I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 16, 2014
Updated Wednesday, August 06, 2014

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1. SCHOOL NAME

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

320700860915 BRONX GLOBAL LRNING INST FOR GIRLS CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 7

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	750 Concourse Village West Lower Level Bronx, NY 10451	718-993-1740	718-993-1965	cdomenech@bgligschool.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Celia Domenech
Title	Principal
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.bgligschool.org

6. DATE OF INITIAL CHARTER

2008-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2008-09-01 00:00:00

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

(as reported on BEDS Day)

342

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

- K
- 1
- 2
- 3
- 4
- 5
- 6

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?

No, just one site.

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	750 Concourse Village West Lower Level Bronx, NY 10451	718-993-1740	CSD 7	K,1,2,3,4,5,6	No	DOE space

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Celia Domenech	718-993-1740		cdomenech@bgligschool.org

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

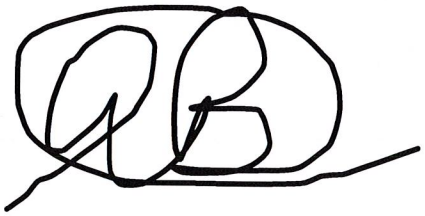
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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 stylist on your mobile device to sign your name).

- Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

Appendix A: Progress Toward Goals

Created Thursday, July 31, 2014
Updated Friday, October 31, 2014

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Charter School Name: 320700860915 BRONX GLOBAL LRNING INST FOR GIRLS 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=800000061079

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	Each year, 75 percent of 3rd – 5th graders will perform at or above Level 3 on the New York State ELA examination.	NYS ELA Exam	31.0% of 3rd through 6th grade students performed at or above level 3 on the New York Sate English language arts exam Results by grade: Percentage of students in at least their second year at the school testing at a proficient level: 3rd Grade – 42.0% (21/50) 4th Grade – 29.3% (12/41) 5th Grade 28.9% (11/38) 6th Grade – 20.5% (8/39) Total - 31.0% (52/168) However, it should be noted that BGLIG significantly outperformed the district on the New York State ELA exam at	The goal was not met. Ongoing staff development is provided to staff to ensure the effective implementation of the new modules. Additional materials have been purchased to support the new curriculum, which is aligned to Common Core State Standards. Staff continues to closely monitor student progress through the analysis of various forms of data.

			each similarly served grade. The total percentage of BGLIG students performing at level 3 or above on the New York State ELA exam was 21 percentage points higher than the district average, 2 percentage points above the New York City average, and equal to all New York State average of schools serving similar grades. The percentage of BGLIG's 3rd grade students performing at level 3 or above on the 2013-14 New York State ELA exam was 33 percentage points above the district. Furthermore, the percentage of BGLIG's 3rd grade students performing at level 3 or above on the 2013-14 New York State ELA exam was 12 percentage points above the City average and 10 percentage points above the State average. The percentage of BGLIG's 4th grade students performing at level 3 or above on the New York State ELA exam was 18 percentage points above the district average. The percentage of BGLIG's 5th grade students performing at level 3 or above on the New York State ELA exam was 19 percentage points above the district average. The percentage of BGLIG's 6th grade students performing at level 3 or above on the New York State ELA exam was 12 percentage points above the district average.	
Academic Goal 2	Each year, 75 percent of 3rd – 5th graders will perform at or above Level 3 on the New York State Mathematics examination.	NYS Mathematics Exam	43.8% of 3rd through 6th grade students performed at or above level 3 on the New York Sate mathematics exam Results by grade: Percentage of students in at least their second year at the school testing at a proficient level:	The goal was not met. In 2012-13, 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

3rd Grade – 60.0% (30/50)
4th Grade – 34.1% (14/41)
5th Grade – 46.2.9% (18/39)
6th Grade – 30.8% (12/39)

Total – 43.8% (74/169)

However, it should be noted that BGLIG significantly outperformed the district on the New York State mathematics exam at each similarly served grade.

The total percentage of BGLIG students performing at level 3 or above on the New York State mathematics exam was 30 percentage points higher than the district, 6 percentage points above the New York City average, and 3 percentage points above the New York State average of schools serving similar grades.

The percentage of BGLIG's 3rd grade students performing at level 3 or above on the New York State mathematics exam was 44 percentage points above the district.

Furthermore, the percentage of BGLIG's 3rd grade students performing at level 3 or above on the 2013-14 New York State mathematics exam was 21 percentage points above the New York City average and 18 percentage points above the New York State average.

The percentage of BGLIG's 4th grade students performing at level 3 or above on the 2013-14 New York State mathematics exam was 16 percentage points above the district.

The percentage of BGLIG's 5th grade students performing at level 3 or above on the 2013-14 New York State mathematics exam was 30 percentage points above the district.

Moreover, the percentage of BGLIG's 5th grade students performing at level 3 or above

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.

			on the 2013-14 New York State mathematics exam was 21 percentage points above the New York City average and 18 percentage points above the New York State average. The percentage of BGLIG's 6th grade students performing at level 3 or above on the 2013-14 New York State mathematics exam was 20 percentage points above the district.	
Academic Goal 3	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.	NYS ELA Exam	Please see the following chart for cohort results: Percentage of grade cohort (2013-14) performing at or above level 3 Grade 2012-13 (Target) 2013-14 4 25.6 % (50.3%) 29.3% - No 5 25.6% (50.3%) 28.9% - No 6 19.0% (47.0%) 20.5% - No	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.
Academic Goal 4	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.	NYS Mathematics Exam	Please see the following chart for cohort results: Percentage of grade cohort (2013-14) performing at or above level 3 Grade 2012-13 (Target) 2013-14 4 53.5% (64.3%) 34.1% - No 5 20.9% (48.0%) 46.2% - No 6 26.2% (50.6%) 30.8% - No	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.
Academic Goal 5	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	NYS ELA Exam	No data available.	The NYC DOE has not released the 2013-14 progress reports. Analysis of this goal requires access to data contained in the progress reports.
Academic Goal 6	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	NYS Mathematics Exam	No data available.	The NYC DOE has not released the 2013-14 progress reports. Analysis of this goal requires access to data contained in the progress reports.
Academic Goal 7	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.	NYS ELA Exam	BGLIG made Adequate Yearly Progress in the 2013-14 school year on the State English language arts exam.	The goal was met.

Academic Goal 8	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.	NYS Mathematics Exam	BGLIG made Adequate Yearly Progress in the 2013-14 school year on the State mathematics exam.	The goal was met.

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
Academic Goal 9	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 set forth in the State's No Child Left Behind (NCLB) accountability system.	Evidence: Percentage of Students at Levels 3 and 4 (State Science Measure 1 >=75%) Grade 4 Charter school students in at least their second year performing at a proficient level – Grade 4 – 97.7%	The goal was met.	

2a2. Do have more academic goals to add?

No

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 a daily student attendance rate of at least 95 percent.	Daily Attendance Records	In the 2013-14 school year, BGLIG's daily student attendance rate was 95%.	The goal was met.
Org Goal 2	Each year, 95 percent of all students enrolled during the course of the year return the following September.	Student Enrollment Records	344 students were enrolled at BGLIG in September 2013-14. 15 students did not return from the previous year. Thus, over 95% of all students enrolled during the 2012-13 school year returned in 2013-14.	The goal was met.
Org Goal 3	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.	Student Enrollment Records	Enrollment goal was met and the school has a very high student stability rate. For the 2013-14 school year, there were only 4 discharges after September. Enrollment is continuously analyzed and is monitored regularly.	The goal was met.
Org Goal 4	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.	Board Policies and Meetings	BGLIG has complied with all applicable laws, rules and regulations. The Board takes legal compliance matters very seriously and has retained outside counsel to ensure compliance with all relevant laws. BGLIG has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met. BGLIG'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 to report these matters to the Board, Victory and/or its counsel.	The goal was met.
Org Goal 5	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.	ELE Results	There are no results to report at this time.	N/A

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, students in all grade levels will research and deliver a written and oral presentation on an inspiring female leader or role model in both English and Spanish at BGLIG's Annual Women's Leadership Expo. The proprietary Core Knowledge curriculum facilitates age and grade appropriate activities that allow students to study and present knowledge of relevant leaders. While there is no specific criterion, teachers will work with students to prepare the presentations that will be shared with the class and ultimately with the greater school community at BGLIG's Annual Expo to ensure a quality product.	Written and oral research on female leaders/role models to, presented in English and Spanish at BGLIG's Annual Women's Leadership Expo.	Each of the content areas is highlighted with literature emphasizing women luminaries. Additionally, students continuously research women who have excelled in the various fields. We particularly emphasize women who are beacons in non-traditional roles. Student projects and authentic products are displayed in the expo as well as throughout the school year. Professional women serve as mentors and present their careers to our students.	The goal was met.
Org Goal 7	Each year, students in all grade levels will demonstrate their knowledge and understanding of different cultural traditions through self-expression in music, literature, visual arts or dance. Students will learn about various cultures through the proprietary Core Knowledge curriculum, which facilitates age and grade appropriate activities that allow for individual, small group, and large group class presentations. The goal will be measured by common assessments designed through a collaboration of the principal and classroom teachers.	Assessments of student knowledge of cultural traditions through self-expression in music, literature, visual arts or dance.	BGLIG has a full string orchestra, which performs at venues across the city to develop leadership skills and community service. Students also receive Suzuki violin instruction as well as classical ballet dances.	The goal was met.
Org Goal 8	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	Student Enrollment Records	BGLG's average enrollment was 344 in the 2013-14 school year; 98.3% of charter enrollment of 350.	The goal was met.
Org Goal 9	Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least 80% of all parents provide a positive response to each of the survey items.	NYCDOE School Surveys	Please note, the method of analyzing results has changed since the last report. Our school had an 87% response rate, which was well above NYC's average response rate of 54%. Parents provided an overwhelmingly positive response to survey items, with an average of 95% on Instructional Core, 96% on Systems for Improvement, and 94% on	The goal was met.

School Culture (100% is the highest score).

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	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	Independent Financial Audit Findings	The school has undergone yearly independent financial audits that have resulted in no major findings.	The goal was met.
Financial Goal 2	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 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.	Monthly and weekly financial statements are prepared and analyzed by the Controller or Dir of Accounting and then distributed to the school admin and board of directors.	The school maintained a balanced budget and a stable cash flow throughout the year.	The goal was met.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 30, 2014

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Charter School Name:

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	4619000
1. Total Expenditures Per Child | Line 2: BEDS Day Pupil Count	342
1. Total Expenditures Per Child | Line 3: Divide Line 1 by Line 2	13506

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)	695174
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)	409516
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	1104690
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	342
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	3230

Thank you.