

The State Education Department
The University of the State of New York

Office of Instructional Support and Development

Public School Choice Programs

462 EBA

Albany, New York 12234

518-474-1762

Charter School Annual Report

2009 - 2010

Charter School Information and Cover Page

Name of Charter School: Beginning with Children Charter School

Address 11 Bartlett Street

Brooklyn, NY 11206

Telephone 718-388-8847 Fax 718-388-8936

BEDS # 33-014-00-860825

District/CSD _____ of

Location District 14

Charter
Entity DOE

Head of School(Contact Person) Timothy Gembka
(print name)

E-mail address of contact person tgembka@bwccschool.org

President, Board of Trustees John Day
(print name)

E-mail address and Phone Number of Board President
john.r.day@comcast.net 860-536-1822

New York State Assessment Results

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8							
	% Scoring				% Scoring				% Scoring				% Scoring				% Scoring				% Scoring							
	L1	L2	L3	L4	L1	L2	L3	L4																				
2009-10 – All	25.0	33.3	37.5	4.2	4.0	50.0	46.0	0.0	19.2	46.2	28.8	5.8	14.0	42.0	38.0	6.0	8.2	57.1	32.7	2.0	6.3	60.4	33.3	0.0				
General Education	17.1	34.1	43.9	4.9	2.6	41.0	56.4	0.0	9.5	50.0	33.3	7.1	10.8	32.4	48.6	8.1	7.0	55.8	34.9	2.3	2.3	62.8	34.9	0.0				
Special Education	71.4	28.6	0.0	0.0	9.1	81.8	9.1	0.0	60.0	30.0	10.0	0.0	23.1	69.2	7.7	0.0	16.7	66.7	16.7	0.0	40.0	40.0	20.0	0.0				
2008-09 – All	0.0	20.0	70.0	10.0	6.0	26.0	60.0	8.0	0.0	25.0	71.2	3.9	0.0	26.0	74.0	0.0	0.0	20.0	80.0	0.0	0.0	40.0	56.0	4.0				
General Education	0.0	15.0	72.5	12.5	2.6	20.5	66.7	10.3	0.0	24.4	70.7	4.9	0.0	22.2	77.8	0.0	0.0	15.6	84.4	0.0	0.0	37.8	57.8	4.4				
Special Education	0.0	40.0	60.0	0.0	18.2	45.5	36.4	0.0	0.0	27.3	72.7	0.0	0.0	60.0	40.0	0.0	0.0	60.0	40.0	0.0	0.0	60.0	40.0	0.0				
2007-08 – All	2.0	24.5	53.1	20.4	8.2	32.7	55.1	4.1	0.0	20.0	74.0	6.0	4.2	41.7	54.2	0.0	0.0	36.0	64.0	0.0	0.0	40.4	57.4	2.1				
General Education	0.0	15.0	60.0	25.0	7.7	25.6	61.5	5.1	0.0	15.2	78.3	6.5	2.3	39.5	58.1	0.0	0.0	31.8	68.2	0.0	0.0	32.5	65.0	2.5				
Special Education	11.1	66.7	22.2	0.0	10.0	60.0	30.0	0.0	0.0	75.0	25.0	0.0	20.0	60.0	20.0	0.0	0.0	66.7	33.3	0.0	0.0	85.7	14.3	0.0				
2006-07 – All	2.1	25.0	62.5	10.4	5.9	21.6	72.5	0.0	0.0	27.1	66.7	6.3	0.0	46.9	53.1	0.0	0.0	50.0	50.0	0.0	0.0	50.0	45.8	4.2				
General Education	0.0	15.8	71.1	13.2	2.1	22.9	75.0	0.0	0.0	25.6	67.4	7.0	0.0	36.1	63.9	0.0	0.0	42.5	57.5	0.0	0.0	44.4	50.0	5.6				
Special Education	10.0	60.0	30.0	0.0	66.7	0.0	33.3	0.0	0.0	40.0	60.0	0.0	0.0	76.9	23.1	0.0	0.0	80.0	20.0	0.0	0.0	66.7	33.3	0.0				

New York State Assessment Results

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3 % Scoring				Grade 4 % Scoring				Grade 5 % Scoring				Grade 6 % Scoring				Grade 7 % Scoring				Grade 8 % Scoring			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2009-10 – All	20.8	39.6	31.3	8.3	2.0	44.0	40.0	14.0	3.8	40.4	42.3	13.5	10.0	52.0	26.0	12.0	10.2	61.2	28.6	0.0	4.2	52.1	37.5	6.3
General Education	12.2	43.9	34.1	9.8	0.0	33.3	48.7	17.9	2.4	31.0	50.0	16.7	5.4	45.9	32.4	16.2	11.6	58.1	30.2	0.0	2.3	53.5	37.2	7.0
Special Education	71.4	14.3	14.3	0.0	9.1	81.8	9.1	0.0	10.0	80.0	10.0	0.0	23.1	69.2	7.7	0.0	0.0	83.3	16.7	0.0	20.0	40.0	40.0	0.0
2008-09 – All	0.0	6.0	72.0	22.0	2.0	12.0	72.0	14.0	1.9	9.6	69.2	19.2	2.1	42.6	53.2	2.1	0.0	14.0	80.0	6.0	0.0	10.0	70.0	20.0
General Education	0.0	7.5	65.0	27.5	0.0	5.1	76.9	17.9	0.0	9.8	65.9	24.4	2.4	40.5	54.8	2.4	0.0	11.1	82.2	6.7	0.0	8.9	71.1	20.0
Special Education	0.0	0.0	100.0	0.0	9.1	36.4	54.5	0.0	9.1	9.1	81.8	0.0	0.0	60.0	40.0	0.0	0.0	40.0	60.0	0.0	0.0	20.0	60.0	20.0
2007-08 – All	0.0	4.0	64.0	32.0	2.0	12.2	75.5	10.2	0.0	24.0	60.0	16.0	6.1	22.4	61.2	10.2	0.0	6.0	70.0	24.0	0.0	19.1	70.2	10.6
General Education	0.0	2.4	61.0	36.6	0.0	7.7	79.5	12.8	0.0	23.9	58.7	17.4	2.3	22.7	63.6	11.4	0.0	6.8	68.2	25.0	0.0	15.0	72.5	12.5
Special Education	0.0	11.1	77.8	11.1	10.0	30.0	60.0	0.0	0.0	25.0	75.0	0.0	40.0	20.0	40.0	0.0	0.0	0.0	83.3	16.7	0.0	42.9	57.1	0.0
2006-07 – All	0.0	26.5	53.1	20.4	2.0	30.0	56.0	12.0	2.0	26.0	52.0	20.0	2.1	17.0	55.3	25.5	2.0	30.6	51.0	16.3	4.2	29.2	45.8	20.8
General Education	0.0	17.9	59.0	23.1	0.0	29.8	57.4	12.8	0.0	26.7	53.3	20.0	2.8	8.3	58.3	30.6	2.5	20.0	60.0	17.5	2.8	16.7	52.8	27.8
Special Education	0.0	60.0	30.0	10.0	33.3	33.3	33.3	0.0	20.0	20.0	40.0	20.0	0.0	45.5	45.5	9.1	0.0	77.8	11.1	11.1	8.3	66.7	25.0	0.0

New York State Assessment Results

Grades 4 & 8 State Science Assessments Results

<i>Year of Test</i>	Grade 4				Grade 8			
	% Scoring				% Scoring			
	L1	L2	L3	L4	L1	L2	L3	L4
2009-10 – All	0.0	6.0	50.0	44.0	10.4	31.3	45.8	12.5
General Education	0.0	7.7	41.0	51.3	4.7	34.9	46.5	14.0
Special Education	0.0	0.0	81.8	18.2	60.0	0.0	40.0	0.0
2008-09 – All	0.0	14.0	30.0	56.0	6.0	40.0	44.0	10.0
General Education	0.0	5.1	28.2	66.7	4.4	40.0	46.7	8.9
Special Education	0.0	45.5	36.4	18.2	20.0	40.0	20.0	20.0
2007-08 – All	0.0	6.1	44.9	49.0	0.0	25.5	57.5	17.0
General Education	0.0	5.1	41.0	53.8	0.0	25.0	55.0	20.0
Special Education	0.0	10.0	60.0	30.0	0.0	28.6	71.4	0.0
2006-07 – All	0.0	2.0	43.1	54.9	14.6	43.8	37.5	4.2
General Education	0.0	0.0	41.7	58.3	11.1	36.1	47.2	5.6
Special Education	0.0	33.3	66.7	0.0	25.0	66.7	8.3	0.0

New York State Assessment Results

Grades 5 & 8 State Social Studies Assessments Results

<i>Year of Test</i>	Grade 5				Grade 8			
	% Scoring				% Scoring			
	L1	L2	L3	L4	L1	L2	L3	L4
2009-10 – All	8.0	12.0	66.0	14.0	25.5	17.0	51.1	6.4
General Education	7.3	2.4	73.2	17.1	21.4	16.7	54.8	7.1
Special Education	11.1	55.6	33.3	0.0	60.0	20.0	20.0	0.0
2008-09 – All	7.7	7.7	59.6	25.0	2.0	63.3	32.7	2.0
General Education	9.8	4.9	53.7	31.7	2.3	63.6	31.8	2.3
Special Education	0.0	18.2	81.8	0.0	0.0	60.0	40.0	0.0
2007-08 – All	3.9	7.8	74.5	13.7	0.0	46.8	53.2	0.0
General Education	0.0	6.5	78.3	15.2	0.0	45.0	55.0	0.0
Special Education	40.0	20.0	40.0	0.0	0.0	57.1	42.9	0.0
2006-07 – All	4.2	14.6	68.8	12.5	2.2	55.6	35.6	6.7
General Education	2.3	11.6	72.1	14.0	0.0	45.5	45.5	9.1
Special Education	20.0	40.0	40.0	0.0	8.3	83.3	8.3	0.0

New York State Assessment Results

Grades K-8 S Assessments Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All</i>					<i>General Education</i>					<i>with Disabilities</i>				
		<i>Total Tested</i>	<i>% Scoring at or above:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>
Listening & Speaking (Gr. K-1)	2009-10	10	0.0	10.0	50.0	40.0	9	0.0	11.1	44.4	44.4	1	0.0	0.0	100.0	0.0
	2008-09	11	0.0	9.1	45.5	45.5	11	0.0	9.1	45.5	45.5	0	0.0	0.0	0.0	0.0
	2007-08	7	0.0	28.6	57.1	14.3	6	0.0	16.7	66.7	16.7	1	0.0	100.0	0.0	0.0
	2006-07	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading & Writing (Gr. K-1)	2009-10	10	40.0	30.0	10.0	20.0	9	44.4	22.2	11.1	22.2	1	0.0	100.0	0.0	0.0
	2008-09	11	45.5	9.1	36.4	9.1	11	45.5	9.1	36.4	9.1	0	0.0	0.0	0.0	0.0
	2007-08	7	14.3	57.1	14.3	14.3	6	0.0	66.7	16.7	16.7	1	100.0	0.0	0.0	0.0
	2006-07	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Listening & Speaking (Gr. 2-4)	2009-10	13	0.0	0.0	46.2	53.8	8	0.0	0.0	50.0	50.0	5	0.0	0.0	40.0	60.0
	2008-09	19	0.0	5.3	26.3	68.4	8	0.0	0.0	25.0	75.0	11	0.0	9.1	27.3	63.6
	2007-08	16	0.0	0.0	25.0	75.0	7	0.0	0.0	14.3	85.7	9	0.0	0.0	33.3	66.7
	2006-07	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading & Writing (Gr. 2-4)	2009-10	13	7.7	38.5	38.5	15.4	8	0.0	25.0	50.0	25.0	5	20.0	60.0	20.0	0.0
	2008-09	19	10.5	15.8	52.6	21.1	8	0.0	12.5	50.0	37.5	11	18.2	18.2	54.5	9.1
	2007-08	16	0.0	62.5	37.5	0.0	7	0.0	42.9	57.1	0.0	9	0.0	77.8	22.2	0.0
	2006-07	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Listening & Speaking (Gr. 5-6)	2009-10	7	0.0	0.0	71.4	28.6	0	0.0	0.0	0.0	0.0	7	0.0	0.0	71.4	28.6
	2008-09	4	0.0	0.0	25.0	75.0	3	0.0	0.0	33.3	66.7	1	0.0	0.0	0.0	100.0
	2007-08	3	0.0	0.0	0.0	100.0	3	0.0	0.0	0.0	100.0	0	0.0	0.0	0.0	0.0
	2006-07	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Reading & Writing (Gr. 5-6)	2009-10	7	0.0	42.9	57.1	0.0	0	0.0	0.0	0.0	0.0	0.0	7	0.0	42.9	57.1	0.0
	2008-09	4	0.0	0.0	50.0	50.0	3	0.0	0.0	33.3	66.7	1	0.0	0.0	100.0	0.0	
	2007-08	3	0.0	0.0	33.3	66.7	3	0.0	50.0	50.0	0.0	0	0.0	0.0	0.0	0.0	
	2006-07	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Listening & Speaking (Gr. 7-8)	2009-10	1	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	100.0	0	0.0	0.0	0.0	0.0	
	2008-09	0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	
	2007-08	3	0.0	0.0	0.0	100.0	2	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	100.0	
	2006-07	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Reading & Writing (Gr. 7-8)	2009-10	1	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	100.0	0	0.0	0.0	0.0	0.0	
	2008-09	0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	
	2007-08	3	0.0	66.7	33.3	0.0	2	0.0	50.0	50.0	0.0	1	0.0	100.0	0.0	0.0	
	2006-07	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

*2006-07 NYSESLAT results not currently available in ATS

Other Student Assessment Data
2009-10

Name of Test: ELA

Subject: _____

<u>Grade</u>	<u>Date of Test (DOT)</u>	<u># Enrolled in Grade on DOT</u>	<u># Absent on Grade on DOT</u>	<u># Exempted in Grade by IEP</u>	<u># Exempted in Grade by ELL Status</u>	<u># Assessed in Grade*</u>	<u>Percent Proficient (Performance Level 3 or 4)</u>	<u>Percent Scoring 650 or Above</u>
3	4/26/2010 – 5/5/2010	48	0	0	0	48	41.7	68.8
4	4/26/2010 – 5/5/2010	50	0	0	0	50	46.0	74.0
5	4/26/2010 – 5/5/2010	52	0	0	0	52	34.6	78.8
6	4/26/2010 – 5/5/2010	50	0	0	0	50	44.0	70.0
7	4/26/2010 – 5/5/2010	49	0	0	0	49	34.7	73.5
8	4/26/2010 – 5/5/2010	48	0	0	0	48	33.3	58.3
3	4/26/2010 – 5/5/2010	48	0	0	0	48	41.7	68.8
4	4/26/2010 – 5/5/2010	50	0	0	0	50	46.0	74.0
5	4/26/2010 – 5/5/2010	52	0	0	0	52	34.6	78.8

Name of Test: Math

Subtest: _____

<u>Grade</u>	<u>Date of Test (DOT)</u>	<u># Enrolled in Grade on DOT</u>	<u># Absent on Grade on DOT</u>	<u># Exempted in Grade by IEP</u>	<u># Exempted in Grade by ELL Status</u>	<u># Assessed in Grade*</u>	<u>Percent Proficient (Performance Level 3 or 4)</u>	<u>Percent Scoring 650 or Above</u>
3	5/5/2010 – 5/14/2010	48	0	0	0	48	39.6	93.8
4	5/5/2010 – 5/14/2010	50	0	0	0	50	54.0	94.0
5	5/5/2010 – 5/14/2010	52	0	0	0	52	55.8	90.4
6	5/5/2010 – 5/14/2010	50	0	0	0	50	38.0	72.0
7	5/5/2010 – 5/14/2010	49	0	0	0	49	28.6	67.3
8	5/5/2010 – 5/14/2010	48	0	0	0	48	43.8	89.6
3	5/5/2010 – 5/14/2010	48	0	0	0	48	39.6	93.8
4	5/5/2010 – 5/14/2010	50	0	0	0	50	54.0	94.0
5	5/5/2010 – 5/14/2010	52	0	0	0	52	55.8	90.4

Name of Test: Science

Subtest: _____

<u>Grade</u>	<u>Date of Test (DOT)</u>	<u># Enrolled in Grade on DOT</u>	<u># Absent on Grade on DOT</u>	<u># Exempted in Grade by IEP</u>	<u># Exempted in Grade by ELL Status</u>	<u># Assessed in Grade*</u>	<u>Percent Proficient (Performance Level 3 or 4)</u>
4	5/24/2010 – 6/9/2010	50	0	0	0	50	94.0
8	5/24/2010 – 6/9/2010	48	0	0	0	48	58.3

Name of Test: Social Studies

Subtest: _____

<u>Grade</u>	<u>Date of Test (DOT)</u>	<u># Enrolled in Grade on DOT</u>	<u># Absent on Grade on DOT</u>	<u># Exempted in Grade by IEP</u>	<u># Exempted in Grade by ELL Status</u>	<u># Assessed in Grade*</u>	<u>Percent Proficient (Performance Level 3 or 4)</u>
5	11/16/2009 -11/19/2009	52	2	0	0	50	80.0
8	6/14/2010 - 6/17/2010	48	1	0	0	47	57.5

Progress Towards Goals

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal I: BwCCS students will become proficient readers and writers of the English language.				
Measure 1: Each year, BwCCS students in grades 3-8 will exceed the New York City average on the NYS ELA exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	39.1% of BwCCS cohort students in grades 3-8 were proficient compared with 42.4% city-wide (see page 24 for more information).	New York State (NYS) English Language Arts (ELA) Exam	N	If the state had maintained the same proficiency formula as was implemented in 2008-09, the school would have slightly decreased in proficiency from 73.9% to 71% in ELA. <u>Action Plan:</u> We anticipate that the consistent implementation of the Balanced Literacy framework combined with a comprehensive assessment system will greatly support student progress in literacy in all grades this year and moving forward.
Measure 2: Each year, BWCCS' aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	The school's performance index for 2007-08 was 164, exceeding the AMO of 155 (see page 26).	No Child Left Behind Outcomes Annual Yearly Progress (AYP): Performance Index calculation based on 2009-10 NYS ELA Exam results	Y	
Measure 3: Each year, the proficiency rate on the NYS ELA Exams for BWCCS students will exceed the proficiency rates of students from Districts 14, 16, and 32 in NYC. Only students who have been enrolled at BWCCS for at least two years will be included in this analysis.	39.1% of BwCCS cohort students in grades 3-8 were proficient compared with 37.7% in District 14, 30.5% in District 16, and 34.0% in District 32 (see page 26).	NYS ELA Exam	Y	

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
Goal I (cont.): BwCCS students will become proficient readers and writers of the English language				
Measure 4A: Increase in student proficiency on Normal Curve Equivalents (NCEs) for the Group Reading Assessment and Diagnostic Evaluation (GRADE). For grades 1-8, the average BwCCS score of grade-level cohorts of students will reduce by one half the difference between the previous spring average NCE score and 50.	This year's first, third, seventh, and eighth grades were required to show growth according to this measure. The measure was met by grade 1 with a 53.7 NCE, exceeding the measure by 4.9 and by grade 8 with a 48.8 NCE, exceeding the measure by .2. However, grade 3 did not meet the required improvement by .1 and grade 7 did not by 1.1. (see page 27).	Group Reading Assessment and Diagnostic Evaluation (GRADE)	N	BwCCS met the measure in grades 1 and 8 but not in grades 3 and 7. <u>Action Plan:</u> Throughout this charter period, BwCCS has been challenged with the test administration of this longitudinal test and will be replacing this measure in its new Accountability Plan.
Measure 4B: If BwCCS does not exceed the NYC average proficiency rate on the NYS ELA exams, it will reduce by one half the difference between the NYC proficiency rate and the actual BwCCS proficiency rate on the subsequent NYS ELA exam for the same class of students. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	In 2008-09, BwCCS exceeded the NYC average proficiency rate in ELA in all grades except for grade 4. This year's fifth grade cohort did not meet the required growth of .8%. It was 34.7% proficient compared to the city's 46.2% rate. see page 29).	NYS ELA Exam	N	See explanation under Measure 1.

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal II: BWCCS students will become proficient in the understanding and application of mathematical skills and concepts.				
<p>Measure 1: Each year, BwCCS students in grades 3-8 will exceed the New York City average on the NYS Math exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.</p>	<p>43.7% of BwCCS cohort students in grades 3-8 were proficient compared with 54.0% city-wide (see page 29).</p>	<p>NYS Math Exam</p>	<p align="center">N</p>	<p><u>Action Plan:</u> This past year BwCCS adopted <i>Investigations</i> by Pearson to replace McGraw Hill for grades K-5. The goal of the new program is to help teachers better understand student mathematical thinking and misconceptions. We hope to see great gains in student achievement in the upcoming years with this new program.</p>
<p>Measure 2: Each year, BWCCS' aggregate Performance Index on the State Math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</p>	<p>The school's performance index for 2009-10 was 183, far exceeding the AMO of 135 (see page 31).</p>	<p>No Child Left Behind Outcomes Annual Yearly Progress (AYP): Performance Index calculation based on 2009-10 NYS Math Exam results</p>	<p align="center">Y</p>	
<p>Measure 3: Each year, the proficiency rate on the NYS Math Exams for BWCCS students will exceed the proficiency rates of students from Districts 14, 16, and 32 in NYC. Only students who have been enrolled at BWCCS for at least two years will be included in this analysis.</p>	<p>43.7% of BwCCS cohort students in grades 3-8 were proficient compared with 49.3% in District 14, 40.6% in District 16, and 45.7% in District 32. BwCCS math proficiency exceeded that of District 16 but not of the other neighboring districts (see page 32).</p>	<p>NYS Math Exam</p>	<p align="center">N</p>	<p>Only grade 8 met this measure for 2009-10. These results reflect a weakness in the math program that led us to the decision to revamp our curriculum and devote a full time staff developer to the subject.</p>

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal II (cont.): BWCCS students will become proficient in the understanding and application of mathematical skills and concepts.				
Measure 4.1: Increase in student proficiency on Normal Curve Equivalents (NCEs) for the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). For grades 1 through 8, grade-level cohorts of students will reduce by one-half the difference between the previous spring average NCE score and 50.	Grades 5 and 6 showed gains and met the measure; grades 1, 2, 4, 7, and 8 did not meet the measure (see page 32).	Group Mathematics Assessment and Diagnostic Evaluation (GMADE)	N	As was the case with GRADE, test administration of this longitudinal test also has been challenging and BwCCS plans to change to a different norm-referenced test for its next charter period.
Measure 4.2: If BwCCS does not exceed the NYC average proficiency rate on the NYS Math exams, it will reduce by one half the difference between the NYC proficiency rate and the actual BwCCS proficiency rate on the subsequent NYS Math exam for the same class of students. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	This measure only applied to the class in grade 7 in 2009-10. Unfortunately, the measure was not met for this grade (see page 34).	NYS Math Exam	N	See explanations under measures 1 and 3.

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal III: BWCCS students will become proficient in Science.				
Measure 1 (Absolute): Each year, BwCCS students will exceed the New York City average on the 4 th and 8 th grade NYS Science exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	93.5% of BwCCS cohort students in grade 4 and 59.6% in grade 8 were proficient. The citywide science results have not yet been made available (see page 35).	NYS Science Exam	Not yet available	
Measure 2 (Absolute): No Child Left Behind Outcomes Adequate Yearly Progress (AYP) – Each year, BwCCS' Performance Index on the 4 th and 8 th grade State Science exams will meet the Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	This analysis has not yet been made available (see page 36).	No Child Left Behind Outcomes Annual Yearly Progress (AYP): Performance Index calculation based on 2009-10 NYS Science Exam results	Not yet available	
Goal IV: BWCCS students will become proficient in Social Studies.				
Measure 1 (Absolute): Each year, BwCCS students will exceed the New York City average on the 5 th and 8 th grade NYS Social Studies exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	80.9% of BwCCS cohort students in grade 5 and 54.3% in grade 8 were proficient. The citywide science results have not yet been made available (see page 37).	NYS Social Studies Exam	Not yet available	

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
Goal V: NCLB Accountability System				
Measure 1: School performance on NCLB accountability system. Under the state's NCLB accountability system, the school's Accountability Status will be "Charter School in Good Standing" each year.	(See page 30)	Each year, we have received notification that our school is in "Good Standing" from the Department of Education.	Y	
Goal VI: BwCCS students will become proficient in Technology, Art, Music, and Physical Education.				
Measure 1: At least 75% of students will receive a proficiency rating on their spring report card in Technology.	Unavailable (see page 39).	Technology Assessment Checklist aligned to NETS*S performance indicators	N	BwCCS has not formerly tracked student proficiency in technology since the fall of 2008, when our technology coordinator abruptly left before the beginning of the school year.
Measure 2: At least 75% of students will receive a proficiency rating on their spring report cards in Art.	80.1% of lower school students and 94.6% of middle school students earned proficient ratings on their report cards (see page 39).	Spring 2010 cumulative proficiency on specialist subject report cards	Y	
Measure 3: At least 75% of students will receive a proficiency rating on their spring report cards in Music.	82.1% of lower school students and 93.8% of middle school students earned proficient ratings on their report cards (see page 39).	Spring 2010 cumulative proficiency on specialist subject report cards	Y	
Measure 4: At least 75% of students will receive a proficiency rating on their spring report card in Physical Education.	96.0% of lower school students and 100.0% of middle school students earned proficient ratings on their report cards (see page 39).	Spring 2010 cumulative proficiency on specialist subject report cards	Y	

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal VII: Parents will express a high satisfaction rating with the school.				
Measure 1: Each year, responses on the Annual Parent Survey on the school's program will average a 4 or higher on a 5-point scale. The following 11 areas of the program will be rated: academic rigor and excellence, quality of instruction and responsiveness of teachers to families, performance of administration, discipline, safety, physical plant, school culture, parent involvement, curriculum, and overall satisfaction of the school's program.	Parent satisfaction was above the citywide average, with exceptionally positive responses in the areas of communication and engagement (see page 40).	DOE surveys	Y	
Goal VIII: BwCCS will maintain a low attrition rate.				
Measure 1: Each September, no more than 10% of students' families, among all students enrolled the previous year, will choose to withdraw their children as students from the school because they are dissatisfied with the school's program.	Of the 29 students who transferred out of the school during 2009-10, only three students withdrew because of dissatisfaction with the school's program (see page 41).	We review our ATS discharge data and our in-house log records to monitor trends of when and for what reasons families leave.	Y	
Goal IX: BwCCS students will maintain a high attendance rate.				
Measure 1: Each year, BwCCS will have a daily student attendance rate of at least 90 percent.	The school's attendance rate for 2009-10 was 93.5% (see page 42).	ATS biographical roster	Y	

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal X: BwCCS will be substantially compliant with all legal requirements.				
<p>Measure 1: Each year, BwCCS will generally and substantially comply with all applicable laws, rules and regulations, 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, and the provisions of its By-Laws and Charter.</p>	<p>See above under Measure 1 (see page 42).</p>	<p>See above under Measure 1.</p>	<p align="center">Y</p>	
<p>Measure 2: Each year, BwCCS will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.</p>	<p>See above under Measure 1 (see page 42).</p>	<p>See above under Measure 1.</p>	<p align="center">Y</p>	
<p>Measure 3: Each year, BwCCS will maintain a relationship with independent legal counsel who review relevant policies, documents, and incidents and make recommendations as needed and in proportion to the legal expertise on the Board of Trustees.</p>	<p>BwCCS met this measure (see page 42).</p>	<p>BWCCS consults an attorney in private practice with the Tannenbaum, Helpert, Syracuse & Hirschtritt firm for legal advice relating to its operations, including policies and procedures, documents, and particular incidents. One member of the Board is a practicing attorney and a partner of a major NYC law firm.</p>	<p align="center">Y</p>	

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal XI: BwCCS will make responsible financial decisions and demonstrate sound fiscal practices and management.				
Measure 1: Over the life of the charter, BwCCS will operate on a balanced budget.	For the most recent fiscal year ending 6/30/10, BwCCS actual revenues exceeded actual expenses. Each year, BwCCS will strive to achieve a balanced budget (see page 43).	The Board meets on a monthly basis to discuss the school's financial standing at its meetings. In addition, the Chair of the Finance Committee consults on a regular basis with the Business Manager and Director.	Y	
Measure 2: BwCCS will receive unqualified opinions from its annual auditor.	Each year for the years ended 2001-2010, BwCCS has received unqualified opinions on its financial statements from an independent auditor (see page 43).	BwCCS retains McGladrey & Pullen as our auditors. They review the school's finances during the annual audit in the late summer and make a report to the Board in the fall each year.	Y	
Measure 3: Each year, BwCCS will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, authorizer or the New York State Department of Education.	BwCCS regularly reviews and revises the internal control procedures to be in compliance with its external auditor, SED and DOE (see page 43).	See under Measure 2 above.	Y	

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<p>Measure 4: Each year, the BwCCS Board of Trustees will provide effective financial oversight, including financial decisions that further the school's mission, program and goals.</p>	<p>The BwCCS Board of Trustees is prepared to provide sound financial oversight to further the school's mission, programs and goals. The BwCCS Board meets approximately every month. At each meeting, the state of the school's financial position is presented to the full Board for review and discussion. The financial committee works directly with the school leadership to develop the annual budget each year. The school's needs and desires were addressed during the budget process (see page 43).</p>	<p>See above under Measure 1. In addition, the Board monitors a "dashboard" of metrics for its monthly meetings relating to the school's operations. This tool allows the Board to closely monitor the school's progress and alignment with the school's mission, program and goals.</p>	<p align="center">Y</p>	
<p>Measure 5: Each year, BwCCS will operate pursuant to a long-range financial plan and create realistic budgets that are monitored and adjusted when appropriate.</p>	<p>BwCCS has defined a long-range financial plan and adjusts this plan each year during its budget process. Adjustments are made with full Board review and approval during the year as needed (see page 44).</p>	<p>The Finance Committee conducts extensive budget meetings each spring. The committee makes adjustments to the long range plan according to programmatic needs.</p>	<p align="center">Y</p>	

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<p>Measure 6: Each year BwCCS will maintain appropriate internal controls and procedures and accurately document transactions in accordance with the Board of Trustee's direction and laws, regulations, grants and contracts.</p>	<p>BwCCS maintains appropriate internal controls and procedures and accurately documents transactions in accordance with the Board of Trustee's direction and laws, regulations, grants and contracts (see page 44).</p>	<p>See above under Measure 1. The Board reviews the school's Financial Policies and Procedures on a regular basis. The business office gives presentations to staff to ensure compliance with these policies.</p>	<p align="center">Y</p>	
<p>Measure 7: Each year BwCCS will comply with financial reporting requirements.</p>	<p>BwCCS has been in full compliance with all financial reporting requirements to our Board of Trustees and regulatory bodies (see page 44).</p>	<p align="center">See above under Measure 1.</p>	<p align="center">Y</p>	
<p>Measure 8: Over the life of the charter, BwCCS will maintain adequate financial resources to ensure stable operations and successfully monitor and manage cash flow.</p>	<p>BwCCS maintains adequate financial resources to ensure stable operations and successfully monitors and manages cash flow (see page 44).</p>	<p align="center">See above under Measures 1 and 5.</p>	<p align="center">Y</p>	

Introduction

BwCCS has made a number of important changes to its program to raise rigor and increase student achievement in the past year. The school has strengthened leadership with two new Assistant Principals with deep experience in math and literacy instruction and has added full time and experienced math and literacy staff developers who join our Principal who has over ten years building level leadership experience. Beginning with Children Foundation (BwCF), the school's organizational partner, has taken a more active role in helping support the academic program in its new capacity as the school's educational service provider. With the introduction of a new Chief Academic Officer (CAO) position, BwCF is providing guidance and support in helping the school set and fulfill its academic priorities and monitor its progress towards meeting the goals set forth by its board in its annual action plan.

The school day has been extended to provide an additional 30 minutes of instruction. The day now starts at 8:20 and finishes at 3:10 for all students. The schedule has been revised to accommodate intervention and enrichment classes during the day and after school. We have expanded the Collaborative Team Teaching (CTT) model, renamed ICT (Integrated Co-Teaching), which pairs a special education teacher with a regular classroom teacher to support the needs of all students in a class. Based on its success, we currently have the model in grades 3-6 and plan to implement it in Kindergarten as well in 2010-11.

Most importantly, BwCCS has honed its approach to teaching and learning and has created a cleaner articulation of its literacy program to ensure consistency and heightened rigor. In literacy learning, BwCCS has shifted away from adherence to single texts at each grade level to a balanced literacy approach which relies on classroom libraries of multiple genres as the basis of reading, writing and developing critical thinking. The balanced literacy philosophy is enacted through a readers/writers workshop and monitored by periodic samples assessed by consistent rubrics and running records. In order to address the need for a systematic approach to assessment that provides instructional information while tracking student developmental reading progress, the school has adopted and is implementing running records as developed by Teachers College (TC). This classroom-based assessment system is used to determine student book levels for instruction and independence while providing the teacher diagnostic information that allows for targeted instruction. The school has also adopted and implemented interim assessments that provide information regarding students' response to instruction. The book levels track reading growth and provide supplemental data for student assignment to instructional support periods in and outside the school day.

BwCCS also has made significant changes to its mathematics curriculum and its philosophy for teaching math. At the end of last year, the school adopted a new K-5 mathematics program, *Investigations in Number, Data and Space* (2d ed. 2008) by Pearson Learning, which approaches teaching in a constructivist manner instead of focusing on process learning. The school has invested substantial resources in helping teachers learn more about how to teach the subject through the program supplements. The new math staff developer and our two seasoned math teachers from the middle school have selected *Connected Mathematics Project* as our new program for grades 6-8. The program aligns with the constructivist philosophy of our elementary *Investigations* program.

School leaders also have implemented a new structure to build capacity in teachers that will lead to better student outcomes. The school has adopted a "turn key" approach to teacher development, relying on in-house services and targeted outside experts instead of purchasing blanket program services. Professional development is ongoing in weekly grade level meetings as well as all day sessions focused on specific topics. In addition to evaluating all teachers, the principal conducts monthly "walk throughs" with the BwCF CAO. All members of the leadership team mentor new teachers in the building and meet with teachers individually to provide targeted support, model lessons or discuss practices. For the second consecutive year, the school ran a week long professional development session during the summer which focused on building teacher capacity in the readers and writers workshop model and introduced the new K-5 math curriculum. The school also retained consultants from Educate LLP to work with teachers in technology.

Recognizing the need to strengthen the middle school culture and instruction, a consultant with a specialization in middle school language arts was hired to intensify support for the ELA teachers in grades 6 to 8. With the support of the internal staff developer, this external coach provided model lessons and engaged the teachers in lesson planning to standards and met with staff to review student work. She also engaged the teachers in support for the analysis of running records. The consultant also worked with the staff developer to revise the curricular plans for grades 6-8.

In addition to the introduction of TC running records, BwCCS also has improved other internal assessments to help teachers monitor student achievement. The school has adopted writing rubrics designed by TC and implements writing samples three times during the year to monitor student progress. Teacher-created interim assessments were administered this past year. Staff developers worked with teachers to help them create their own assessments and link skills to strand analysis of state standards. The interim assessment work was supported by the BwCF Research Team, who created interim assessment spreadsheets and used the REMARK software system to support quick turn-around of interim test results. The assessment analysis sheets help teachers use the results of each interim assessment to plan future instruction.

The school has invested substantial resources into strengthening its middle school program. The new AP, who is now based there at all times, is the school's former math staff developer and a successful middle school teacher who has extensive experience working with adolescents. The advisory program for students in 6th grade focuses on the transition to middle school and it prepares students for the high school selection and application process in grades 7 and 8. Specialty teachers in art, music and Spanish now teach at both the lower and middle school campuses as a way to provide a continuum of learning and services. A full time physical education teacher has been hired and the school now offers soccer, baseball, softball and basketball for both girls and boys. BwCCS's girl's basketball team was undefeated in their first season this past year and also captured the charter school tournament first place trophy. The school has introduced student government at the campus, as well as a debate team, after-school band and art programs.

Student enrichment remains an important aspect of our program. Student engagement in learning through the arts was enhanced by the introduction of a band program in both lower and middle school and by the Claymation film project of the art club. We also added exemplary extra-curricular activities including a winning performance by the Debate Team and the Girls Basketball Team's undefeated league championship season. We continue to build community service opportunities to teach our students about the importance of community engagement. Once again this year, the BwCCS Kids Care Club organized school-wide can and coat drives for those less fortunate, packing up cases of non-perishable goods and coats for the Food Bank of New York City and the New York Cares Coat Drive. The group also organized a trike-athon in which primary school children raised money for breast cancer research and participated in a "Grow Involved on Martin Luther King, Jr. Day" where they spent their day off from school participating in various service projects. The Middle School Student Council raised funds for breast cancer, held a toy drive for Toys for Tots, and planned and raised funds for a field day held during the last week of school. BwCCS students sold Haitian Relief tote bags, buttons and "Hats for Haiti" after the recent earthquake. Proceeds from the fundraisers were donated to the Red Cross.

A class of 4th graders even published a book, entitled *Thoughts of Home*, a collection of memoir pieces centered on the unifying concept of 'home.' The project was made possible through a partnership with the *Writers of Tomorrow* project, sponsored by Scholastic and PENCIL. Our students participated in monthly workshops that informed them about publishing before creating their own individual works and celebrated the culmination of their work with the release party at Scholastic Headquarters of their book.

BwCCS is creating new structural capacity through the leadership team's support of the new curricula, the improved availability and utilization of achievement data to guide and support instruction, and ongoing and summer professional development for all instructional staff. Our staff is committed to the students and the mission of the school. The staff is reflective and knows that better coordination, consistency and articulation are critical to meeting

our goals. There is a lot of pride in the school community and desire to make it an exemplar of how to best serve students academically, socially and emotionally. Families are critical partners as we work together to reach consistently stronger results for our students.

Demonstration of Achievement of Charter Academic Goals and Objectives

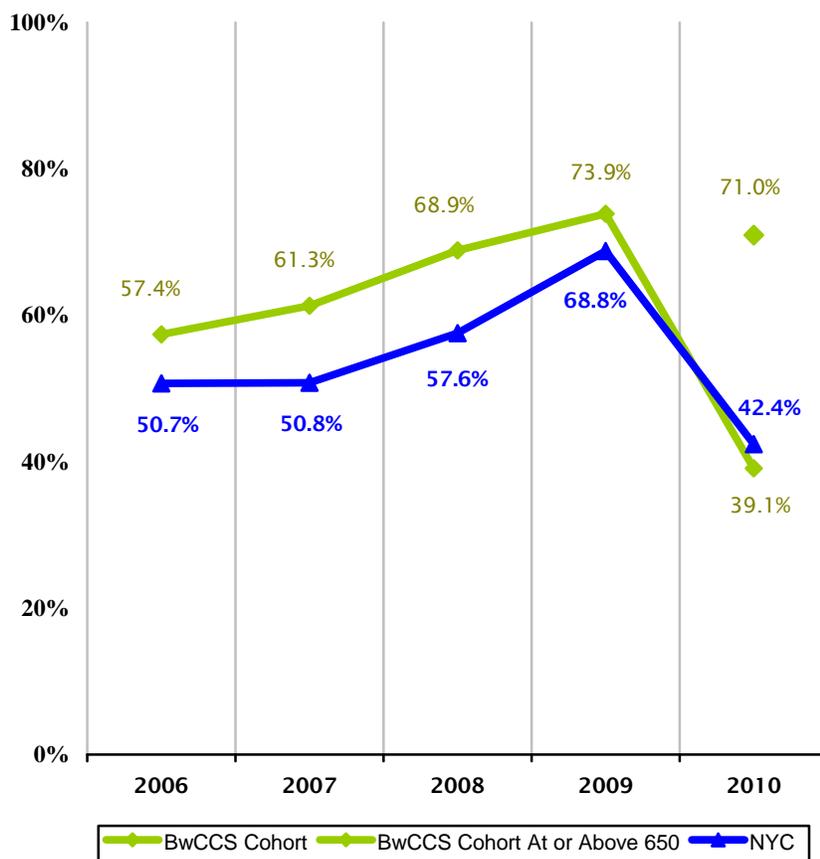
Goal 1: BwCCS students will become proficient readers and writers of the English language.

Measure 1 (Absolute): Student performance on the New York State English Language Arts (NYS ELA) Exams. *Each year, BwCCS students in grades 3 through 8 will exceed the New York City average on the NYS ELA Exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.*

NYS drastically changed the proficiency formula for ELA and math this past year, which had a profound impact on proficiency scores citywide. The goal was met in grade 6 and not in other grades. In the past, all grades met this goal with the exception of last year's fourth grade (2008-09).

	Measure Met (Y/N) by Grade and Year					
YEAR	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2009-10	N	N	N	Y	N	N
2008-09	Y	N	Y	Y	Y	Y
2007-08	Y	Y	Y	Y	Y	Y
2006-07	Y	Y	Y	Y	Y	Y

BwCCS Cohort ELA Proficiency Compared to NYC, Grades 3-8



NYS ELA Proficiency Rates for BwCCS Cohort								
Grade	2009-10*		2008 - 09		2007 - 08		2006 - 07	
	BwCCS	NYC	BwCCS	NYC	BwCCS	NYC	BwCCS	NYC
3rd	42.6%	46.5%	81.6%	69.4%	76.1%	59.9%	71.1%	56.4%
4th	44.7%	45.6%	68.1%	68.9%	64.3%	61.3%	71.4%	56.0%
5th	34.7%	46.2%	79.5%	74.7%	80.4%	69.2%	72.7%	56.1%
6th	43.5%	40.1%	73.0%	72.6%	64.7%	52.7%	56.5%	49.8%
7th	37.2%	38.2%	80.0%	70.9%	65.1%	59.5%	46.8%	45.4%
8th	31.9%	37.5%	60.9%	57.0%	60.9%	43.0%	50.0%	41.8%
All	39.1%	42.4%	73.9%	68.8%	68.9%	57.6%	61.3%	50.8%

Notes on data: All state exam proficiency data in this report is taken from NYC DOE data sources. * Except for grade 5 Social Studies, state exam results have not yet been released.

As set forth above, the change in the state proficiency formula had a deleterious effect on outcomes for BwCCS. If the state had maintained the same proficiency formula as was implemented in 2008-09, the school would have slightly decreased in proficiency from 73.9% to 71% in ELA. With the new formula, the school's proficiency rates were lower than the city.

Prior to this past year, the measure was met for the school as a whole and for every individual grade except grade 4 last year (2008-09). Overall, the school's proficiency rates had consistently exceeded that of the city by at least 5 percentage points.

We anticipate that the consistent implementation of the Balanced Literacy framework combined with a comprehensive assessment system will greatly support student progress in literacy in all grades and moving forward. This past year the literacy staff developer worked with teachers to implement running records to track student progress in reading and comprehension twice during the year. BwCCS also implemented writing samples and rubrics designed by TC three times during the year to support the consistent development of writing skills.

The staff developer also worked with teachers to design internally created assessments to track student progress. This data has become an indispensable tool for teaching and planning. It helps teachers plan whole class instruction as well as track individual student performance. In addition, the data helps staff analyze the success of the curriculum for both current and previous years.

Interim assessment results enable teachers to form guided reading groups within class instruction time to provide targeted skill or strategy instruction. This data also provides the basis for individual conferences with students where the teacher works one-on-one with a student who has a specific identified need.

BwCCS also has scheduled additional intervention programs both during and after school for students who require additional supports in literacy. Students are identified based on state assessment results and additional classroom data provided by teachers. They work in small group settings on skills that require re-teaching. These additional intervention periods may be an extension of the work of the student's reading block or focus on test preparation. The school ran 20 weeks of after-school support at least three days a week this year.

The school will pay close attention to the proficiency rates of students with special needs. This current year the school expanded its ICT classroom model (previously known as CTT), which provides students with IEPs the necessary support throughout the day to achieve their academic potential and also helps train regular classroom teachers in innovative strategies that benefit all students. In 2008-09, the introduction of the model in grade 5 had a positive impact on student achievement. That group had growth in proficiency of nearly 27 percentage points from the prior year. This past year, we expanded the CTT/ICT program to grades 3-6. . Next year, we will maintain the ICT program for grades 4-7 and also add an ICT class for kindergarten.

Measure 2 (Absolute): No Child Left Behind Outcomes Annual Yearly Progress (AYP). *Each year, BwCCS's aggregate Performance Index (PI) on the NYS ELA exam will meet its Annual Measurable Objective (AMO) set forth in the State's No Child Left Behind (NCLB) accountability system.*

The following chart compares this year's Performance Index and AMO for all students to those of previous years. The measure was met for every year.

BwCCS Performance Index: 2006 - 10 NYS ELA								
Year	Grades included in calculation	Number Tested	Percent of Students at Each Performance Level			PI	AMO	Goal Attainment
			Level 2	Level 3	Level 4			
2009-10	3-8	297	48.1*	36.0*	3.0*	164**	155	MET
2008-09	3-8	302	26.2	68.5	4.3	172	144	MET
2007-08	3-8	293	32.4	59.7	5.5	163	133	MET
2006-07	3-8	294	36.7	58.5	3.4	161	122	MET

*actual percentages

**PI source: Accountability Overview Report, nySTART

Measure 3 (Comparative): BwCCS student proficiency rates on New York State English Language Arts (NYS ELA) Exams. *Each year, the proficiency rate on the NYS ELA Exams for BwCCS students will exceed the proficiency rates of students from Districts 14, 16, and 32 in NYC. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.*

BwCCS selected its home district (District 14) as well as the two NYC districts where the majority of non-district students reside and collected their data from data files available on the NYC DOE website. BwCCS met this goal for all grades except grades 3 and 5 this past year. Historically, it has met the measure for all grades in the past three years. (For a detailed listing of the data, please see Exhibit 1 annexed hereto.)

YEAR	Measure Met (Y/N) by Grade and Year					
	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2009-10	N	Y	N	Y	Y	Y
2008-09	Y	Y	Y	Y	Y	Y
2007-08	Y	Y	Y	Y	Y	Y
2006-07	Y	Y	Y	Y	Y	Y

ELA Proficiency Compared to Districts: Grades 3-8 Combined				
	2009-10	2008-09	2007-08	2006-07
BwCCS Cohorts	39.1%	73.9%	68.9%	61.3%
District 14	37.7%	65.9%	54.2%	48.0%
District 16	30.5%	59.8%	46.5%	36.2%
District 32	34.0%	62.5%	49.5%	40.0%

The school's collapsed proficiency rates exceeded the collapsed proficiency rates of all three districts.

Measure 4 (Value-Added): Increase in student proficiency on the NYS ELA exams and on Normal Curve Equivalent (NCEs) for the Group Reading Assessment and Diagnostic Evaluation (GRADE).

4.1: For grades 1 through 8, the average BwCCS score of grade-level cohorts of students will reduce by one-half the difference between the previous spring average NCE score and 50.

The Group Reading Assessment and Diagnostic Evaluation (GRADE) norm-referenced tests are comprised of carefully selected items that differentiate "low," "average," and "high" performers in reading. General administration of the test is in the spring, with some new students tested in the fall. GRADE items cover grade-appropriate normed items of vocabulary, sentence comprehension, passage comprehension, and listening comprehension. The analysis below includes only students tested for two continuous years. Norm Curve Equivalent Scores (NCEs) reflect student performance relative to the performance of students taking the same test nation-wide. This analysis includes only students tested for the last two years, comparing their performance last year with their performance this year.

Measure Met (Y/N) by Grade and Year								
YEAR	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2009-10	Y	*	N	*	*	*	N	Y
2008-09	Y	*	Y	*	*	*	N	Y
2007-08	Y	*	*	N	Y	*	N	*
2006-07	Y	*	Y	Y	*	Y	Y	N

GRADE 2009-10 Results

2008-09			2009-10			2009-10 Annual Goal		
Grade	N	Avg NCE	Grade	N	Avg NCE	2009-10 Increase Goal	Growth	2009-10 Goal Status
0	50	47.6	1	50	53.7	1.2	6.1	Met
1	50	57.8	2	49	53.0			*
2	49	49.2	3	48	49.5	0.4	0.3	Almost
3	49	53.4	4	50	46.9			*
4	50	50.1	5	52	50.5			*
5	52	51.5	6	50	49.7			*
6	47	46.7	7	49	47.3	1.7	0.6	Did not meet
7	47	47.1	8	48	48.8	1.5	1.7	Met

**Not applicable since the measure was met last year.*

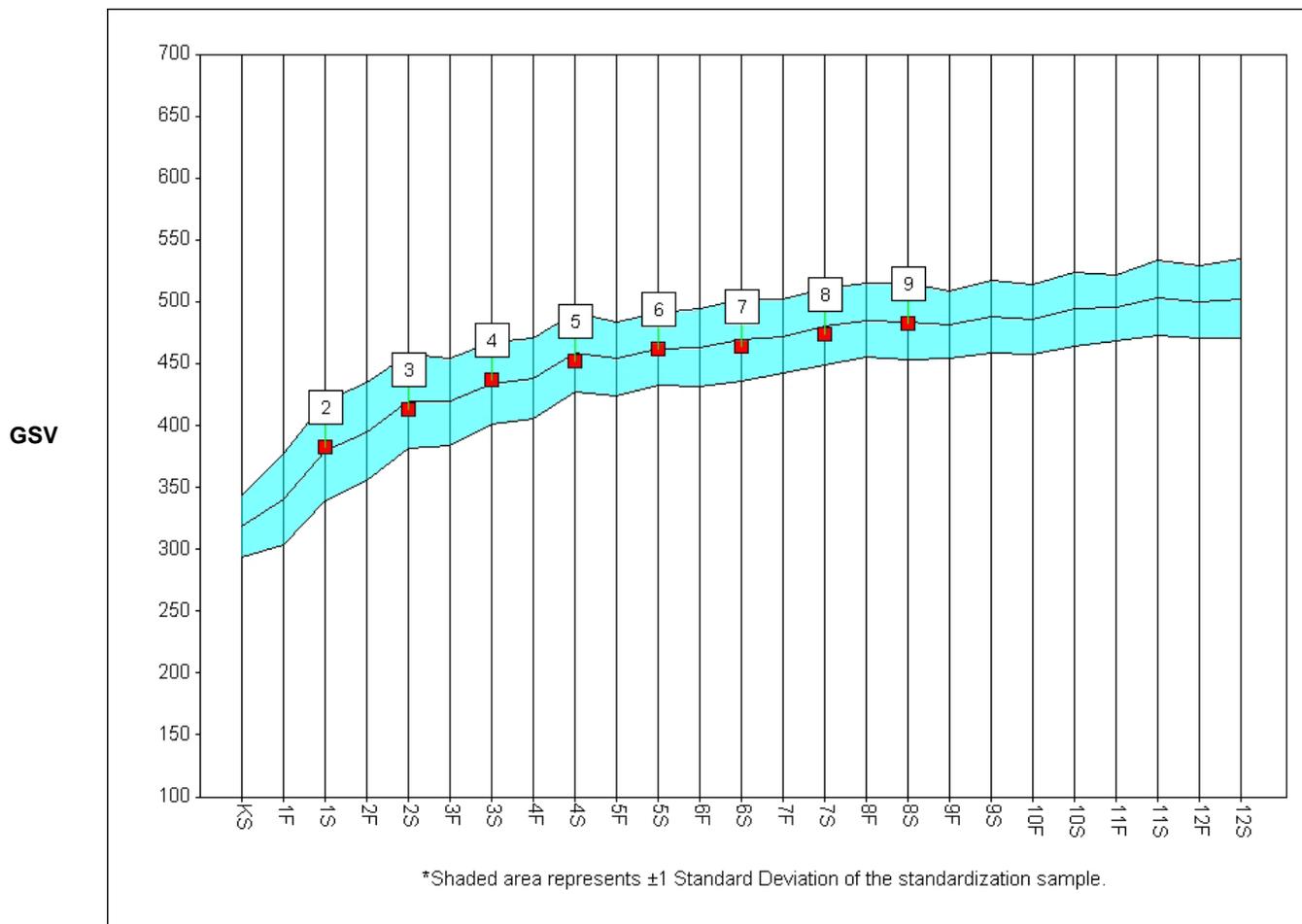
(For a detail of underlying data for years prior to 2008-09, please see Exhibit 2A.)

BwCCS met this measure for all required grades with the exception of grades 3 and 7. Throughout this charter period, BwCCS has been challenged with the test administration of this longitudinal test and will be replacing this measure in its new Accountability Plan. Although our accountability plan measure was not met in all grades, BwCCS student performance remained near the national norm in all grades – slightly above norm in some grades and slightly below in others.

While the measure requires us to report on NCEs, a more refined longitudinal gauge of student progress over time is the GRADE Growth Scale Value levels (GSVs). The GSV is an equal-interval score that tracks reading progress throughout a child's K-8 academic career.

The graph below shows that BwCCS student performance is basically aligned to the national mean, suggesting that our students are showing growth and performing at a similar level to students across the country. This is especially significant when demographic and economic factors affecting our student population are taken into account.

BwCCS GRADE Group Reading Progress Report



Test Grade and Season (Spring /Fall)

The graph was generated by Pearson's GRADE database of our student results and tracks average GSV (indicated by red squares) over the past five years for these students for each grade-appropriate test. The black line is the national mean and the turquoise area indicates the national range as calculated by one standard deviation above and below the mean. See Exhibit 2B for the complete report including kindergarten (graphed separately).

4.2: If BwCCS does not exceed the NYC average proficiency rate on the NYS ELA exams, it will reduce by one-half the difference between the NYC proficiency rate and the actual BwCCS proficiency rate on the subsequent NYS ELA exam for the same class of students. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.

NYS ELA Proficiency Rates for BwCCS Cohort								
	2009-10		2008 - 09		2007 - 08		2006 - 07	
	BwCCS	NYC	BwCCS	NYC	BwCCS	NYC	BwCCS	NYC
3rd	42.6%	46.5%	81.6%	69.4%	76.1%	59.9%	71.1%	56.4%
4th	44.7%	45.6%	68.1%	68.9%	64.3%	61.3%	71.4%	56.0%
5th	34.7%	46.2%	79.5%	74.7%	80.4%	69.2%	72.7%	56.1%
6th	43.5%	40.1%	73.0%	72.6%	64.7%	52.7%	56.5%	49.8%
7th	37.2%	38.2%	80.0%	70.9%	65.1%	59.5%	46.8%	45.4%
8th	31.9%	37.5%	60.9%	57.0%	60.9%	43.0%	50.0%	41.8%
All	39.1%	42.4%	73.9%	68.8%	68.9%	57.6%	61.3%	50.8%

BwCCS did not meet the required growth for the current fifth grade class (bolded above), which was the only group that previously did not exceed citywide proficiency rates. Next year, the school will be required to show this growth for all class groups except for the current sixth grade.

Goal II: BwCCS students will become proficient in the understanding and application of mathematical skills and concepts.

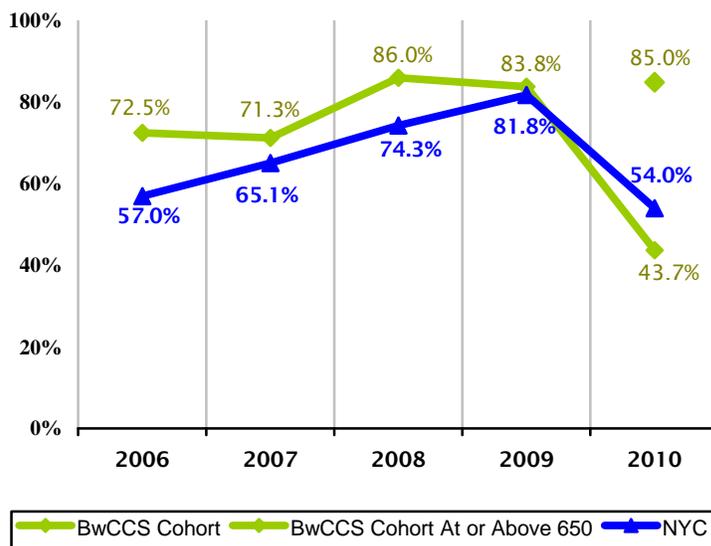
Measure 1 (Absolute): Student performance on the New York State (NYS) Math Exams. *Each year, BwCCS students in grades 3 through 8 will exceed the New York City average on the NYS Math Exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.*

Results

As previously noted, the SED made dramatic changes to the proficiency formula in math and ELA this past year. The school did not meet this measure for any grade this past year. In the past, the school failed to meet this goal with a specific class that was in grade 7 in 2009-10. That grade has struggled since 2006-07. (The third grade in 2006-07 also did not meet the measure.)

	Measure Met (Y/N) by Grade and Year					
YEAR	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2009-10	N	N	N	N	N	N
2008-09	Y	Y	Y	N	Y	Y
2007-08	Y	Y	N	Y	Y	Y
2006-07	N	N	Y	Y	Y	Y

BwCCS Cohort Math Proficiency Grades 3-8



NYS Math Proficiency Rates for BwCCS Cohort								
Grade	2009-10		2008 - 09		2007 - 08		2006 - 07	
	BwCCS	NYC	BwCCS	NYC	BwCCS	NYC	BwCCS	NYC
3rd	40.4%	54.3%	95.9%	91.4%	95.7%	87.2%	73.3%	82.2%
4th	53.2%	58.4%	87.2%	84.9%	85.7%	79.7%	66.7%	74.1%
5th	55.1%	59.7%	86.4%	85.5%	75.6%	79.2%	72.7%	71.1%
6th	39.1%	53.0%	51.4%	77.0%	82.4%	71.7%	84.1%	63.2%
7th	27.9%	52.6%	84.4%	80.8%	93.0%	69.0%	65.2%	55.5%
8th	44.7%	46.3%	89.1%	71.3%	82.6%	59.6%	66.7%	45.6%
All	43.7%	54.0%	83.8%	81.8%	86.0%	74.3%	71.3%	65.1%

As in ELA, the change in the state proficiency formula greatly affected the math proficiency outcomes for BwCCS. If the state had maintained the same proficiency formula as was implemented in 2008-09, the school would have slightly increased its collapsed proficiency rate from 83.8 % to 85% in math. With the new formula, the school's proficiency rates were lower than the city.

This past year BwCCS adopted *Investigations* by Pearson to replace McGraw Hill for grades K-5 because we found it strong in the following areas:

- Developing and promoting content knowledge for teachers and students;
- Focusing in-depth inquiry into key mathematical concepts;
- Emphasizing conceptual understanding and skills development, as well as mathematical reasoning and communication; and
- Including accessible and on-going home/school communication materials.

The goal of the new program is to help teachers better understand student mathematical thinking and misconceptions. We hope to see great gains in student achievement in the upcoming years as we support staff instruction using the program.

We also have researched a new program for grades 6-8 which will be implemented in 2010-11, *Connected Mathematics Project (CMP)*. CMP is aligned with the constructivist philosophy of *Investigations*, employs a problem solving approach, and is designed to be consistent with the Workshop Instructional Model. The new full time math staff developer is keenly focused on ensuring the success of the new program, particularly in grade 6, which has been taught by teachers new to the school for the last two years.

BwCCS will continue to use data-driven instruction in math and further refine our school developed interim assessment process. Assessment analysis spreadsheets have been created to help teachers respond to the results of each interim assessment in a more organized and uniform way by looking at the class as a whole as well as looking at individual student results.

Measure 2 (Absolute): No Child Left Behind Outcomes Annual Yearly Progress (AYP). *Each year, BwCCS's aggregate Performance Index on the State Math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.*

The following chart compares this year's PI and AMO to those of previous years. The measure was met for every year.

BwCCS Performance Index: 2006 - 10 NYS Math								
Year	Grades included in calculation	Number Tested	Percent of Students at Each Performance Level			PI	AMO	Goal Attainment
			Level 2	Level 3	Level 4			
2009-10	3-8	297	48.1*	34.3*	9.1*	183**	135	MET
2008-09	3-8	299	15.4	69.6	14.0	183	119	MET
2007-08	3-8	295	14.6	66.8	17.3	183	102	MET
2006-07	3-8	293	26.6	52.2	19.1	169	86	MET

*actual percentages

**PI source: Accountability Overview Report, nySTART

Measure 3 (Comparative): BwCCS student proficiency rates on New York State Math Exams. *Each year, the proficiency rate on the NYS Math Exams for BwCCS students will exceed the proficiency rates of students from Districts 14, 16, and 32 in NYC. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.*

YEAR	Measure Met (Y/N) by Grade and Year					
	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2009-10	N	N	N	N	N	Y
2008-09	Y	Y	Y	N	Y	Y
2007-08	Y	Y	N	Y	Y	Y
2006-07	N	N	Y	Y	Y	Y

Math Proficiency Compared to Districts: Grades 3-8 Combined				
	2009-10	2008-09	2007-08	2006-07
BwCCS Cohorts	43.7%	83.8%	86.0%	71.3%
District 14	49.3%	79.5%	71.3%	61.2%
District 16	40.6%	74.4%	62.7%	49.5%
District 32	45.7%	78.6%	69.8%	58.1%

(For a detail of underlying data for years prior to 2008-09, please see Exhibit 3 attached hereto.)

Only grade 8 met this measure for 2009-10. The school's collapsed proficiency scores, however, exceeded District 16's proficiency rates. For 2008-09, every grade met the measure except grade six. This class had trouble in previous years in grades four and five meeting the measure. In addition, grade three in 2006-07 did not meet the measure. The overall results from 2009-10 reflect a natural lag of effectiveness in implementing the new curriculum. Our leadership team is working hard to support a more consistent implementation in the upcoming year. We believe that the changes being put in place will lead to consistent strong results in the near future.

Measure 4 (Value-Added): Increase in student proficiency on the NYS Math exams and on Normal Curve Equivalents (NCEs) for the Group Mathematics Assessment and Diagnostic Evaluation (GMADE).

Measure 4.1: For grades 1 through 8, grade-level cohorts of students will reduce by one-half the difference between the previous spring average NCE score and 50.

The Group Math Assessment and Diagnostic Evaluation (GMADE) is an annual testing tool that shows a child's growth in math in skill areas over multiple years and compares grades from year to year and longitudinally to a national norm. GMADE is comprised of nationally-normed, grade-level items reflecting a variety of math concepts, math operations, computation and applications. General administration of the test is in the spring.

Measure Met (Y/N) by Grade and Year								
YEAR	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2009-10	N	N	N	N	Y	Y	N	N
2008-09	N	N	Y	*	N	N	N	N
2007-08	N	N	Y	N	N	Y	*	*
2006-07	N	N	Y	N	N	Y	N	N

2009-10 GMADE Results

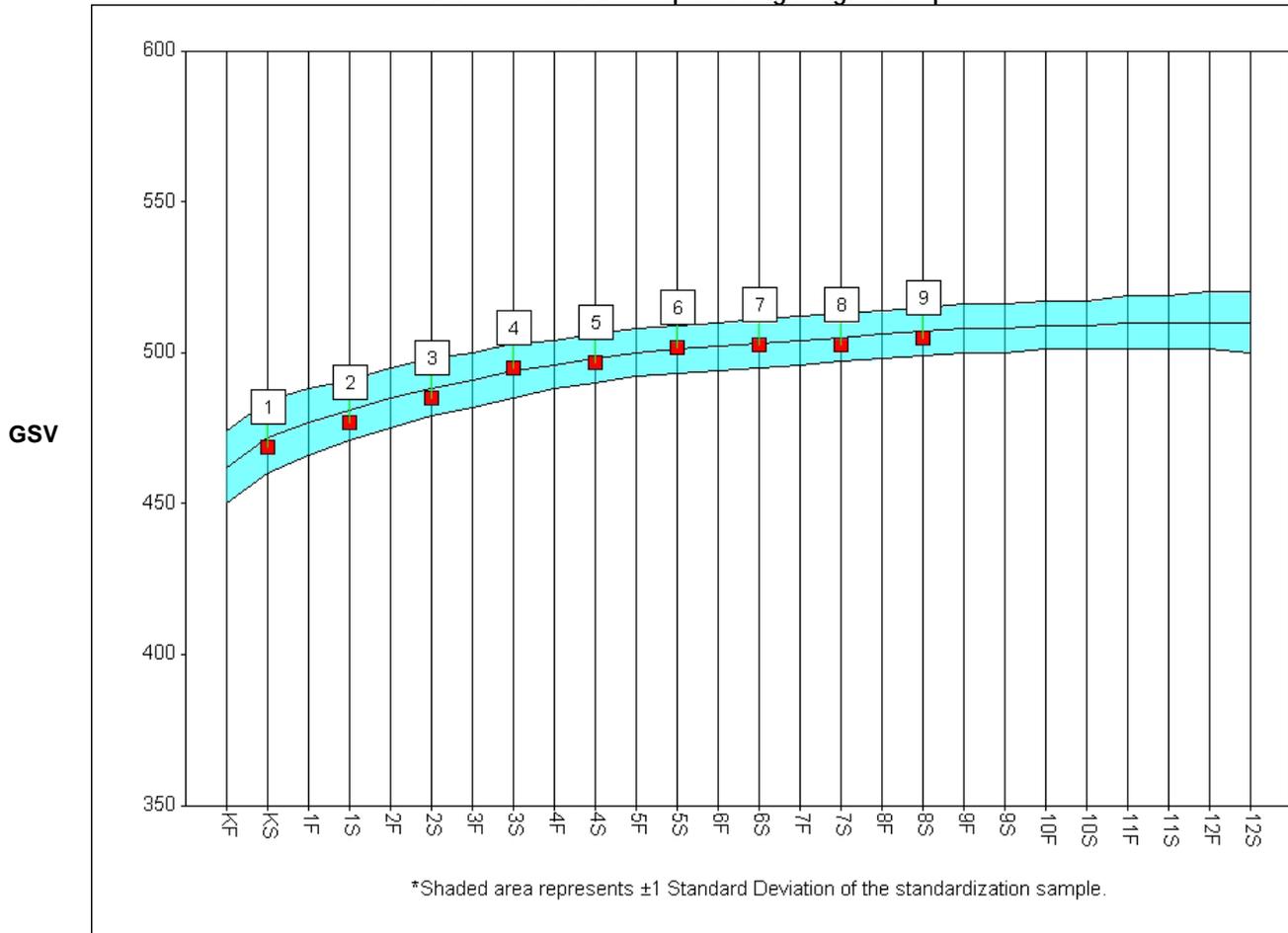
2008-09			2009-10			2009-10 Annual Goal		
Grade	N	Avg NCE	Grade	N	Avg NCE	2009-10 Increase Goal	Growth	2009-10 Goal Status
0	49	44.7	1	50	41.7	2.7	-3.0	Did not meet
1	50	38.1	2	49	41.4	6.0	3.3	Did not meet
2	49	37.2	3	48	42.8	6.4	5.6	Almost
3	49	48.4	4	50	45.2	0.8	-3.2	Did not meet
4	50	41.2	5	52	50.9	4.4	9.7	Met
5	52	41.5	6	50	46.1	4.2	4.5	Met
6	47	40.3	7	49	37.8	4.9	-2.5	Did not meet
7	49	39.9	8	48	37.5	5.1	-2.4	Did not meet

(For the underlying data for previous years, see Exhibit 4A attached hereto.)

The GMADE results confirm weaknesses in BwCCS's math curriculum which have been addressed by the recent adoption of *Investigations* and our research into a new middle school program. As was the case with GRADE, test administration of this longitudinal test also has been challenging and BwCCS plans to change to a different norm-referenced test for its next charter period.

An analysis of GSV averages for BwCCS students over time shows that while our students may have had more difficulty in the earlier grades; they are performing on a par with students nationwide in grades 3-6, and are only very slightly below the national mean in grades 7 and 8.

BwCCS GMADE Group Reading Progress Report



Test Grade and Season (Spring /Fall)

See Exhibit 4B for the complete GMADE report.

Measure 4.2: *If BwCCS does not exceed the NYC average proficiency rate on the NYS Math exams, it will reduce by one half the difference between the NYC proficiency rate and the actual BwCCS proficiency rate on the subsequent NYS Math exam for the same class of students. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.*

BwCCS used NYS 2008-09 and 2009-10 proficiency level percentages from the math exam to conduct this calculation.

Measure Met (Y/N) by Grade and Year						
YEAR	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2009-10	*	*	*	*	N	*
2008-09	*	*	*	N	*	*
2007-08	*	Y	Y	*	*	*

*not applicable

NYS Math Proficiency Rates for BwCCS Cohort								
	2009-10		2008 - 09		2007 - 08		2006 - 07	
	BwCCS	NYC	BwCCS	NYC	BwCCS	NYC	BwCCS	NYC
3rd	40.4%	54.3%	95.9%	91.4%	95.7%	87.2%	73.3%	82.2%
4th	53.2%	58.4%	87.2%	84.9%	85.7%	79.7%	66.7%	74.1%
5th	55.1%	59.7%	86.4%	85.5%	75.6%	79.2%	72.7%	71.1%
6th	39.1%	53.0%	51.4%	77.0%	82.4%	71.7%	84.1%	63.2%
7th	27.9%	52.6%	84.4%	80.8%	93.0%	69.0%	65.2%	55.5%
8th	44.7%	46.3%	89.1%	71.3%	82.6%	59.6%	66.7%	45.6%
All	43.7%	54.0%	83.8%	81.8%	86.0%	74.3%	71.3%	65.1%

Class in 2008-09	Class in 2007-08	BwCCS Proficiency 2007- 08	City Proficiency 2007-08	Gain Required	BwCCS Proficiency 2008-09	Actual Gain	Goal Attainment
Grade 6	Grade 5	75.6%	79.2%	1.8%	51.4%	-24.2%	Did not meet

Class in 2007-08	Class in 2006-07	BwCCS Proficiency 2006- 07	City Proficiency 2006-07	Gain Required	BwCCS Proficiency 2007-08	Actual Gain	Goal Attainment
Grade 4	Grade 3	73.3%	82.2%	4.5%	85.7%	8.9%	Met
Grade 5	Grade 4	66.7%	74.1%	3.7%	75.6%	7.4%	Met

This measure only applied to the class in grade 7 in 2009-10. Unfortunately, the measure was not met for this grade. Next year, the school must show growth for all grades. As discussed above, we anticipate that the measures put in place to bolster this class's achievement will enable them to meet the measure.

Goal III: BwCCS students will become proficient in Science.

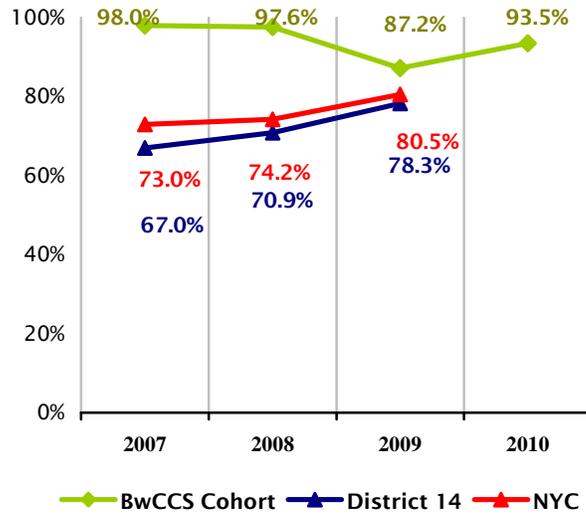
Measure 1 (Absolute): Each year, BwCCS students will exceed the New York City average on the 4th and 8th grade NYS Science exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.

We do not currently have the citywide data for this measure. This measure has been met in both grades for the last two years. For 2009-10, the school's results show an increase in proficiency.

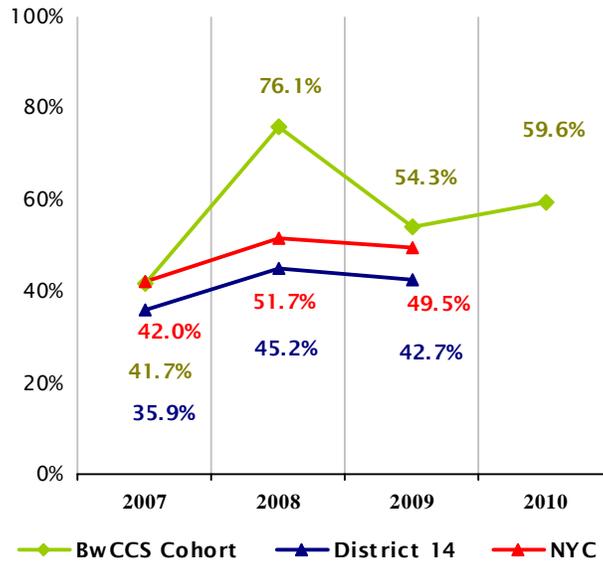
Measure Met (Y/N) by Grade and Year		
YEAR	Gr4	Gr8
2009-10	*	*
2008-09	Y	Y
2007-08	Y	Y
2006-07	Y	N

*City results not yet available; BwCCS results are preliminary

BwCCS Grade 4 Cohort Science Proficiency
2006-07 to 2009-10*
With City and District 14 Historical Comparison



**BwCCS Grade 8 Cohort Science Proficiency
2006-07 to 2009-10
With City and District 14 Historical Comparison**



BwCCS's science program was designed by a consultant who taught science at one of the city's top independent schools, and it is aligned with state science standards. The subject is taught by a specialist in every grade and is a citywide model of a rigorous, hands-on and experiential curriculum which covers physical, earth and life sciences. Students in grades K-2 receive 60 minutes of science instruction every other day. Students in grades 3-5 receive 90 minutes of science instruction in a science laboratory every other day. Students in grades 6-8 receive 45 minutes of science instruction each day with students in grades 7 and 8 getting one extra period weekly for required laboratory experiments.

Grade 4 science assessment results have consistently remained stronger than the citywide averages. Our results on the grade 8 tests have been inconsistent, although they have remained above citywide averages for the last two years and preliminary results for 2009-10 show an increase in proficiency.

For 2010-11, BwCCS is welcoming a seasoned professional in the field who will be teaching middle school science. We are confident that she can help us bolster student achievement back to where it was two years ago.

Measure 2 (Absolute): No Child Left Behind Outcomes Adequate Yearly Progress (AYP). *Each year, BwCCS's Performance Index on the 4th and 8th grade State Science exams will meet the Annual Measurable Objective* set forth in the State's No Child Left Behind (NCLB) accountability system.*

This measure was met. Grades 4 and 8 achieved a Performance Index of 173 for all students tested, far exceeding the state standard of 100 (source: AOR, nySTART).

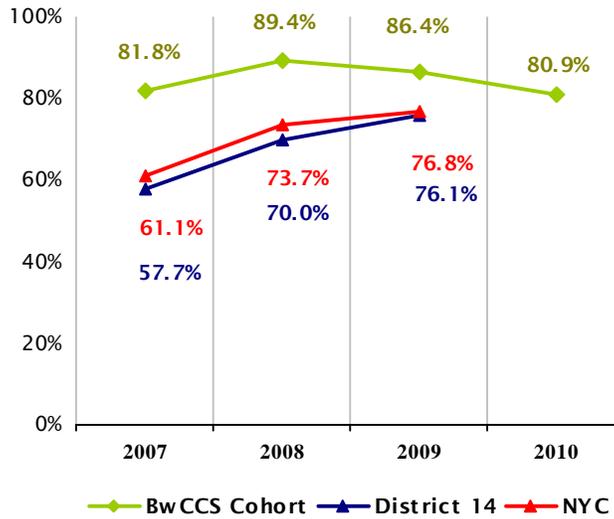
Goal IV: BwCCS students will become proficient in Social Studies.

Measure 1 (Absolute): Student performance on the New York State Social Studies Exam. *Each year, BwCCS students will exceed the New York City average on the 5th and 8th grade NYS Social Studies exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.*

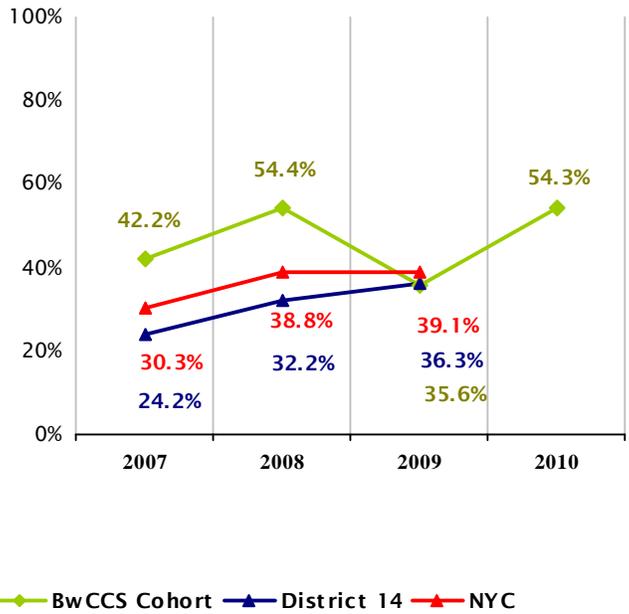
Measure Met (Y/N) by Grade and Year		
YEAR	Gr5	Gr8
2009-10	*	*
2008-09	Y	N
2007-08	Y	Y
2006-07	Y	Y

*City results not yet available

**BwCCS Grade 5 Cohort Social Studies Proficiency
2006-07 to 2008-09
With City and District 14 Historical Comparison**



**BwCCS Grade 8 Cohort Social Studies Proficiency
2006-07 to 2009-10*
With City and District 14 Historical Comparison**



The results on the 5th grade assessment have been consistently stronger than the citywide average for the charter period. After the dip in scores last year, we undertook an analysis of the curriculum and our 5th grade teachers will work with the teachers in grade 4 to ensure that the required standards are mastered before the test that fifth graders take in November. We also anticipate that the more structured approach to teaching Balanced Literacy will support stronger reading and writing for this assessment.

Results on the 8th grade test were very weak last year. The leadership team has been working extensively with the teacher this year to ensure better classroom management and that the curriculum is aligned with the new state standards. The BwCF Assessment Coordinator has supported the implementation of a bi-monthly assessment program. At the beginning of a new unit of study, the teacher administers a pre-assessment. The coordinator provides the teacher with an item analysis of the pre-assessment results that allows him to tailor his instruction to the needs of his students. When the unit is complete, students are assessed again on a post-unit assessment. Students who have failed to master the content on the post-assessment receive targeted afterschool intervention services from the teacher. As a result of these interventions, this grade showed increased proficiency rates on the preliminary results.

Goal V: NCLB Accountability System

Measure 1: School performance on NCLB accountability system. *Under the state's NCLB accountability system, the school's Accountability Status will be "Charter School in Good Standing" each year.*

Adequate Yearly Progress (AYP) in ELA, math and science is measured according to participation and performance criteria. In math and ELA, 95 percent of students (in classes of at least 40 students) must participate in the state exams, and in science, 80 percent of students in the tested grades. For math and ELA, performance criteria demand that each group with 30 or more continuously enrolled students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. For Science the PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

This measure was met. The school's current NCLB accountability status, based on the 2008-09 State Report Card, is "Charter School in Good Standing". Although the school did not make AYP in ELA for Students with Disabilities this year (with a PI of 136 that fell short of the AMO of 142), we expect the School to be "In Good Standing" again on the 2009-10 Report Card (projection source: NYSED Differentiated Accountability Worksheet at:

http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/CategoryWorksheet2010-11.xls).

Goal VI: BwCCS students will become proficient in Technology, Art, Music, and Physical Education.

Measure 1: At least 75% of students will receive a proficiency rating on their spring report cards in Technology.

Measure 2: At least 75% of students will receive a proficiency rating on their spring report cards in Art.

Measure 3: At least 75% of students will receive a proficiency rating on their spring report cards in Music.

Measure 4: At least 75% of students will receive a proficiency rating on their spring report cards in Physical Education.

Specialist teachers in the Lower School collect data on individual student performance and submit a number of 1-4 for each competency a child is supposed to master over the course of the academic year, with 3 and 4 indicating proficiency at or above grade level in the subject. Middle School report cards reflect whether students obtain a "proficient" or "satisfactory" grade. Specialists frame their evaluation criteria within a developmental context based on content-area standards.

% of Students Earning Prof. Status	2009-10		2008-09		2007-08		2006-07	
	K-5	6-8	K-5	6-8	K-5	6-8	K-5	6-8
Technology	*	*	*	*	**85.5%	***80.1%	*	83.0%
Art	80.1%	94.6%	83.4%	99.3%	83.6%	100.0%	99.0%	98.0%
Music	82.1%	93.8%	90.7%	*	83.8%	81.4%	99.0%	98.0%
Physical Education	96.0%	100.0%	98.0%	100.0%	94.3%	100.0%	99.0%	100.0%

*not available **grades 2 and 5 ***grade 8

BwCCS has met the measure for all subjects with the exception of technology. BwCCS has not formerly tracked student proficiency in technology since the fall of 2008, when our technology coordinator abruptly left before the

beginning of the school year. This past year, a consultant from Educate was retained to work with teachers on their skills in technology. Staff will implement the curriculum that was originally put in place in 2007 this fall to monitor student achievement in this subject. This curriculum focuses on a special technology project for every grade.

Goal VII: Parents will express a high satisfaction rating with the school.

Measure 1: Each year, responses on the Annual Parent Survey on the school's program will average a 4 or higher on a 5-point scale. The following 11 areas of the program will be rated: academic rigor and excellence, quality of instruction and responsiveness of teachers to families, performance of administration, discipline, safety, physical plant, school culture, parent involvement, curriculum, and overall satisfaction of the school's program.

Method

The BwCCS annual family surveys are an indirect measure of satisfaction, perception, and attitudes with respect to the school and its partnerships. BwCCS is committed to survey research on school climate and learning environments to obtain data on strengths and areas in need of improvement. While surveys elicit data on quality assurance, surveys also have the potential to provide additional information for monitoring and evaluating curriculum and instruction, making policy decisions about curriculum and budget, and making program planning decisions. We also are beginning to review surveys from our alumni to get their feedback on how they were prepared for their ongoing education and what they have done since graduating.

This past year, BwCCS adopted the DOE survey that is a part of the Progress Report.

Parent satisfaction was above the citywide average, with exceptionally positive responses in the areas of communication and engagement. Overall DOE survey results are below.

DOE SURVEY RESULTS 2007-08 to 2009-10

2009-10 DOE Survey Response Rate

	BwCCS	NYC
Parents	58%	49%
Teachers	94%	76%
Students	97%	82%

Parent Survey Results: BwCCS Compared to NYC		
	2010	2009
Academic Expectations	Above Average	Above Average
Communication	Much higher than average	Above Average
Engagement	Much higher than average	Much higher than average
Safety & Respect	Above Average	Above Average

Overall Comparative DOE Survey Results (Parent, Teacher, and Middle School Student Responses)						
	2010		2009		2008	
	BwCCS	Compared to City	BwCCS	Compared to City	BwCCS	Compared to City
Academic Expectations	7.8	Above Average	7.3	Average	7.7	Above Average
Communication	6.9	Above Average	6.7	Average	6.6	Average
Engagement	7.3	Above Average	7	Average	7	Above Average
Safety & Respect	7.6	Above Average	7.4	Above Average	7.9	Much Higher than Average

Goal VIII: BwCCS will maintain a low attrition rate.

Measure 1: *Each September, no more than 10% of students' families, among all students enrolled the previous year, will chose to withdraw their children as students from the school because they are dissatisfied with the school's program.*

As set forth in the chart below, this measure has been met every year of this charter.

YEAR	Measure Met (Y/N) by Grade and Year								
	GrK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2009-10	Y	Y	Y	Y	Y	Y	Y	Y	Y
2008-09	Y	Y	Y	Y	Y	Y	Y	Y	Y
2007-08	Y	Y	Y	Y	Y	Y	Y	Y	Y
2006-07	Y	Y	Y	Y	Y	Y	Y	Y	Y

Over the last four years, less than one percent of students have withdrawn from the school each year because of dissatisfaction with the school's program. In 2009-10, three students withdrew because of dissatisfaction; in 2008-09, two students; in 2007-08 two students; and in 2006-07 one student's family reported dissatisfaction as the primary reason for leaving.

Overall Student Attrition Rates (Students Leaving for Any Reason)				
	2009-2010	2008-2009	2007-2008	2006-2007
Annual Attrition	6.4% (29*/452)	6.9% (32*/462)	7.3% (33*/454)	7.5% (35*/466)
Annual Attrition	6.4% (29*/452)	6.9% (32*/462)	7.3% (33*/454)	7.5% (35*/466)

*Total number of students leaving before graduation, out of all students enrolled (July 1 - June 30)

Note: 2008-09 count and percentage were in error in Renewal document. Count and percentage above are correct.

Goal IX: BwCCS students will maintain a high attendance rate.

Measure 1: Each year, BwCCS will have a daily student attendance rate of at least 90 percent.

As set forth below, this measure and goal have consistently been met during the term of the charter.

YEAR	Measure Met (Y/N) by Grade and Year								
	GrK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
2009-10	Y	Y	Y	Y	Y	Y	Y	Y	Y
2008-09	Y	Y	Y	Y	Y	Y	Y	Y	Y
2007-08	Y	Y	Y	Y	Y	Y	Y	Y	Y
2006-07	Y	Y	Y	Y	Y	Y	Y	Y	Y

The school's attendance rate for 2009-10 was 93.5%. In 2008-09 the rate was 93.1%, which would have been higher were it not for absences following the arrival of swine flu in the city. In 2007-08, the BwCCS attendance rate reached 94.7%. The prior year, 2006-07, the student attendance rate was 93%.

Goal X: BwCCS will be substantially compliant with all legal requirements.

Measure 1: Each year, BwCCS will generally and substantially comply with all applicable laws, rules and regulations, 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, and the provisions of its By-Laws and Charter.

Although the school did not have an annual monitoring visit by its authorizer in 2008 or 2009, it continued to comply with its policies and procedures, By-Laws, Charter and monitoring agreement. The SED conducted its third year monitoring oversight visit this past April. The school is waiting for the written report of that visit.

Measure 2: Each year, BwCCS will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

See above under Measure 1.

Measure 3: Each year, BwCCS will maintain a relationship with independent legal counsel who review relevant policies, documents, and incidents and make recommendations as needed and in proportion to the legal expertise on the Board of Trustees.

BwCCS met this measure. BwCCS consults an attorney with the Tannenbaum, Helpert, Syracuse & Hirschtritt

and Kehl, Katzive & Simon, LLP firm for legal advice relating to its operations, including its policies and procedures, documents, and particular incidents. One member of the Board is a practicing attorney and a partner of a major NYC law firm.

Goal XI: BwCCS will make responsible financial decisions and demonstrate sound fiscal practices and management.

Measure 1: Over the life of the charter, BwCCS will operate on a balanced budget.

Each year, BwCCS is keenly focused on achieving a balanced budget. The Board meets on a monthly basis to discuss the school's financial standing at its meetings. In addition, the Chair of the Finance Committee consults on a regular basis with the Principal and BwCF CFO. For the most recent fiscal year ending 6/30/10, BwCCS actual revenues exceeded actual expenses.

Measure 2: BwCCS will receive unqualified opinions from its annual auditor.

BwCCS retains McGladrey & Pullen as our auditors. They review the school's finances during the annual audit in the late summer and make a report to the Board in the fall each year. Since the charter's inception (from 2001-09), BwCCS has received unqualified opinions on its financial statements from an independent auditor.

Measure 3: Each year, BwCCS will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, authorizer or the New York State Department of Education.

BwCCS regularly reviews and revises the internal control procedures to be in compliance with its external auditor, SED and DOE.

Measure 4: Each year, the BwCCS Board of Trustees will provide effective financial oversight, including financial decisions that further the school's mission, program and goals.

BwCCS's Board of Trustees is prepared to provide sound financial oversight to further the school's mission, programs and goals. The BwCCS Board meets approximately every month. At each meeting, the state of the school's financial position is presented to the full Board for review and discussion. In addition to extensive monthly financial reports, the Board monitors a "dashboard" of metrics for its monthly meetings relating to the school's operations. This tool allows the Board to closely monitor the school's progress and alignment with the school's mission, program and goals.

The financial committee works directly with the school leadership to develop the annual budget each year. For the past two years, the outcome has been a proper balance between financial responsibility and providing the best education possible for the students. The school's needs and desires are addressed during the budget process.

Measure 5: Each year, BwCCS will operate pursuant to a long-range financial plan and create realistic budgets that are monitored and adjusted when appropriate.

The Finance Committee conducts extensive budget meetings each spring. We make adjustments to the long range plan according to programmatic needs. BwCCS has defined a long-range financial plan and adjusts this plan each year during its budget process. Adjustments are made with full Board review and approval during the year as needed.

Measure 6: Each year, BwCCS will maintain appropriate internal controls and procedures and accurately document transactions in accordance with the Board of Trustees' direction and laws, regulations, grants and contracts.

The Board reviews the school's Financial Policies and Procedures on a regular basis. The business office gives presentations to staff to ensure compliance with these policies. BwCCS maintains appropriate internal controls and procedures and accurately documents transactions in accordance with the Board of Trustees' direction and laws, regulations, grants and contracts.

Measure 7: Each year, BwCCS will comply with financial reporting requirements.

BwCCS has been in full compliance with all financial reporting requirements to our Board of Trustees and regulatory bodies.

Measure 8: Over the life of the charter, BwCCS will maintain adequate financial resources to ensure stable operations and successfully monitor and manage cash flow.

BwCCS maintains adequate financial resources to ensure stable operations and successfully monitors and manages cash flow.

Exhibits

Exhibit 1. BwCCS Grade 3-8 ELA Proficiency Compared to Districts 14, 16, and 32

2009 - 10 New York State ELA Proficiency Rates: Comparative: Surrounding Districts				
	BwCCS Cohorts	District 14	District 16	District 32
3rd	42.6%	44.6%	38.1%	39.1%
4th	44.7%	43.7%	41.1%	32.9%
5th	34.7%	43.6%	38.6%	38.0%
6th	43.5%	33.7%	18.6%	34.4%
7th	37.2%	30.9%	20.7%	32.2%
8th	31.9%	30.8%	19.1%	28.8%

2008 - 09 New York State ELA Proficiency Rates: Comparative: Surrounding Districts				
	BwCCS Cohorts	District 14	District 16	District 32
3rd	81.6%	67.0%	64.2%	59.2%
4th	68.1%	65.7%	62.6%	59.0%
5th	79.5%	73.8%	71.4%	69.8%
6th	73.0%	69.0%	56.8%	70.4%
7th	80.0%	69.9%	59.4%	63.5%
8th	60.9%	51.3%	43.0%	52.4%

2007 - 08 New York State ELA Proficiency Rates: Comparative: Surrounding Districts				
	BwCCS Cohorts	District 14	District 16	District 32
3rd	76.1%	55.7%	52.3%	45.8%
4th	64.3%	62.5%	55.3%	47.9%
5th	80.4%	72.3%	63.4%	64.9%
6th	64.7%	45.4%	33.3%	47.6%
7th	65.1%	55.2%	45.5%	51.6%
8th	60.9%	36.9%	28.7%	38.7%

2006 - 07 New York State ELA Proficiency Rates: Comparative: Surrounding Districts				
	BwCCS Cohorts	District 14	District 16	District 32
3rd	71.1%	56.3%	47.9%	42.6%
4th	71.4%	54.7%	42.9%	42.0%
5th	72.7%	56.5%	42.5%	48.0%
6th	56.5%	45.7%	29.3%	38.4%
7th	46.8%	39.0%	27.9%	40.3%
8th	50.0%	37.6%	26.6%	28.8%

Exhibit 2A. GRADE NCE Growth Analyses, 2005-06 to 2009-10

Test Year: (Projected) Grade 8 Graduating Class	2005-06			2006-07			2007-08			2008-09			2009-10			2009-10 Annual Goal		
	Grade	N	Avg. NCE	2009-10 Increase Goal	Growth	2009-10 Goal Status												
(Class of 2017-18)													0	49	58.0			*
(Class of 2016-17)										0	50	47.6	1	50	53.7	1.2	6.1	Met
(Class of 2015-16)							0	47	48.7	1	50	57.8	2	49	53.0			*
(Class of 2014-15)				0	44	44.1	1	50	57.5	2	49	49.2	3	48	49.5	0.4	0.3	Almost
(Class of 2013-14)	0	47	49.3	1	49	56.4	2	50	47.9	3	49	53.4	4	50	46.9			*
(Class of 2012-13)	1	45	45.7	2	48	52.7	3	50	60.1	4	50	50.1	5	52	50.5			*
(Class of 2011-12)	2	44	51.7	3	48	52.5	4	49	52.2	5	52	51.5	6	50	49.7			*
(Class of 2010-11)	3	50	50.8	4	50	54.1	5	50	55.7	6	47	46.7	7	49	47.3	1.7	0.6	Did not meet
Class of 2009-10	4	48	51.6	5	44	53.1	6	49	44.4	7	47	47.1	8	48	48.8	1.5	1.7	Met
Class of 2008-09	5	52	49.2	6	47	48.6	7	50	46.4	8	49	50.6						
Class of 2007-08	6	48	48.6	7	47	51.4	8	47	48.7									
Class of 2006-07	7	48	47.5	8	47	45.8												

* not applicable

Group Reading Progress Report - 05/05/2005 - 06/04/2010
 District: BWCCS



Group Reading Assessment and Diagnostic Evaluation

Multiple Schools

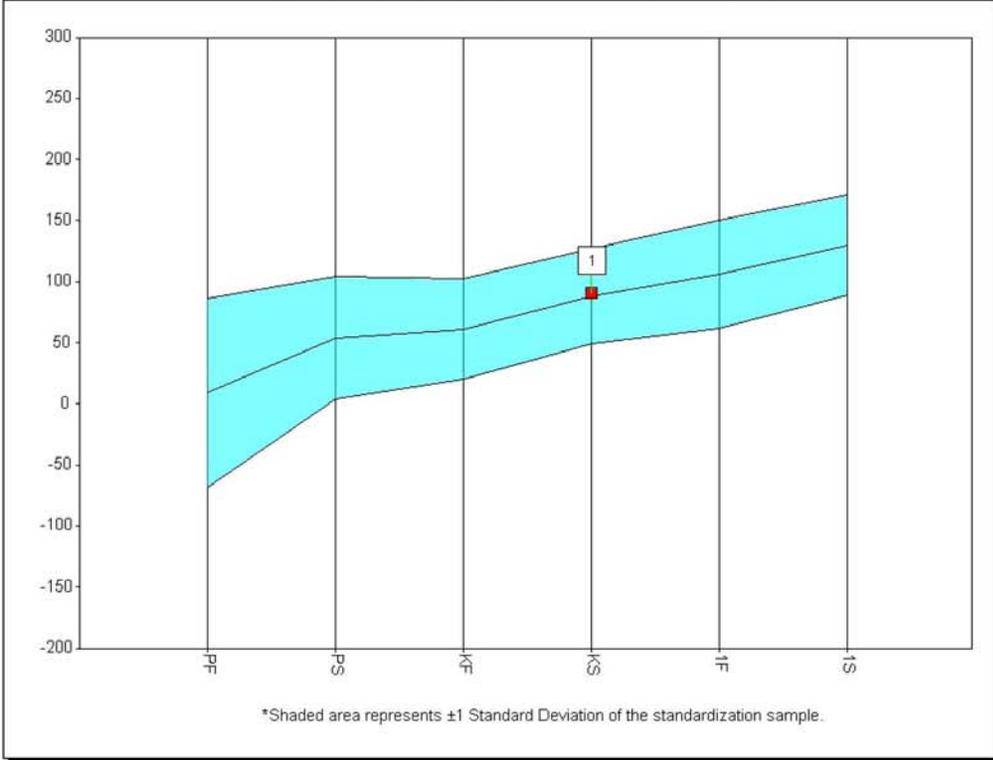
What is the Growth Scale Value (GSV)?

The **Growth Scale Value (GSV)** is a score that tracks reading progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a yardstick for measuring reading progress throughout the school years. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 455 is average for fifth-grade students in the fall; a GSV of less than 455 would reflect a lower reading performance and a GSV greater than 455 would reflect a higher reading performance for beginning fifth-graders. Please note that the GSVs for students taking Levels P and K will not be plotted on the graph below because these values are centered differently on the scale (see pg. 60 of the GRADE Technical Manual). The GSVs for these levels are shown with an asterisk (*) on the right. The GSVs for students taking Levels 1-A will be plotted below and are shown on the right without an asterisk unless they are being tested as a postsecondary or ungraded student.

Administrations of the GRADE

Seq.	Student Grade	Norms	# of Tests	Average GSV	National Mean	Range
1	K(A)	Spring	210	91	88	49-127

Student GSV(s) and the Normal Growth Curve



Group Reading Progress Report - 05/05/2005 - 06/04/2010
 District: BWCCS



Group Reading Assessment and Diagnostic Evaluation

Multiple Schools

What is the Growth Scale Value (GSV)?

The **Growth Scale Value (GSV)** is a score that tracks reading progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a yardstick for measuring reading progress throughout the school years. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 455 is average for fifth-grade students in the fall; a GSV of less than 455 would reflect a lower reading performance and a GSV greater than 455 would reflect a higher reading performance for beginning fifth-graders. Please note that the GSVs for students taking Levels P and K will not be plotted on the graph below because these values are centered differently on the scale (see pg. 60 of the GRADE Technical Manual). The GSVs for these levels are shown with an asterisk (*) on the right. The GSVs for students taking Levels 1-A will be plotted below and are shown on the right without an asterisk unless they are being tested as a postsecondary or ungraded student.

Administrations of the GRADE

Seq.	Student Grade	Norms	# of Tests	Average GSV	National Mean	Range
2	1(A)	Spring	258	383	379	339-419
3	2(A)	Spring	244	414	420	382-458
4	3(A)	Spring	235	437	434	401-467
5	4(A)	Spring	205	453	459	427-491
6	5(A)	Spring	162	462	462	433-491
7	6(A)	Spring	134	465	469	436-502
8	7(A)	Spring	93	474	480	449-511
9	8(B)	Spring	48	483	484	453-515

Student GSV(s) and the Normal Growth Curve

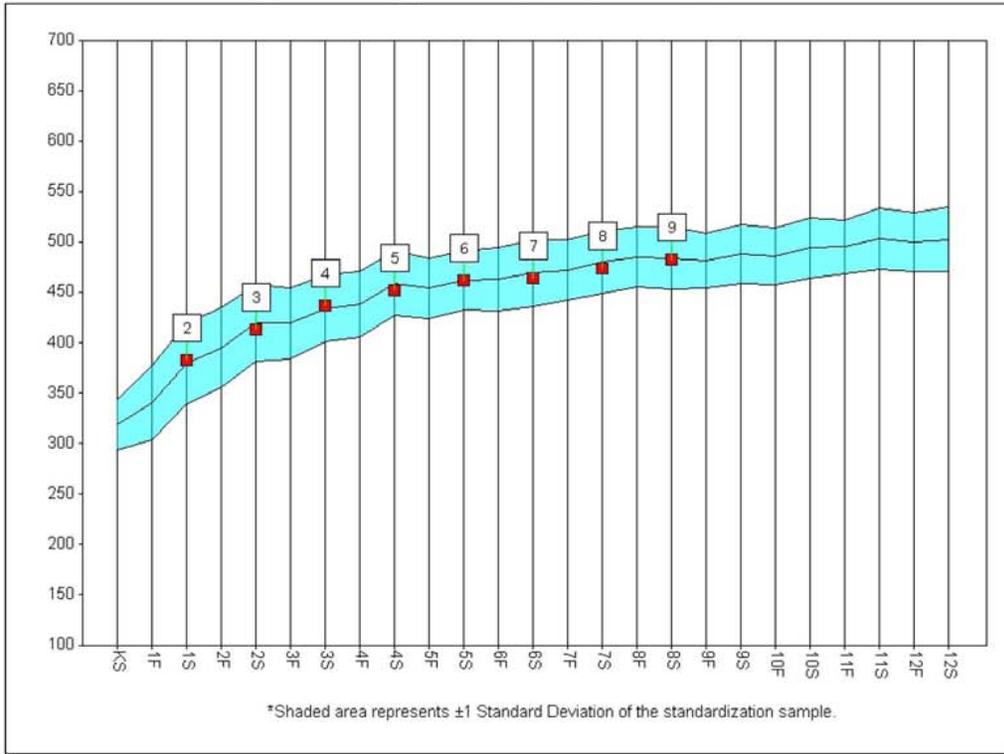


Exhibit 3. BwCCS Grade 3-8 Math Proficiency Compared to Districts 14, 16, and 32

2009-10 Comparative NYS Math Proficiency Rates: Surrounding Districts				
	BwCCS Cohorts	District 14	District 16	District 32
3rd	40.4%	48.2%	40.7%	45.6%
4th	53.2%	57.9%	57.4%	47.7%
5th	55.1%	58.9%	48.4%	52.6%
6th	39.1%	43.9%	30.8%	46.8%
7th	27.9%	46.2%	34.1%	46.6%
8th	44.7%	41.8%	26.7%	36.8%

2008-09 Comparative NYS Math Proficiency Rates: Surrounding Districts				
	BwCCS Cohorts	District 14	District 16	District 32
3rd	95.9%	90.2%	89.5%	89.2%
4th	87.2%	85.0%	80.6%	81.7%
5th	86.4%	85.1%	78.9%	83.8%
6th	51.4%	71.1%	63.4%	75.4%
7th	84.4%	77.6%	69.5%	76.4%
8th	89.1%	69.3%	61.2%	67.8%

2007-08 Comparative NYS Math Proficiency Rates: Surrounding Districts				
	BwCCS Cohorts	District 14	District 16	District 32
3rd	95.7%	86.2%	82.8%	85.7%
4th	85.7%	80.1%	74.5%	75.0%
5th	75.6%	80.2%	68.1%	75.5%
6th	82.4%	64.4%	52.2%	69.5%
7th	93.0%	63.2%	55.4%	62.9%
8th	82.6%	56.0%	41.2%	51.9%

2006-07 Comparative NYS Math Proficiency Rates: Surrounding Districts				
	BwCCS Cohorts	District 14	District 16	District 32
3rd	73.3%	78.5%	72.1%	78.9%
4th	66.7%	71.4%	58.9%	67.3%
5th	72.7%	72.3%	58.3%	66.1%
6th	84.1%	58.9%	42.1%	59.4%
7th	65.2%	47.9%	35.2%	44.2%
8th	66.7%	41.1%	30.3%	34.6%

Exhibit 4A. GMADE NCE Growth Analyses, 2005-06 to 2009-10

(Projected) Grade 8 Graduating Class	Grade	N	Avg. NCE	2009-10 Increase Goal	Growth	2009-10 Goal Status												
(Class of 2017-18)													0	49	48.6			
(Class of 2016-17)										0	49	44.7	1	50	41.7	2.7	-3.0	Did not meet
(Class of 2015-16)							0	47	36.7	1	50	38.1	2	49	41.4	6.0	3.3	Did not meet
(Class of 2014-15)				0	46	41.3	1	50	34.1	2	49	37.2	3	48	42.8	6.4	5.6	Almost
(Class of 2013-14)	0	47	44.2	1	49	37.9	2	50	39.3	3	49	48.4	4	50	45.2	0.8	-3.2	Did not meet
(Class of 2012-13)	1	46	42.8	2	50	45.5	3	50	59.0	4	50	41.2	5	52	50.9	4.4	9.7	Met
(Class of 2011-12)	2	40	41.9	3	49	48.5	4	49	44.6	5	52	41.5	6	50	46.1	4.2	4.5	Met
(Class of 2010-11)	3	50	48.9	4	51	48.9	5	50	48.2	6	47	40.3	7	49	37.8	4.9	-2.5	Did not meet
Class of 2009-10	4	45	46.7	5	48	49.2	6	49	45.8	7	49	39.9	8	48	37.5	5.1	-2.4	Did not meet
Class of 2008-09	5	49	44.5	6	47	51.6	7	48	49.5	8	49	44.0						
Class of 2007-08	6	49	54.3	7	47	51.1	8	47	45.8									

Group Mathematics Progress Report - 05/03/2005 - 06/04/2010
 District: BWCCS



Group Mathematics Assessment and Diagnostic Evaluation

Multiple Schools

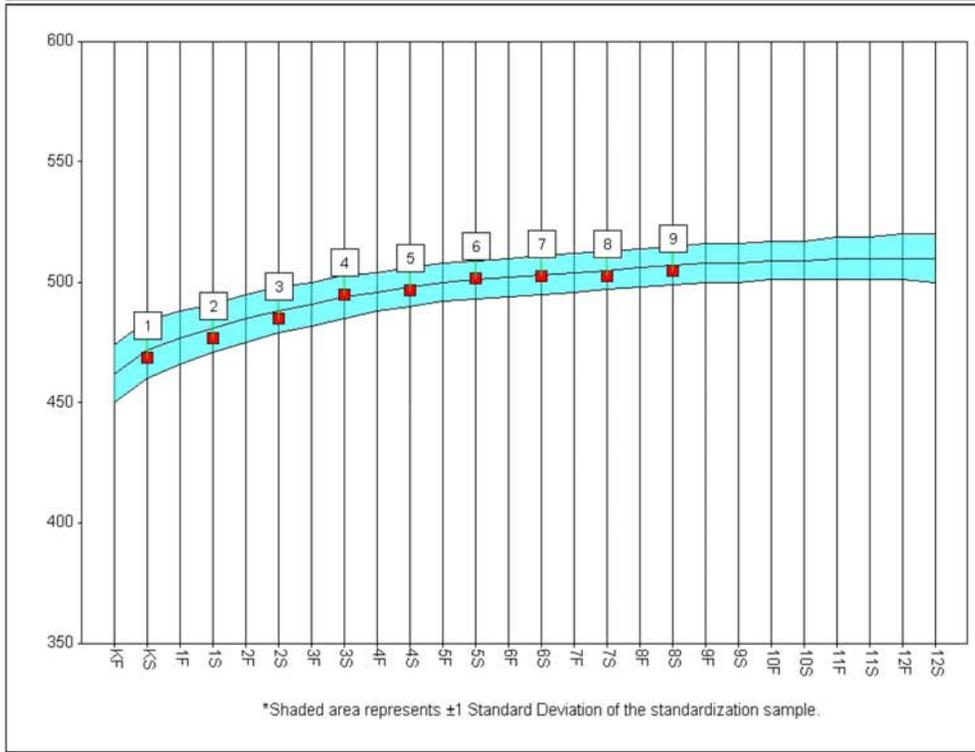
What is the Growth Scale Value (GSV)?

The **Growth Scale Value (GSV)** is a score that tracks mathematic progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of mathematic ability. Therefore, the GSV can be used as a yardstick for measuring mathematic progress throughout the school years. It can also be used to compare a student's mathematic ability to a reference group of all the students in a particular grade. For example, a GSV score of 500 is average for fifth-grade students in the fall; a GSV of less than 492 would reflect a lower mathematic performance and a GSV greater than 508 would reflect a higher mathematic performance for beginning fifth-graders. The GSVs for students taking Levels R-H will be plotted below and are shown on the right without an asterisk.

Administrations of the GMADE

Seq.	Student Grade	Norms	# of Tests	Average GSV	National Mean	Range
1	K(A)	Spring	215	469	472	460-484
2	1(A)	Spring	259	477	481	471-491
3	2(A)	Spring	246	485	488	479-498
4	3(A)	Spring	237	495	494	485-503
5	4(A)	Spring	202	497	498	490-506
6	5(A)	Spring	161	502	501	493-509
7	6(A)	Spring	138	503	503	495-511
8	7(A)	Spring	95	503	505	497-513
9	8(B)	Spring	48	505	507	499-515

Student GSV(s) and the Normal Growth Curve



SED Section II: Charter School Student and Teacher Attrition Rates

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	0	0	2	4
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	10	10	18	16
Number of students leaving for more restrictive special education setting	1	2	3	4
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	16	17	9	11
Number leaving for other reasons (undetermined)	2	3	1	0
Total number of students leaving.	29	32	33	35
Highest Number Enrolled (July 1 – June 30)	455	462	454	466
Total Percent Attrition	6.4%	6.9%	7.3%	7.5%

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	23	21	21	22
Number of Special Area Teachers	9	10	12	11
Total Number of Teachers	32	31	33	33
Total Number of Teachers Leaving	4	6	8	5
Total Percent Attrition	12.5%	19.4%	24.2%	15.2%

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)	2	1	2	1
Number of teachers leaving to take a position in a school district	0	0	2	1
Number of teachers leaving to take a position in another charter school	0	0	0	1
Number of teachers not retained	1	4	3	1
Number of teachers leaving for other reasons (or undetermined)	1	1	1	1

SED Section III. Financial Statements

The audit is being submitted separately.

SED Section IV. Disclosure of Financial Interest

See attached.

Statement of Assurances

See attached (original sent via Federal Express to SED).

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name
(print) _____ John_R._Day _____

Name of Charter School Beginning with Children

Charter Entity Beginning with Children

HomeAddress __ P.O Box 527, Mystic CT 06355

Business
Address __ N/A _____

Daytime Phone __ 017 860-0522

E-Mail Address __ john.r.day@comcast.net

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):
__ Chair, Finance Committee, Renewal Committee _____

2. Is the trustee an employee of the School? ___ Yes ___ x ___ No
3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.
__ N/A _____

4. Is the trustee an employee or agent of the management company? ___ Yes ___ x ___ No
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ___ x ___ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p>None</p>			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<div style="font-size: 2em; font-family: cursive;">None</div> <hr style="border: 1px solid blue; width: 100%;"/>			

pe P. D. King

Signature

10/26/10
Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Kelly Fisher Collamore
Name of Charter School Beginning with Children Charter School
Charter Entity DOE
Home Address 40 W 24 Street, Apt 8N, New York, NY 10010
Business Address 200 Vesey Street, NY, NY 10285
Daytime Phone 212 640-7024
E-Mail Address Kelly.n.fisher@aexp.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

treasurer

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Kellyn Coll

 Signature

10/28/10

 Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) RENEE HARRIS

Name of Charter School BEGINNING WITH CHILDREN

Charter Entity _____

Home Address 211-41 45TH DRIVE, BAYSIDE, NY 11361

Business Address 11 WEST 42ND STREET, NYC 10036

Daytime Phone 212-692-3205

E-Mail Address renee.harris@nyu.edu or reneeharris18@upho.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

MEMBER SINCE 2008

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>none except donation to school</i>			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

Peter Stan
Signature

10/26/10
Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) ___ Christina Latouf _____

Name of Charter School ___ Beginning with Children Charter School

Charter Entity ___ Board of Directors _____

HomeAddress ___ 819 Metropolitan Avenue, Brooklyn, NY 11211 _____

Business Address ___ Baruch College, 17 Lexington Avenue, 15th fl., New York, NY 10010

Daytime Phone ___ 917-848-2310 _____

E-Mail Address ___ clatouf@nyc.rr.com _____

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):
Vice Chairman since Sept., 2008
Chair, Nominating Committee since 9/08
Chair, Communications Committee since 9/08

2. Is the trustee an employee of the School? ___ **Yes** **No**

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ **Yes** ___ **No**

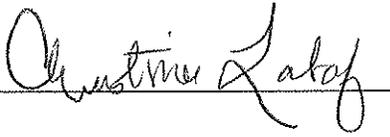
5. Is the trustee an employee or agent of any institutional partner of the School? ___ **Yes** **No**

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	NONE		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

Christina Latouf 
 Signature

10-27-10 _____
 Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Benet J. O'Reilly

Name of Charter School Beginning with Children Charter School

Charter Entity _____

HomeAddress 379 State St. #1, Brooklyn, NY 11217

Business Address Cleary Gottlieb, One Liberty Plaza, New York, NY 10006

Daytime Phone 212-225-2746

E-Mail Address boreilly@cgsh.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Trustee, Treasurer

2. Is the trustee an employee of the School? **No**

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? **No**

5. Is the trustee an employee or agent of any institutional partner of the School? **No**

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

None.

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

None.

A handwritten signature in black ink, appearing to read "S. VOL" followed by a long horizontal stroke.

Signature

October 27, 2010
Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Rhonda Tomlinson

Name of Charter School BwCCS

Charter Entity _____

HomeAddress 751 St. Marks Avenue, f-14, Brooklyn, New York 11216

Business Address New York State Division of Parole, Counsel's Office 314 West 40th Street, 5th Floor, New York, NY 1007

Daytime Phone (718) 986-4822

E-Mail Address tomlinson751@aol.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

member 2008-present _____

2. Is the trustee an employee of the School? ___ Yes __X__ No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes __X__ No

5. Is the trustee an employee or agent of any institutional partner of the School? **Yes** __X__ **No**

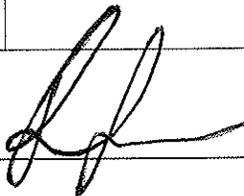
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Rhonda Tomlinson



Signature

October 28, 2010

Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Edna R. Vega
Name of Charter School Beginning with Children Charter School, Inc.
Charter Entity NYC DOE
Home Address 110 Livingston Street #11A BKlyn, NY 11201
Business Address 485 Lexington Avenue 2nd Fl. NY, NY 10017
Daytime Phone 212.419.1600
E-Mail Address edna.vega@edisonlearning.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<p><i>None</i></p>			

Edna R. Vega

 Signature

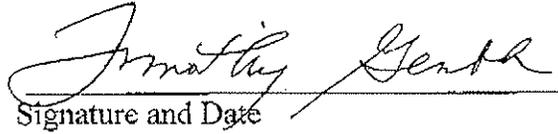
10/28/10

 Date

Statement of Assurances

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.

Mr. Timothy Gembka
Print Name, School Leader

 10/29/10
Signature and Date

Mr. John R. Day
Print Name, President, Board of Trustees

 10/25/10
Signature and Date