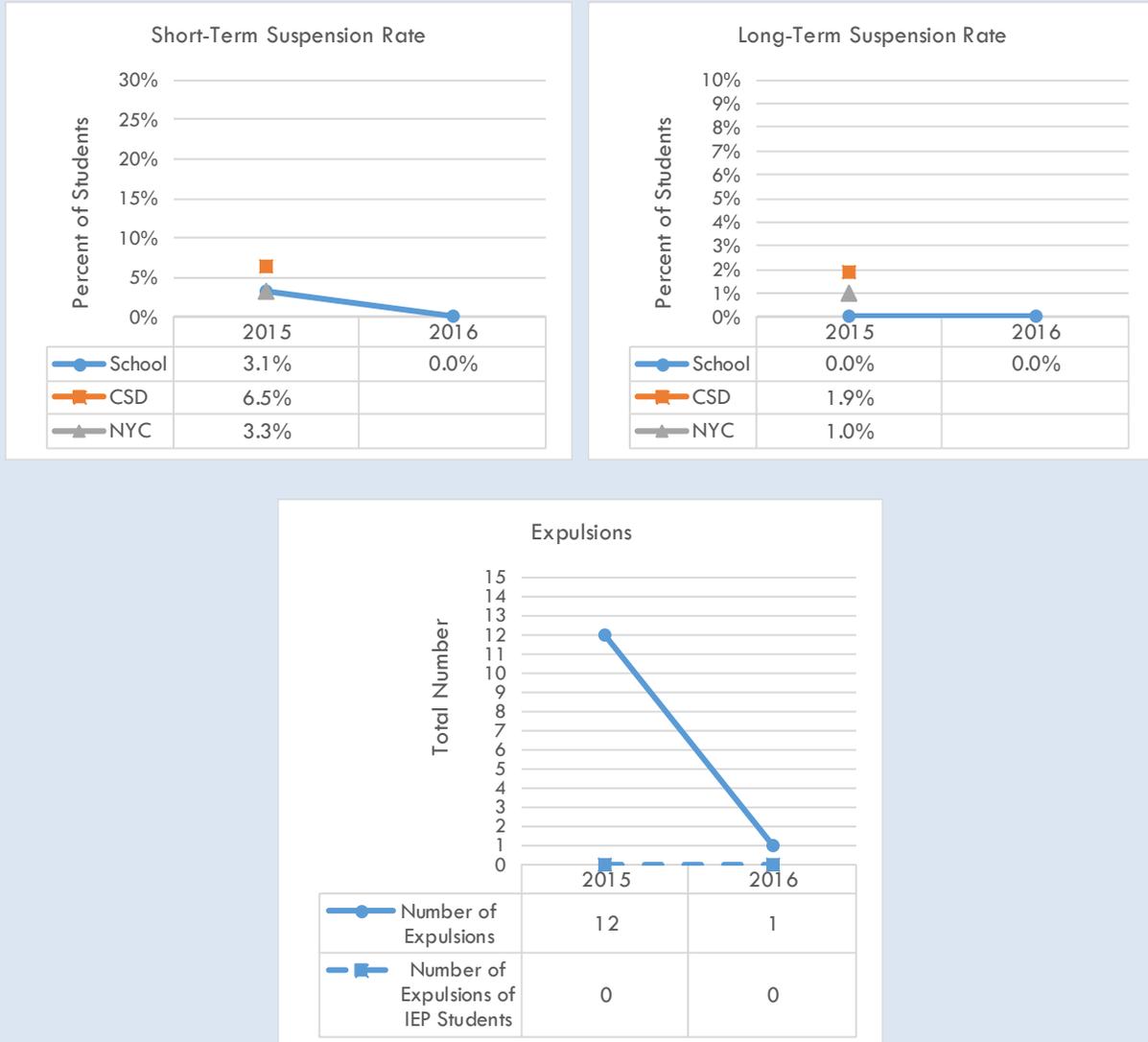
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

| | |
|---|---|
| Number of Instructional Days | 184 |
| Pre-Kindergarten Program | No |
| Afterschool Program and/or Other Activities | Yes |
| Summer Academic Program | No |
| Saturday Instruction | Yes |
| Sections per Grade | Grade K – Grade 8: 2 sections |
| Primary Entry Grade(s) | K-8 |
| Additional Grade(s) for which Student Applications are Accepted | N/A |
| Does School Enroll New Students Mid-Year? | Yes |
| Number of Applicants for Admission (School Year 2015-16) | 956 |
| Number of Students Accepted via the Lottery (School Year 2015-16) | 56 (Grade K), 2 (Grade 3), 1 (Grade 4), 10 (Grade 6), 12 (Grade 7), 4 (Grade 8) |
| <i>Lottery Preferences</i> | |
| Attends a Failing School | No |
| Does Not Speak English at Home | Yes |
| Receives SNAP or TANF Benefits | No |
| Eligible for Free or Reduced-Price Lunch | No |
| Has IEP and/or Receives Special Education Services | No |
| Homeless or Living in Shelter or Temporary Residence | No |
| Lives in New York City Housing Authority Housing | No |
| Unaccompanied Youth | No |

SUSPENSION AND EXPULSION RATES⁹



⁹ City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

| | 2012-2013 | 2013-2014 | 2014-2015 |
|---|-----------|-----------|-----------|
| The Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School | | | |
| Grade 3 | 26% | 43% | 43% |
| Grade 4 | 25% | 27% | 45% |
| Grade 5 | 21% | 26% | 23% |
| Grade 6 | | 18% | 32% |
| Grade 7 | | | 23% |
| Grade 8 | | | |
| DIFFERENCE FROM CSD | | | |
| Grade 3 | 15% | 33% | 28% |
| Grade 4 | 16% | 15% | 33% |
| Grade 5 | 11% | 16% | 12% |
| Grade 6 | | 10% | 22% |
| Grade 7 | | | 15% |
| Grade 8 | | | |

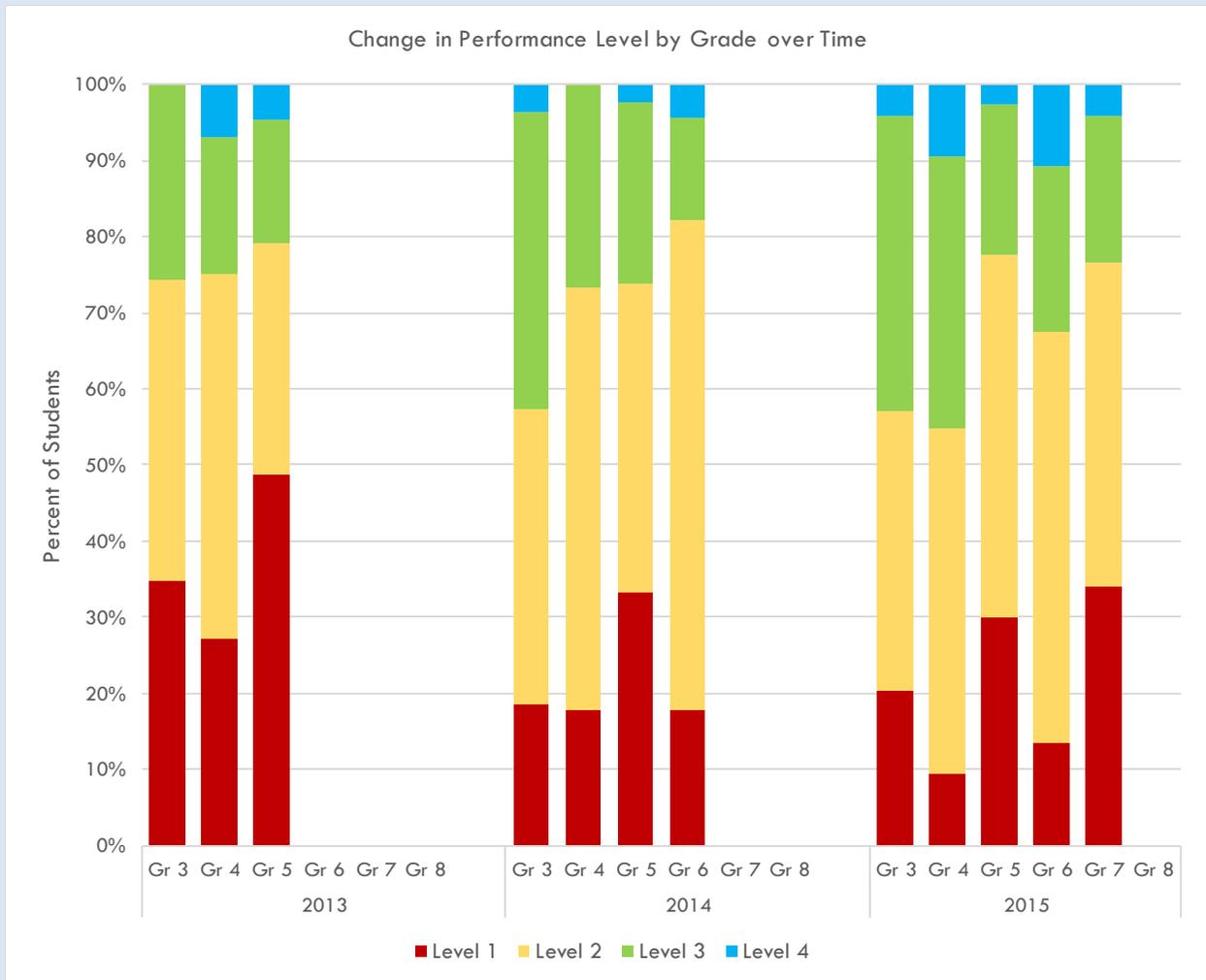
GRADE-LEVEL PROFICIENCY IN MATH

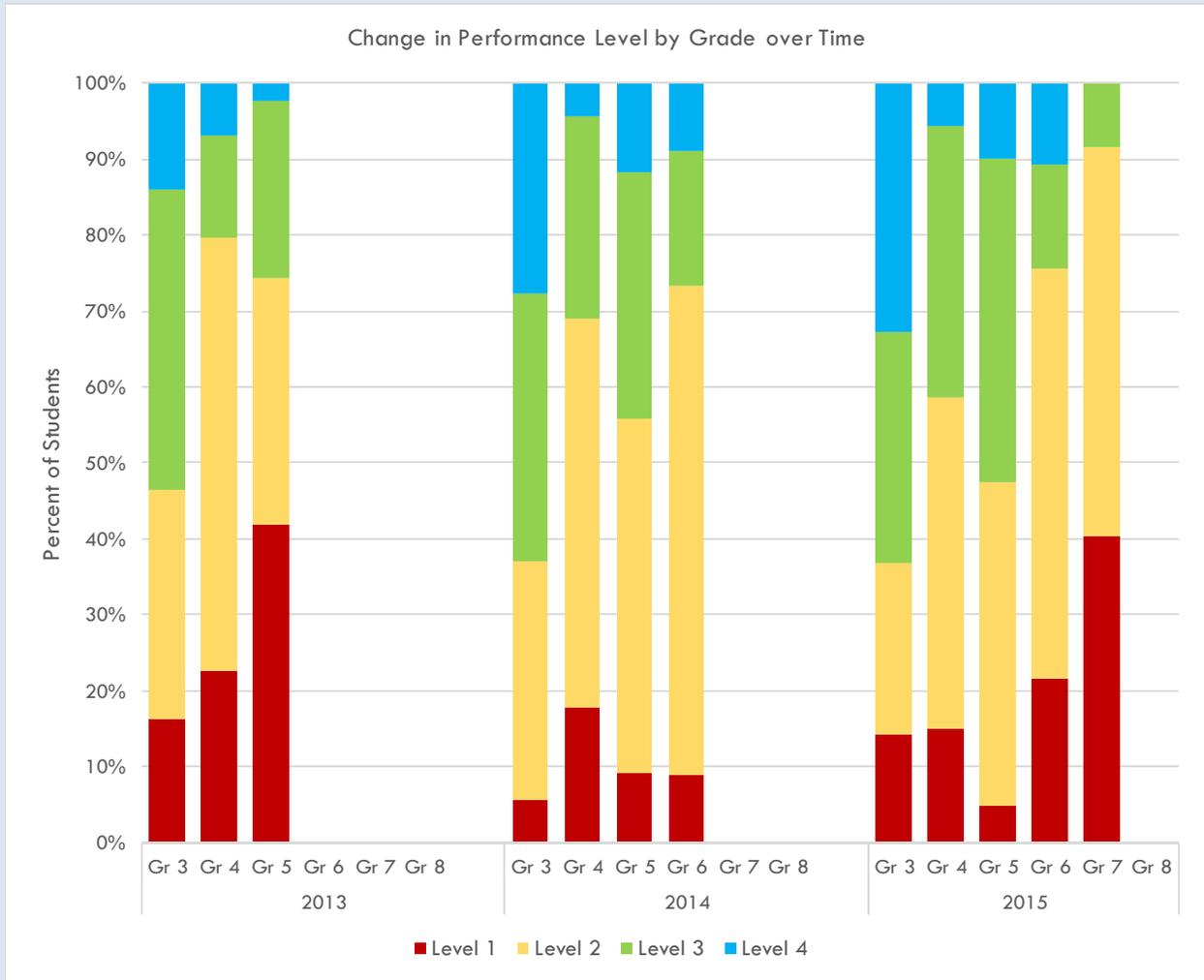
| | 2012-2013 | 2013-2014 | 2014-2015 |
|---|-----------|-----------|-----------|
| The Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School | | | |
| Grade 3 | 53% | 63% | 63% |
| Grade 4 | 20% | 31% | 42% |
| Grade 5 | 26% | 44% | 53% |
| Grade 6 | | 27% | 24% |
| Grade 7 | | | 9% |
| Grade 8 | | | |
| DIFFERENCE FROM CSD | | | |
| Grade 3 | 42% | 47% | 43% |
| Grade 4 | 8% | 15% | 25% |
| Grade 5 | 16% | 27% | 36% |
| Grade 6 | | 17% | 12% |
| Grade 7 | | | -1% |
| Grade 8 | | | |

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹⁰, the school achieved/met its goals as follows:

- Academic Goals: ¹¹
 - 3 of 7 applicable academic charter goals in its most recent year
- Operational Goals:
 - 3 of 4 applicable operational charter goals in its most recent year
- Financial Goals:
 - 2 of 2 applicable financial charter goals in its most recent year

| Charter Goals | | 2014-15 |
|----------------|--|--|
| Academic Goals | Each year, 75 percent of 3rd – 5th graders will perform at or above Level 3 on the New York State ELA examination. | The goal was not met. |
| | Each year, 75 percent of 3rd – 5th graders will perform at or above Level 3 on the New York State Mathematics examination. | The goal was not met. In 2014-15, BGLIG staff evaluated several math series that were closely aligned to Common Core State Standards. Upon careful review teachers selected the “Go Math” series. To successfully launch this new series, staff development was provided in the summer months during the two weeks of professional development. Ongoing staff development is provided to staff to ensure the effective implementation of this new program. Staff continues to closely monitor student progress through the analysis of various forms of data. |

¹⁰ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹¹ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school’s actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

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| For years 2 through 5 of the charter, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. | The goal was not met. BGLIG has analyzed student data and adjusted planning and instruction to meet the needs of its students as we prepare them to succeed academically with the rigorous expectations of the NYSED Common Core State Standards. |
| For years 2 through 5 of the charter, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. | The goal was not met. BGLIG has analyzed student data and adjusted planning and instruction to meet the needs of its students as we prepare them to succeed academically with the rigorous expectations of the NYSED Common Core State Standards. |
| Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools | The NYC DOE has not released the 2014-15 progress reports. Analysis of this goal requires access to data contained in the progress reports. |
| Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all similar schools | The NYC DOE has not released the 2014-15 progress reports. Analysis of this goal requires access to data contained in the progress reports. |
| Each year, the school will make Adequate Yearly Progress in ELA. In addition, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system. | The goal was met. |
| Each year, the school will make Adequate Yearly Progress in Math. In addition, the school's aggregate Performance Index on the State Math exam will meet its Annual Measurable Objective in the State's No Child Left Behind (NCLB) accountability system. | The goal was met |
| Each year, the school will make Adequate Yearly Progress in Science. In addition, the school's aggregate Performance Index on the State Science exam will meet its Annual Measurable Objective as | The goal was met |

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| | set forth in the State's No Child Left Behind (NCLB) accountability system. | |
| Operational Goals | Each year, the school will have a daily student attendance rate of at least 95 percent. | The goal was met. |
| | Each year, 95 percent of all students enrolled during the course of the year return the following September. | The goal was not met. |
| | BGLIG's enrollment will be monitored regularly to take note of irregular fluctuations in student stability. Assessments of enrollment stability and progress toward our enrollment goal will be made at the end of the school year. | The goal was met. |
| | Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act. | The goal was met |
| | Students will demonstrate proficiency of Spanish language at each grade level as measured by ELE. More specifically, at least 70% of the students enrolled in the dual language program for three or more years will perform at Level 3 or above on the ELE for grades 3-5. | N/A |
| Financial Goals | Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings | The goal was met. |
| | Each year, the school will operate on a balanced budget and maintain a stable cash flow. BGLIG's budget and cash flow projections will be | The goal was met. |

determined over the summer for the upcoming school year and will both reflect revenues that exceed projected expenses. Throughout the year, Victory Schools will provide the board and school leadership team with monthly financial reports, including cash flows and a report on funds spent and encumbered, so that fiscally sound decisions may be made. As such, assessments of financial viability and maintenance of stable cash flow are made at least monthly to inform our financial decisions.

APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- BGLIG actively recruits in District 7 daycare centers to attract students with the same levels of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch as other district schools. The school also sends out mailers through Vanguard Mailing.
- For the past three years, BGLIG has also given preference in our lottery to English language learners. As a result we have seen a marked increase in the number of ELL students in our school. In 2013-14 our Kindergarten class had 25% ELL students and the first grade had 22%, both exceeding the 19% for District 7 in the 2012-13 New York State Report Card.
- The Principals, Guidance Counselor, many teachers and other staff members speak English and Spanish, which aids both students and parents in their day-to-day interactions at the school. All BGLIG students receive dual-language instruction, which has numerous benefits for English language learners.

STUDENTS WITH DISABILITIES (SWD)

- BGLIG encourages the enrollment of students with disabilities. In fact, staff assists parents by helping them request changes in their daughter's IEP in order for them to attend our school. That is, BGLIG adheres to an inclusion model for our Special Education students. Parents whose daughter's IEP requires a separate setting are helped in order to have their IEP's changed for them to participate in our school's inclusion model.
- BGLIG has a number of supports in place to retain students in these at-risk populations. We also provide early intervention, extra support in ELA and Math, and a Saturday Academy to further support academic success.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- Presently, around 91% of the student body are eligible for free and reduced lunch.
- BGLIG also provides support to students with financial hardship, which includes providing uniforms at no cost.

APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.