



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

Created: 07/08/2015

Last updated: 08/01/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

BRONX GLOBAL LEARNING-THE SHIRLEY RODRIQUEZ-REMENESKI CS (NYC CHANCELLOR) 320700860915

2. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 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	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

376

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

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

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

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

Name	Work Phone	Alternate Phone	Email Address
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School Leader	Celia Domenech, Elementary; Sylvia Keitt, Middle school	718-993-1740		
Operational Leader	Michael Drexler	718-993-1740		
Compliance Contact	Michael Drexler	718-993-1740		
Complaint Contact	Celia Domenech, Elementary; Sylvia Keitt, Middle school	718-993-1740		

13. Are the School sites co-located?

Yes

13a. Please list the terms of your current co-location.

	Date School will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	unknown	Yes	2016	No		No
Site 2						
Site 3						

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

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in School Name	The school's name was changed from Bronx Global Learning Institute for Girls to Bronx Global Learning Institute for Girls, The Shirley Rodriguez-Remeneski School		06/2015
2				
3				
4				
5				

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

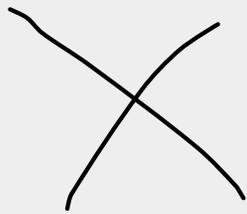
Michael Drexler, Business Manager

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

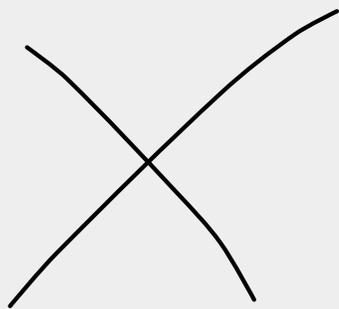
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of a large 'X' shape with a curved line extending from the top right.

Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of a large 'X' shape with a curved line extending from the top right.

Thank you.



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

Last updated: 07/11/2015

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Charter School Name:

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>



Appendix A: Progress Toward Goals

Created: 07/18/2015

Last updated: 10/29/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000061079>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

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

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
			34.1% of 3rd through 7th grade students performed at or above level 3 on the New York State 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 – 42.9% (21/49) 4th Grade – 45.2% (24/53) 5th Grade 22.5% (9/40) 6th Grade – 32.4% (12/37) 7th Grade– 23.4% (11/47)	

<p>Academic Goal 1</p>	<p>Each year, 75 percent of 3rd – 5th graders will perform at or above Level 3 on the New York State ELA examination.</p>	<p>NYS ELA Exam</p>	<p>Total - 34.1% (77/226)</p> <p>However, it should be noted that BGLIG significantly outperformed the district on the New York State ELA exam at each similarly served grade.</p> <p>The total percentage of BGLIG students performing at level 3 or above on the New York State ELA exam was 27.9 percentage points higher than the district average.</p> <p>The percentage of BGLIG's 4th grade students performing at level 3 or above on the 2014-15 New York State ELA exam was 33.3 percentage points above the district.</p> <p>The percentage of BGLIG's 4th grade students performing at level 3 or above on the New York State ELA exam was 33.3 percentage points above the district average.</p> <p>The percentage of BGLIG's 5th grade students performing at level 3 or above on the New York State ELA exam was 12.3 percentage points above the district average.</p> <p>The percentage of BGLIG's 6th grade students performing at level 3 or above on the New York State ELA exam was 21.8 percentage points above the district average.</p> <p>The percentage of BGLIG's 6th grade students performing at level 3 or above on the New York State ELA exam was 15.1 percentage points above the district average.</p>	<p>The goal was not met.</p> <p>Ongoing staff development is provided to staff to ensure the effective implementation of the themes and assessments to increase students. Creating differentiated lesson plans and intervention plan to increase their reading levels and comprehension.</p> <p>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.</p>
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<p>Academic Goal 2</p>	<p>Each year, 75 percent of 3rd – 5th graders will perform at or above Level 3 on the New York State Mathematics examination.</p>	<p>NYS Mathematics Exam</p>	<p>43.8% of 3rd through 6th grade students performed at or above level 3 on the New York State mathematics exam</p> <p>Results by grade: Percentage of students in at least their second year at the school testing at a proficient level:</p> <p>3rd Grade – 63.3% (31/49) 4th Grade – 41.5% (22/53) 5th Grade – 52.5 (21/40) 6th Grade – 24.3% (9/37) 7th Grade – 8.5% (4/47)</p> <p>Total – 38.5% (87/226)</p> <p>However, it should be noted that BGLIG significantly outperformed the district on the New York State mathematics exam at each similarly served grade., with the exception of 7th grade</p> <p>The total percentage of BGLIG students performing at level 3 or above on the New York State mathematics exam was 23.5 percentage points higher than the district.</p> <p>The percentage of BGLIG's 3rd grade students performing at level 3 or above on the New York State mathematics exam was 43.4 percentage points above the district.</p> <p>The percentage of BGLIG's 4th grade students performing at level 3 or above on the 2014-15 New York State mathematics exam was 16 percentage points above the district.</p> <p>The percentage of BGLIG's 5th grade students performing at level 3 or above on the 2013-14 New York State mathematics exam was 25.4 percentage points above the district.</p> <p>The percentage of BGLIG's 6th grade students performing at level 3 or above on the 2014-15 New York State mathematics exam was 11.5 percentage points above the district.</p>	<p>The goal was not met.</p> <p>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.</p> <p>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.</p>
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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 (2014-15) performing at or above level 3 Grade 2013-14 (Target) 2014-15 4 43% (59%) 45.2% - No 5 27% (51%) 22.5% - No 6 26% (50.5%) 32.4% - No 7 17% (46%) 23.4% - 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 (2014-15) performing at or above level 3 Grade 2013-14 (Target) 2014-15 4 63% (69%) 41.5% - No 5 31% (53%) 52.5% - No 6 45% (60%) 24.3% - No 7 27% (51%) 8.5% - 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 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 2014-15 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 2014-15 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 2014-15 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 2014-15 school year on the State mathematics exam.	The goal was met

2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	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 – 92.3%	The goal was met	
Academic Goal 10				
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

2a2. Do have more academic goals to add?

No

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2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 95 percent.	Daily Attendance Records	In the 2014-15 school year, BGLIG's daily student attendance rate was 95.5%.	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	384 students were enrolled at BGLIG in September 2014-15. 22 students did not return from the previous year. Thus, over 94% of all students enrolled during the 2013-14 school year returned in 2014-15.	The goal was not 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 2014-15 school year, there were only 3 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

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, 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 384 in the 2014-15 school year, 96% of charter enrollment of 400.	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 83% response rate, which was well above NYC's average response rate of 49%. 92% of all parents' responses on the DOE survey were positive.	The goal was met
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	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	<p>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.</p>	<p>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.</p>	<p>The school maintained a balanced budget and a stable cash flow throughout the year.</p>	<p>The goal was met.</p>
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/22/2015

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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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	5459023
Line 2: Year End Per Pupil Count	381
Line 3: Divide Line 1 by Line 2	14311

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

Line 1: Relevant Personnel Services Cost (Row)	515974
Line 2: Management and General Cost (Column)	193699
Line 3: Sum of Line 1 and Line 2	709673
Line 4: Year End Per Pupil Count	381
Line 5: Divide Line 3 by the Year End Per Pupil Count	1860

Thank you.

Bronx Global Learning Institute for Girls

**Financial Statements
and
Independent Auditors' Report**

June 30, 2015

Bronx Global Learning Institute for Girls

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Independent Auditors' Report

To the Board of Trustees of
Bronx Global Learning Institute for Girls
Bronx, New York

Report on the Financial Statements

We have audited the accompanying financial statements of Bronx Global Learning Institute for Girls (a nonprofit organization) which comprise the statement of financial position as of June 30, 2015, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

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

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses on page 11 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Report on Summarized Comparative Information

We have previously audited Bronx Global Learning Institute for Girls' 2014 financial statements, and our report dated October 3, 2014, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 22, 2015, on our consideration of Bronx Global Learning Institute for Girls' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bronx Global Learning Institute for Girls' internal control over financial reporting and compliance.



New City, New York

October 22, 2015

Bronx Global Learning Institute for Girls
Statement of Financial Position
June 30, 2015
(With Summarized Comparative Information For June 30, 2014)

<u>ASSETS</u>	<u>2015</u>	<u>2014</u>
Current Assets		
Cash	\$ 4,225,858	\$ 3,103,670
Due from Government Agencies (Note 3)	184,832	160,287
Prepaid Expenses	-	2,436
Total Current Assets	<u>4,410,690</u>	<u>3,266,393</u>
Fixed Assets		
Equipment, Furniture and Fixtures	438,147	342,621
Less: Accumulated Depreciation	<u>(333,129)</u>	<u>(282,475)</u>
Total Fixed Assets	<u>105,018</u>	<u>60,146</u>
Other Assets		
Escrow Deposit	<u>75,356</u>	<u>75,281</u>
Total Other Assets	<u>75,356</u>	<u>75,281</u>
Total Assets	<u>\$ 4,591,064</u>	<u>\$ 3,401,820</u>
 <u>LIABILITIES AND NET ASSETS</u>		
Current Liabilities		
Accounts Payable and Accrued Expenses	\$ 32,838	\$ 37,648
Accrued Payroll and Related Expenses	<u>383,929</u>	<u>320,174</u>
Total Current Liabilities / Total Liabilities	<u>416,767</u>	<u>357,822</u>
<u>Net Assets</u>	<u>4,174,297</u>	<u>3,043,998</u>
Total Net Assets	<u>4,174,297</u>	<u>3,043,998</u>
Total Liabilities and Net Assets	<u>\$ 4,591,064</u>	<u>\$ 3,401,820</u>

Bronx Global Learning Institute for Girls
Statement of Activities
For the year ended June 30, 2015
(With Summarized Comparative Information For The Year Ended June 30, 2014)

<u>PUBLIC SUPPORT AND REVENUE</u>	Unrestricted	Temporarily Restricted	<u>2015</u>	<u>2014</u>
Resident Student Enrollment	\$ 5,330,378	\$ -	\$ 5,330,378	\$ 4,671,903
Food Service / Meals (Note 6)	111,303	-	111,303	98,978
Federal Funding	-	248,497	248,497	213,144
State and City Funding	-	31,063	31,063	17,386
In-kind Contributions (Note 6)	438,498	-	438,498	530,889
Contributions	50	-	50	1,599
Miscellaneous Income	4,949	-	4,949	3,820
Interest Income	4,939	-	4,939	4,763
	<u>5,890,117</u>	<u>279,560</u>	<u>6,169,677</u>	<u>5,542,482</u>
Net Assets Released From Restrictions	<u>279,560</u>	<u>(279,560)</u>	<u>-</u>	<u>-</u>
Total Public Support and Revenue	<u>6,169,677</u>	<u>-</u>	<u>6,169,677</u>	<u>5,542,482</u>
<u>EXPENSES</u>				
<u>Program Services</u>				
Regular Education	3,866,522	-	3,866,522	3,595,676
Special Education	525,744	-	525,744	386,259
	<u>4,392,266</u>	<u>-</u>	<u>4,392,266</u>	<u>3,981,935</u>
<u>Supporting Services</u>				
Management and General	647,112	-	647,112	617,372
Total Expenses	<u>5,039,378</u>	<u>-</u>	<u>5,039,378</u>	<u>4,599,307</u>
Change in Unrestricted Net Assets	1,130,299	-	1,130,299	943,175
Net Assets, Beginning of Year	<u>3,043,998</u>	<u>-</u>	<u>3,043,998</u>	<u>2,100,823</u>
Net Assets, End of Year	<u>\$ 4,174,297</u>	<u>\$ -</u>	<u>\$ 4,174,297</u>	<u>\$ 3,043,998</u>

Bronx Global Learning Institute for Girls
Statement of Cash Flows
For the year ended June 30, 2015
(With Summarized Comparative Information For The Year Ended June 30, 2014)

	2015	2014
<u>CASH FLOWS FROM OPERATING ACTIVITIES</u>		
Receipts from Resident Student Enrollment	\$ 5,320,884	\$ 4,667,139
Receipts from Grants and Contributions	264,559	233,098
Receipts from Other Revenue	9,812	8,495
Payments to Employees	(3,491,789)	(2,949,445)
Payments to Vendors and Suppliers	(885,752)	(957,760)
	<u>1,217,714</u>	<u>1,001,527</u>
<u>CASH FLOWS FROM INVESTING ACTIVITIES</u>		
Purchases of Equipment, Furniture and Fixtures	(95,526)	(53,515)
	<u>(95,526)</u>	<u>(53,515)</u>
NET INCREASE IN CASH	1,122,188	948,012
CASH - BEGINNING OF YEAR	<u>3,103,670</u>	<u>2,155,658</u>
CASH - END OF YEAR	<u>\$ 4,225,858</u>	<u>\$ 3,103,670</u>
<u>RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES</u>		
Change in Unrestricted Net Assets	\$ 1,130,299	\$ 943,175
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation	50,655	34,841
Gain on Disposal of Assets		
Changes in Assets and Liabilities (Increase) / Decrease in:		
Due from Government Agencies	(24,545)	(3,795)
Prepaid Expenses	2,436	5,042
Escrow Deposit	(75)	(89)
Increase / (Decrease) in:		
Accounts Payable and Accrued Expenses	(4,811)	(43,880)
Accrued Payroll and Related Expenses	63,755	66,233
	<u>87,415</u>	<u>58,352</u>
Total Adjustments	<u>87,415</u>	<u>58,352</u>
Net Cash Provided by Operating Activities	<u>\$ 1,217,714</u>	<u>\$ 1,001,527</u>

Bronx Global Learning Institute for Girls
Notes to the Financial Statements
June 30, 2015

NOTE 1 - ORGANIZATION

Bronx Global Learning Institute for Girls (the "School") is a charter school for children located in Bronx, New York. In the first year of operation (2008-2009), the school operated grades kindergarten through first. The school plans to add one grade per year until the eighth grade is reached. It educates children in a completely nondiscriminatory and secular basis. The founders and supporters of the School believe that access to a public education of high quality for all children is the foremost issue. The School was chartered in February 2008 and was extended for a term up through and including June 30, 2018.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements have been prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Revenues are recognized when earned and expenses are recognized when incurred.

Financial Statement Presentation

The net assets of the School and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor imposed restrictions.

Temporarily Restricted Net Assets - Net assets subject to donor-imposed restrictions that may or will be met, either by actions of the School and/or the passage of time. The School had no temporarily restricted net assets at June 30, 2015.

Use of Estimates in the Preparation of Financial Statements

The preparation of financial statements in conformity with accounting principles generally accepted in The United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Contributions

The School records contributions received as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires, that is, when a stipulation time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. All contributions received in the year ended 2015 were unrestricted.

Recognition of Revenue

Government contract revenue is recognized as earned in the period services are provided and costs are incurred.

Cash and Cash Equivalents

For the purposes of the statement of cash flows, the School considers all highly liquid investments available for current use with an initial period of three months or less to be cash equivalents.

Income Tax Status

The School is a not-for-profit corporation organized under the laws of the State of New York. It is exempt from federal income taxes under Section 501 (c)(3) of the Internal Revenue Code.

Bronx Global Learning Institute for Girls
Notes to the Financial Statements
June 30, 2015

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Equipment, Furniture and Fixtures,

Equipment, furniture and fixtures are valued at cost less accumulated depreciation. Depreciation is computed on a straight line basis over the estimated useful lives of the related assets or the term of the lease agreement. Normal replacement and maintenance costs are charged to earnings as incurred, and major renewals and improvements are capitalized. Upon disposition, the cost and related accumulated depreciation is removed from the accounts and the resulting gain or loss for the period. The School capitalizes assets with cost of \$500 and over. Depreciation is calculated based on the useful lives of the assets as follows: Equipment, Furniture and Fixtures 3 - 7 Years.

Functional Allocation of Expenses

Expenses relating to more than one function are allocated to program service and management and general based on employee time estimates or other appropriate usage factors.

Contributed Services

Contributed services that create or enhance nonfinancial assets, or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair value in the period received.

A number of volunteers have made a contribution of their time to the School to develop academic and other programs and to serve on the board of trustees. The value of this contributed time is not reflected in the financial statements as such services either do not require specialized skills or would not typically be purchased had they not been provided as donations.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit with JP Morgan Chase in what it believes to be highly credited financial institutions. Cash balances exceed the Federal Deposit Insurance Corporation (FDIC) insured levels of \$250,000 per institution. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Comparative Financial Information

The June 30, 2015 financial statements include certain prior year summarized comparative information in total but not by net asset class. As a result, the June 30, 2014 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2014 information should be read in conjunction with the School's financial statements for the year ended June 30, 2014, from which the summarized information was derived.

NOTE 3 – PUPIL ENROLLMENT AND OTHER REVENUES FROM GOVERNMENT

Under the School's Charter School Agreement and the Charter School Act, the School is entitled to receive funding from both State and Federal sources that are available to public schools. These funds include State pupil enrollment funds and Federal food subsidies and Title I, IIA, IID, IV and V funds. The calculation of the amounts to be paid to the School under these programs is determined by the State, and is based on complex laws and regulations, enrollment levels, and economic information related to the home school district of the children enrolled in the school. If these regulations, some of which are relatively new in the State of New York, were to change, or other factors included in the calculations were to change, the level of funding that the School receives could vary significantly. Amounts due from governmental agencies as of June 30, 2015 are \$184,832.

Bronx Global Learning Institute for Girls
Notes to the Financial Statements
June 30, 2015

NOTE 4 – DEFINED CONTRIBUTION PLAN

The School offers a 401(k) plan (the "Plan") for substantially all of its employees. Employees are eligible for the plan immediately upon employment and participation in the Plan is voluntary. Employees may contribute up to 15% of their annual compensation to the Plan, limited to a maximum annual amount as set periodically by the Internal Revenue Service. The School matches the employee contribution 100% up to 4% of the employee's annual compensation. The School's contribution recognized in the statement of activities was \$45,000 for 2015. The Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

NOTE 5 – IN-KIND GOODS AND SERVICES

The School received in-kind goods and service of facilities (approximate 14,962 square feet) and services from various sources. In-kind contributions in the statement of activities and the schedule of functional expenses consisted of the following for the year ended June 30, 2015:

Rent	\$ 325,284
Maintenance/Security	103,785
Utilities	9,429
Food Service / Meals	<u>113,781</u>
	<u>\$ 552,279</u>

NOTE 6 – CONTINGENCY

Audits by Funding Sources

The School participates in a number of Federal and State programs. These programs require that the School complies with certain requirement of laws, regulations, contracts, and agreements applicable to the program in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or result of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

NOTE 7 – CONCENTRATION OF REVENUE

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

NOTE 8 – SUBSEQUENT EVENTS

The School evaluates events occurring after the date of the financial statements to consider whether or not the impact of such events need to be reflected or disclosed in the financial statements. Such evaluation is performed through the date the financial statements are available for issuance, which was October 22, 2015, for these financial statements.

Supplemental Information

Bronx Global Learning Institute for Girls
Schedule of Functional Expenses
For the year ended June 30, 2015
(With Summarized Comparative Information For The Year Ended June 30, 2014)

<u>Personnel Service Costs</u>	<u>Regular Education</u>	<u>Special Education</u>	<u>Total Programs</u>	<u>Support Services</u>	<u>2015</u>	<u>2014</u>
Administrative Staff Personnel	\$ 461,888	\$ 54,346	\$ 516,234	\$ -	\$ 516,234	\$ 482,662
Instructional Personnel	2,002,928	235,664	2,238,592	-	2,238,592	1,872,588
Non-Instructional Personnel	10,747	46,601	57,348	90,889	148,237	93,379
Total Personnel Service Costs	2,475,563	336,611	2,812,174	90,889	2,903,063	2,448,629
Fringe Benefits	294,229	40,007	334,236	10,802	345,038	313,536
Retirement Benefits	38,373	5,218	43,591	1,409	45,000	31,175
Payroll Taxes	223,796	30,430	254,226	8,217	262,443	222,338
Total Personnel and Related Expenses	3,031,961	412,266	3,444,227	111,317	3,555,544	3,015,678
 <u>Operating Expenses</u>						
Contracted Financial and Administrative S	-	-	-	457,600	457,600	440,000
Professional and Other Consultant Fees	59,231	8,054	67,285	2,175	69,460	85,964
Legal	-	-	-	12,143	12,143	3,852
Food (Note 6)	97,026	13,193	110,219	3,562	113,781	103,134
Insurance	49,139	6,682	55,821	29,216	85,037	64,076
Supplies and Materials	136,167	18,515	154,682	4,999	159,681	154,508
Technology	10,836	1,473	12,309	398	12,707	26,561
In-kind Goods and Services (Note 6)	373,925	50,845	424,770	13,728	438,498	531,439
Staff Development	7,079	963	8,042	260	8,302	20,394
Marketing and Recruiting	5,034	684	5,718	185	5,903	4,693
Auditing Fees	-	-	-	8,000	8,000	11,600
Office Expense	10,495	1,427	11,922	385	12,307	33,592
Maintenance and Repairs	5,140	699	5,839	189	6,028	6,474
Equipment/Furnishings	14,833	2,017	16,850	545	17,395	14,378
Student Services	11,303	1,537	12,840	415	13,255	26,564
Depreciation	43,196	5,873	49,069	1,586	50,655	34,841
Other Expenses	11,157	1,516	12,673	409	13,082	21,559
Total Operating Expenses	834,561	113,478	948,039	535,795	1,483,834	1,583,629
TOTAL EXPENSES	\$ 3,866,522	\$ 525,744	\$ 4,392,266	\$ 647,112	\$ 5,039,378	\$ 4,599,307



**Independent Auditors' Report on Internal Control Over Financial Reporting and On
Compliance and Other Matters Based on an Audit of Financial Statements Performed
Performed in Accordance with *Government Auditing Standards***

To the Board of Trustees of
Bronx Global Learning Institute for Girls
Bronx, New York

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bronx Global Learning Institute for Girls (a nonprofit organization) which comprise the statement of financial position as of June 30, 2015 and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 22, 2015.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Vargas & Rivera, LLP

New City, New York

October 22, 2015



Appendix F: BOT Membership Table

Created: 07/11/2015

Last updated: 08/01/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Alana Barran		Chair/Board President	Yes	Legal	October 2007 - present
2	Huey-Min Chuang		Treasurer	Yes	Finance	October 2007 - present
3	Joseph Carcagno		Trustee/Member	Yes	Legal	September 2013 - present
4	Marcela Carvajal		Parent Representative	Yes	Parent	December 2011 - present
5	Yolanda LaGuerre		Trustee/Member	Yes		October 2007 - April 15, 2015
6	Victoria Rodriguez		Secretary	Yes	Financial, Human Resources	October 2007 - present
7	Nydia Novoa Sancho		Vice Chair/Vice President	Yes	Education	October 2007 - present
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

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

0

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

1

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

13

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

12

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

12

Thank you.

Appendix H: Enrollment and Retention Efforts

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. Our school encourages the enrollment of students with disabilities. In fact, our 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. Presently, around 91% of our student body are eligible for free and reduced lunch.

BGLIG has a number of supports in place to retain students in these at-risk populations. 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. We also provide early intervention, extra support in ELA and Math, and a Saturday Academy to further support academic success. BGLIG also provides support to students with financial hardship, which includes providing uniforms at no cost.



Appendix I: Teacher and Administrator Attrition

Created: 07/12/2015

Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	20	10	8

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	3	2	2

Thank you



Appendix J: Uncertified Teachers

Created: 07/18/2015

Last updated: 07/31/2015

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

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

Page 1

Charter School Name:

Note Definition of FTE:

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

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

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

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	6
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	2
FTE count of uncertified teachers who do not fit into any of the four statutory categories	0
Total	8.0

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

20

Thank you.

BGLIG Supervision & Accountability Flowchart

BGLIG Board of Trustees

Business Manager
BGLIG Elementary and
Middle School

Elementary Principal

Middle School Principal

Business Manager's
Assistant
Security/School Aide
IT/School Aide
School Aide

Assistant Principal
K-5 Teachers
K-5 Teaching Assistants
K-5 Specialty Teachers
K-5 Special Education
Teacher
K-5 Intervention
Teachers
ES Administrative
Assistant

Music Teachers
Dance Teacher
Literacy Coach
Guidance Counselor

MS Teachers
MS Teaching Assistant
MS Intervention
Teachers
MS Special Education
Teacher
MS Physical Education
Teacher
ES Administrative
Assistant

Mission Statement and Key Design Elements

Mission Statement

Bronx Global Learning Institute for Girls (“BGLIG,” pronounced Big League) will provide an exceptional education to young girls through dual language instruction in a technology-rich environment, while building on cultural heritage to foster leadership characteristics and strong values, promote self-confidence and create global leaders. Through highly motivated and accomplished teachers, our students will receive a standards-based, research-proven, technology-infused curriculum focusing on core subjects that will create a strong foundation for life-long learning.

Our intellectually challenging curriculum, enriched by a cultural perspective, a focus on successful women leaders, and a dual language program, will promote excellence in all areas: cognitive, social, emotional, and moral. A single-sex environment coupled with a rigorous instructional program ensures that each student is able to disengage from traditional social pressures and focus on personal development and academic achievement.

Key Design Elements

Dual Language Instruction

Daily side by side English/Spanish instruction across all of content areas.

Data-driven Small Group Instruction

Decisions are grounded in the review of data and accommodations for student are made accordingly.
Data driven teaching and learning

Strong Professional Development for Teachers and Teaching Assistants

Support is given to teachers and teaching assistants by Administration, in-house literacy coach, Victory Instructional Specialists and through peer observations and feedback.

Strong Collaborative Professional Learning Environment

Given the nature of the Dual Language school, teachers work collaboratively to ensure the consistent delivery of instruction.

Disciplined, 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

Cross curricular emphasis on female role models culminating in a yearly women's expo.

Strong Arts Program

Daily Suzuki Violin Instruction to all students and classical ballet to the Elementary School Girls as part of the curriculum. Ballet is offered as an elective to Middle School Girls, in addition to health/physical education.



Audited Financial Statement Checklist

Created: 10/27/2015

Last updated: 10/30/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

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

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

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

Thank you.

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

Created Thursday, September 10, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/d78bea3b0bc38a59a>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Huey-Min	Chuang

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BRONX GLOBAL LEARNING-THE SHIRLEY RODRIQUEZ-REMENESKI CS (NYC CHANCELLOR) 320700860915

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

(check all that apply)

- Treasurer
-

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

No

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

No

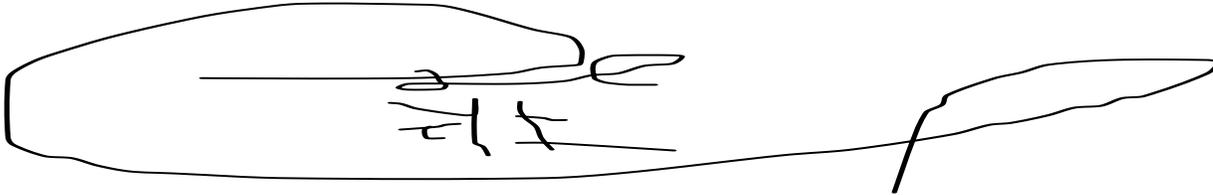
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, enclosed within a large, irregular oval outline. The signature itself consists of several stylized, interconnected lines and loops, appearing to be initials or a first name followed by a surname.

Thank you.

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

Created Friday, October 23, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/bed4fec0caab60fd4>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Joseph	Carcagno

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address		
3. *Your Business Address City/State		
3. *Your Business Address Zip		

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BRONX GLOBAL LEARNING-THE SHIRLEY RODRIQUEZ-REMENESKI CS (NYC CHANCELLOR) 320700860915

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

(check all that apply)

-
- Other, please specify...: Trustee
-

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

No

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

No

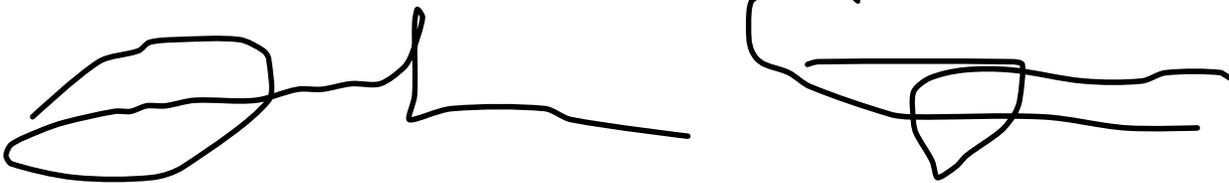
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

Two handwritten signatures in black ink. The signature on the left is a cursive-style name that appears to start with a large 'L' or 'M' followed by several loops and a long horizontal tail. The signature on the right is also cursive, starting with a large 'S' or 'M' followed by several loops and a long horizontal tail.

Thank you.