



Office of School Design and Charter Partnerships
2014-2015

**BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL,
THE SHIRLEY RODRIGUEZ-REMENESKI CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	
Authorized Grades	Grades K-8
Authorized Enrollment	450
School Opened For Instruction	2008-2009
Charter Term Expiration Date	June 30, 2018
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	
Board Chair(s)	Alana Barran
School Leader(s)	Celia Domenech (ES), Marcia Gonzalez (MS), ¹ Sylvia Keitt (MS)
District(s) of Location	NYC Community School District 7
Borough(s) of Location	Bronx
Physical Address(es)	750 Concourse Village West, Bronx NY, 10451
Facility Owner(s)	DOE
School Type	Elementary/Middle School
Grades Served 2014-2015	Grades K-7
Enrollment in 2014-2015*	375
Charter Universal Pre-Kindergarten Program	No

¹ Marcia Gonzalez left the school during the 2014-2015 school year. Her last active date as Middle School Principal was November 26, 2015. Following her departure, Sylvia Keitt stepped in as the Interim Acting Middle School Principal for the remainder of the 2014-2015 school year. Sylvia Keitt had previously been the Assistant Principal for the school.

* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten and Grade 6
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 1-5 and Grade 7
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	1,030
Number of Students Accepted via the Charter Lottery	72
Lottery Preferences (School Year 2014-2015)**	
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

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.
 ** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Service Provider: Victory Education Partners Community Based Organization: Bronx Lebanon Hospital
Services Provided	<ul style="list-style-type: none"> • Teacher Professional Development in ELA, Math, Science, Special Education & Dual Language • Finance and accounting services • Human resources and payroll • Operations support • School leadership mentoring and advisory services • Governance and advisory support • Legal support

Management Fee	Victory Education Partners: \$430,000
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For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Dual Language Instruction	The school provides daily side by side English/Spanish instruction across all content areas.
Data-Driven Small Group Instruction	Decisions are grounded in the review of data and accommodations for student are made accordingly. The school believes in data-driven teaching and learning.
Strong Professional Development for Teachers and Teaching Assistants	Support is given to teachers and teaching assistants by the Administration, an in-house literacy coach, and Instructional Specialists from Victory Education Partners, as well as through peer observations and feedback.
Strong Collaborative Professional Learning Environment	Given the nature of Dual Language programming, teachers work collaboratively to ensure the consistent delivery of instruction.
Discipline, Safe and Nurturing Learning Environment	Practices are consistent across the Elementary School to maintain a cohesive and safe school environment. The Middle School also follows a consistent model that creates a safe and orderly environment.
Focus on the Development of Future Women Leaders	The school places a cross-curricular emphasis on female role models, which culminates in a yearly women's expo.
Strong Arts Program	Daily Suzuki violin instruction is provided to all students and classical ballet instruction is provided to the Elementary School girls as part of the curriculum.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	53	2
Grade 1	49	2
Grade 2	46	2
Grade 3	49	2
Grade 4	53	2
Grade 5	41	2
Grade 6	39	2
Grade 7	45	2
Grade 8	-	-

Total Enrollment	375	16
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* Enrollment data as of October 1, 2014

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

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 absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.²

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

² Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	23.8%	29.0%
CSD 7	9.6%	9.7%
Difference from CSD 7 *	14.2	19.3
NYC	28.0%	28.7%
Difference from NYC *	-4.2	0.3
New York State **	31.1%	30.6%
Difference from New York State	-7.3	-1.6
% Proficient in Mathematics		
	2012-2013	2013-2014
Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	33.1%	42.2%
CSD 7	11.3%	14.6%
Difference from CSD 7 *	21.8	27.6
NYC	32.7%	37.8%
Difference from NYC *	0.4	4.4
New York State **	31.1%	36.2%
Difference from New York State	2.0	6.0

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School – All Students	48.5%	68.0%
Peer Percent of Range - All Students	15.6%	67.4%
City Percent of Range- All Students	3.6%	63.4%
Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School – School's Lowest Third	65.0%	79.0%
Peer Percent of Range - School's Lowest Third	36.6%	72.6%
City Percent of Range - School's Lowest Third	20.6%	64.3%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School – All Students	41.0%	63.0%
Peer Percent of Range - All Students	14.3%	53.8%
City Percent of Range- All Students	0.0%	52.9%
Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School – School's Lowest Third	51.0%	76.0%
Peer Percent of Range - School's Lowest Third	4.2%	63.7%
City Percent of Range - School's Lowest Third	0.0%	61.2%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	16.7%	45.5%
English Language Learner Students	23.1%	46.7%
Students in the Lowest Third Citywide	27.3%	57.1%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	33.3%	63.6%
English Language Learner Students	15.4%	46.7%
Students in the Lowest Third Citywide	35.3%	59.4%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Progress Towards Attainment of Academic Goals in 2013-2014³

Academic Goals	
Charter Goals	2013-2014
1. Each year, 75% of third through fifth grade students will perform at or above Level 3 on the NYS ELA Exam.	Not Met
2. Each year, 75% of third through fifth grade students will perform at or above Level 3 on the NYS Math Exam.	Not Met
3. Each year, 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 NYS ELA Exam and 75% at or above Level 3 on the current year's NYS ELA Exam.	Not Met
4. Each year, 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 NYS Math Exam and 75% at or above Level 3 on the current year's NYS Math Exam.	Not Met
5. Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in each tested grade will place the school in the top quartile of all similar schools.	Not Met
6. Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will place the school in the top quartile of all similar schools.	Not Met
7. Each year, the school will make Adequate Yearly Progress in ELA. In addition, the school's aggregate Performance Index on the NYS ELA Exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Met
8. Each year, the school will make Adequate Yearly Progress in Math. In addition, the school's aggregate Performance Index on the NYS Math Exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Met
9. Each year, the school will make Adequate Yearly Progress in Science. In addition, the school's aggregate Performance Index on the NYS Science Exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Met
10. Each year, the school will have a daily student attendance rate of at least 95%.	Met

³ Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Self-Reported Responsive Education Program & Learning Environment⁴

Curriculum Changes and/or Adjustments

- In its Annual Comprehensive Review self-evaluation, the school noted that no curriculum changes and/or adjustments were made for the 2014-2015 school year (in relation to Common Core Learning Standards or otherwise).

Interim Assessments

- Assessments used at the school include the following:
 - Victory interim assessments;
 - Fountas and Pinnell assessments;
 - Iowa Test of Basic Skills; and
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) / Indicadores Dinámicos del Éxito en la Lectura (IDEL).

Approach to Data-Driven Instruction

- All curriculum and instructional decisions stem from an analysis of student data. Parents are regularly informed of the results of the data. At the onset of each academic year the teachers receive a data binder with a plethora of student information. The results of the data from testing throughout the year is continuously reviewed and evaluated. Teachers use the data to differentiate instruction and for the creation of their lesson plans and alteration of the curriculum.

Philosophy on Special Education and English Language Learner Service Provision

- The school gives a preference to English Language Learner (ELL) students in its lottery.
- The school provides a variety of support services to special education students. These students have demonstrated gains, as indicated in the NYS assessments, Iowa Test of Basic Skills, DIBELS/IDEL and Fountas and Pinnell.

Professional Development Opportunities

- The following professional development (PD) opportunities were provided to teachers:
 - Two weeks of PD were offered prior to the beginning of the school year;
 - An in-house Literacy Coach was available to support teachers;
 - External instructional coaches in Math, ELA, Dual Language, Special Education and Science were available to support teachers;
 - Higher Learning opportunities were offered to teachers as incentives;
 - Scholarships to St. John's University were also facilitated in the past;
 - Peer evaluations were completed to enable teachers to learn from each other;
 - Teachers participated in peer observations and received feedback from their peers; and
 - Coaching in math, ELA, dual language, special education, and science was provided.

Teacher Evaluation

- Teachers participate in frequent informal observations and are provided with immediate written feedback, as well. Formal observations occur twice a year with a pre and post observation conference each time. Teachers also participate in peer observations with feedback twice a year. Teachers that need support are placed on Professional Improvement Plans and the coaches provide additional in class support and additional professional development to those teachers.

Differentiated Instruction

- Struggling students receive Tier 1 interventions in the general education classroom that include differentiated instruction. Students participate in small group instruction that focuses on their needs. Groups are flexible and data driven. Teachers make accommodations to meet the needs of students' learning styles, modifying instructional strategies to make sure each student learns the content in a student-centered manner.

⁴ Self-reported information from school-submitted ACR self-evaluation form on May 1, 2015.

Adjustments Based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - The school focused on developing and reinforcing the Guided Reading Program as a result of ELA scores; and
 - Teachers and Teaching Assistants were trained to be able to support girls in small instructional group settings.

Learning Environment

- The school promotes a culture of achievement, establishing an orderly and safe learning environment, and engages parents and the community as partners. The school is committed to the success of every child and will provide a very high level of student-centered attention.
- To build confidence, self-esteem, healthy self-image and leadership skills, the school:
 - Sets clear and high expectations;
 - Provides healthy and constant feedback so that girls get encouragement and have high expectations from teachers;
 - Encourages articulating and defending points of view;
 - Facilitates cooperative working groups of three or four students in which individual girls learn to take a leadership role on a rotating basis; and
 - Cultivates an early interest and participation in sports and its importance in building life-long skills.
- The school employs standards-based and research-proven curricula, with particular emphasis on the core subject areas of English Language Arts, mathematics, science and social studies. The school will implement instructional best practices which include differentiated inquiry-based learning and an extended school day (8am to 4pm).
 - A variety of assessments are used to measure on-going student progress in skills and content learning, and will support teachers with professional development opportunities that are aligned to the instructional program.
- Part of the school's mission is to provide a safe and nurturing learning environment for all students. The school has high expectations for conduct that are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The school's student code of conduct clearly defines these expectations for acceptable behavior.
- The essential partners of the school (parents, teachers, and the Principal) and the student body play important roles in maintaining a safe and orderly school environment.
 - Parents are expected to recognize that the education of their child is a joint responsibility with the school community.
 - Teachers are expected to maintain a climate of mutual respect and dignity.
 - The principals are expected to promote a safe, orderly, and stimulating school environment.
 - The Board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, school personnel and other members of the school community, and for the care of school facilities and equipment.

NYC DOE School Visit

Representatives of the OSDCP team visited the school on June 16, 2015. Based on discussion, document review, and observation, the following was noted:

School Leadership Team

- The school leadership reported that the school has been successful in implementing professional development through bi-weekly sessions; however, most teachers interviewed by OSDCP staff members indicated that professional development occurs monthly, not bi-weekly.
- Additionally, the school reported a focus on building capacity and developing talent from within. Through interviews with teachers OSDCP staff members found mixed evidence of this.

Classroom Observations

- Seven classrooms were observed on the visit. Class sizes ranged from 19-24 students with two adults in most classrooms. Leadership debriefs indicated that most classes were in line with the school's model and academic goals. Students were on task in all classrooms.
- Despite the fact that the visit was late in the school year, students were still learning new material and were engaged in all classes observed.

Teacher Interviews

- Most teachers interviewed indicated that they receive formal evaluations twice each year and that they are observed informally on a weekly basis. Almost all teachers indicated that feedback provided after observations and with lesson plans was helpful.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Elementary School Principal	Celia Domenech	7
2. Middle School Principal	Marcia Gonzalez ⁵	3
3. Assistant Principal	Sylvia Keitt ⁶	1

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Alana Barran	Board Chair <i>Academic Committee</i>	Yes
2. Huey-Min Chuang	Treasurer	Yes
3. Joseph Carcagno	Member <i>Advisory Committee</i>	Yes
4. Marcela Carvajal	PTO President	Yes
5. Victoria Rodriguez	Secretary <i>Finance Committee, Fundraising Committee</i>	Yes
6. Nydia Novoa-Sancho	Vice Chair <i>Academic Committee</i>	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Executive	Yes	Yes
2. Academic & Personnel	Yes	Yes
3. Advisory	Yes	Yes
4. Finance	Yes	Yes
5. Fundraising	Yes	Yes

⁵ Marcia Gonzalez left the school during the 2014-2015 school year. Her last active date as Middle School Principal November 26, 2015.

⁶ Sylvia Keitt became the Interim Acting Middle School Principal on November 26, 2014. Sylvia Keitt had previously been the Assistant Principal for the school.

School Climate & Community Engagement

Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	
Instructional Staff Turnover (School Year 2013-2014)*	27.5%
Instructional Staff Turnover (School Year 2014-2015)**	6.3%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	3
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> If Yes, how many times did it meet? 	7
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	20
Average Daily Attendance Rate (School Year 2013-2014)***	94.3%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	-	49%	62%
	Most students at my school treat each other with respect.	-	31%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	71%	79%
Parents	I feel satisfied with the education my child has received this year.	98%	96%	95%
	My child's school makes it easy for parents to attend meetings.	96%	94%	94%
	I feel satisfied with the response I get when I contact my child's school.	98%	96%	95%
Teachers	Order and discipline are maintained at my school.	97%	94%	80%
	The principal at my school communicates a clear vision for our school.	90%	88%	88%
	School leaders place a high priority on the quality of teaching.	92%	78%	92%
	I would recommend my school to parents.	76%	78%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	-	100%
	NYC	-	83%
Parents	Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	84%	87%
	NYC	54%	53%
Teachers	Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	91%	84%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	261 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	9.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.94	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.13	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.31	Strong
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.11	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	0.00	Weak
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$948,012	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$1,608,922	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	7
Number of Board Members Required per the Bylaws	7-13
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	0
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	0
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	Yes
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	10/12

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification ⁷	No
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁸	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	Yes

⁷ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁸ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
49	8	16.3%	41	83.7%	0	0.0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	No
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	No
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	Yes	Yes
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015*	In School Suspensions: 11 (3%) Out of School Suspensions: 12 (3%)	

*Represents data through April 1, 2015.

Enrollment and Retention Targets⁹

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention 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 (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

⁹ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Bronx Global Learning Institute Charter School served:
 - a lower percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a lower percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Bronx Global Learning Institute Charter School retained:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	92.1%	92.3%
	Effective Target	96.0%	95.9%
	Difference from Effective Target	-3.9	-3.6
Students with Disabilities (SWD)	Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	11.1%	11.5%
	Effective Target	18.3%	18.7%
	Difference from Effective Target	-7.2	-7.2
English Language Learners (ELL)	Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	17.5%	15.7%
	Effective Target	21.8%	22.4%
	Difference from Effective Target	-4.3	-6.7

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	87.6%	N/A
	Effective Target	80.7%	-
	Difference from Effective Target	+6.9	-
Students with Disabilities (SWD)	Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	81.6%	N/A
	Effective Target	71.6%	-
	Difference from Effective Target	+10.0	-
English Language Learners (ELL)	Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School	90.0%	N/A
	Effective Target	77.2%	-
	Difference from Effective Target	+12.8	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-6	K-7
Enrollment	342	375
CSD(s)	7	7

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- The school does not plan to expand or replicate its model.