



Office of School Design and Charter Partnerships
2014-2015

**BEGINNING WITH CHILDREN CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Beginning With Children Charter School	
Authorized Grades	Grades K-8
Authorized Enrollment	450
School Opened For Instruction	2001-2002
Charter Term Expiration Date	June 30, 2016
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

Beginning With Children Charter School	
Board Chairs	Amanda Haught and Patrick Kern
School Leaders	Les King (ES), Valerie Davis-Fells (MS)
District of Location	NYC Community School District 14
Borough of Location	Brooklyn
Physical Addresses	850 Kent Avenue, Brooklyn, NY 11205 (Grades K-5)*
	185 Ellery Street, Brooklyn, NY 11206 (Grades 6-8)
Facility Owners	DOE
School Type	Elementary/Middle School
Grades Served 2014-2015	Grades K-8
Enrollment in 2014-2015**	403
Charter Universal Pre-Kindergarten Program	No

* The school's elementary school grades were previously sited at 11 Bartlett Street, Brooklyn, NY 11206. The school moved locations at the conclusion of the 2014-2015 school year.

** Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grade 6
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	939
Number of Students Accepted via the Charter Lottery	138
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	Yes
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	Yes
Homeless or Living in Shelter or Temporary Residence	Yes
Lives in New York City Housing Authority Housing	Yes
Unaccompanied Youth	Yes

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

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Rigorous Standards-Based Curriculum	The curriculum is designed to have high expectations for all learners while supporting the needs of struggling learners. The curriculum and instructional materials are aligned with Common Core Learning Standards designed to foster critical thinking skills.
Powerful Use of On-Going Assessment	Formative and summative assessments are given daily, weekly and monthly. Interim assessments are given to determine student performance and modify the instruction to meet the needs of the students.
Diverse Community and Civic Partnerships	Collaboration with various community organizations ensures that students experience activities that develop independent thinkers and foster active citizens.
Data-Driven Instruction	Comprehensive assessments are given to inform instruction. Based on the assessments, teachers differentiate instruction to meet the needs of individual learners.
Inclusive Instruction and Support	The school provides a comprehensive academic program during the regular school day. Its afterschool program is an extension meant to address academic, emotional, and social needs.
Family Engagement	The school provides families with opportunities to participate in school-wide activities that support students' academic and social success, and the Board collaborates with the community to respond to community needs.
Collaborative Professional Development	Professional development is consistent, collaborative, and supportive in an effort to fully develop teachers and staff. The school uses multiple platforms to provide teachers with feedback and support.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	49	2
Grade 1	42	2
Grade 2	49	2
Grade 3	47	2
Grade 4	48	2
Grade 5	49	2
Grade 6	32	4
Grade 7	47	4
Grade 8	40	4
Total Enrollment	403	24

* Enrollment data as of October 1, 2014

Part 2: Annual Review Process Overview

Rating Framework

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

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

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

Essential Questions

Is the school an academic success?

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

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

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

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

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

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

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

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

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

% Proficient in English Language Arts		
	2012-2013	2013-2014
Beginning With Children Charter School	19.0%	17.8%
CSD 14	22.5%	25.0%
Difference from CSD 14 *	-3.5	-7.2
NYC	26.4%	28.4%
Difference from NYC *	-7.4	-10.6
New York State **	31.1%	30.6%
Difference from New York State	-12.1	-12.8
% Proficient in Mathematics		
	2012-2013	2013-2014
Beginning With Children Charter School	15.0%	20.7%
CSD 14	22.7%	27.3%
Difference from CSD 14 *	-7.7	-6.6
NYC	29.6%	34.2%
Difference from NYC *	-14.6	-13.5
New York State **	31.1%	36.2%
Difference from New York State	-16.1	-15.5

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

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

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Beginning With Children Charter School - All Students	67.0%	65.0%
Peer Percent of Range - All Students	80.9%	62.8%
City Percent of Range - All Students	60.1%	55.1%
Beginning With Children Charter School – School's Lowest Third	75.0%	78.0%
Peer Percent of Range - School's Lowest Third	56.1%	71.4%
City Percent of Range - School's Lowest Third	45.5%	60.2%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Beginning With Children Charter School - All Students	70.5%	68.0%
Peer Percent of Range - All Students	79.6%	63.3%
City Percent of Range - All Students	73.0%	67.4%
Beginning With Children Charter School – School's Lowest Third	75.0%	76.5%
Peer Percent of Range - School's Lowest Third	57.3%	61.0%
City Percent of Range - School's Lowest Third	52.9%	64.4%

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

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	56.1%	71.8%
English Language Learner Students	53.3%	35.3%
Students in the Lowest Third Citywide	47.3%	60.0%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	43.9%	56.4%
English Language Learner Students	60.0%	23.5%
Students in the Lowest Third Citywide	50.0%	55.0%

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

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals	
Authorizer Mandated Goals	2013-2014
1. The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75 th percentile or above of all schools on the NYC DOE Progress Report in each of the 3rd, 4th, and 5th years after renewal.	N/A
2. The Board must demonstrate a plan for sound oversight and evaluation of school leadership and the Beginning with Children Foundation.	N/A
3. The school must demonstrate attainment of charter goals.	Not Met
Charter Goals	2013-2014
1. Each year, students in grades three through eight will exceed the NYC average on the NYS ELA Exam. Only students who have been enrolled at the school for at least two years will be included in this analysis.	Partially Met
2. Each year, the school'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.	Met
3. Each year, students' proficiency rate on the NYS ELA Exam will exceed the proficiency rates of students from CSDs 14, 16 and 32. Only students who have been enrolled at the school for two years will be included in the analysis.	Partially Met
4. Each year, if the school does not exceed the NYC average proficiency rate on the NYS ELA Exam, it will reduce by one half the difference between the NYC proficiency rate and the school's proficiency rate on the subsequent NYS ELA Exam for the same class of students. Only students who have been enrolled at the school for at least two years will be included in this analysis.	Partially Met
5. Each year, students in grades three through eight will exceed the NYC average on the NYS Math Exam. Only students who have been enrolled at the school for at least two years will be included in this analysis.	Partially Met
6. Each year, the school's Aggregate Performance Index (PI) on the NYS Math Exam will meet its Annual Measurable Objective (AMO) set forth in the State's No Child Left Behind (NCLB) accountability system.	Met
7. Each year, students' proficiency rate on the NYS Math Exam will exceed the proficiency rates of students from NYC Community School Districts 14, 16, and 32. Only students who have been enrolled at the school for at least two years will be included in that analysis.	Partially Met
8. Each year, if the school does not exceed the NYC average proficiency rate on the NYS Math Exam, it will reduce by one half the difference between the NYC proficiency rate and the school's proficiency rate on the subsequent NYS Math Exam for the same class of students. Only students who have been enrolled at the school for at least two years will be included in this analysis.	Partially Met
9. Each year, students in grades four and eight will exceed the NYC average on the NYS Science Exam. Only students who have been enrolled at the school for at least two years will be included in this analysis.	Not Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Charter Goals		2013-2014
10.	Each year, the school's Aggregate Performance Index (PI) on the NYS Science Exam will meet the Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Not Met
11.	Each year, students in grades five and eight will exceed the NYC average on the NYS Social Studies Exam. Only students who have been enrolled at the school for at least two years will be included in this analysis	N/A
12.	Each year, the school's Aggregate Performance Index (PI) on the NYS Social Studies Exam will meet the Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	N/A
13.	Each year, the school will be deemed "In Good Standing."	Met
14.	Each year, at least 75% of students will receive a proficiency rating on their spring report cards in Technology.	Not Met
15.	Each year, at least 75% of students will receive a proficiency rating on their spring report cards in Art.	Met
16.	Each year, at least 75% of students will receive a proficiency rating on their spring report cards in Music.	Met
17.	Each year, at least 75% of students will receive a proficiency rating on their spring report cards in PE.	Met
18.	Each year, the school will have a daily attendance rate of at least 90%.	Not Met

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- In partnership with teachers and staff, school leadership designed and implemented several academic and social interventions to improve student achievement during the 2014-2015 school year.
 - The school renewed its commitment to literacy with a special focus on student reading. Independent and guided reading programs established a foundation for student proficiency in all content areas.
 - Teachers were empowered to design a comprehensive curriculum to support student learners. Teachers developed interesting and important learning activities aligned with the Common Core Learning Standards.
 - Teachers and school leadership created targeted intervention programs for struggling and near proficient readers. Supportive immersion programs helped advance student learning in specific skills and strategies.
 - The school committed to supporting student's social and emotional development.
 - The school implemented a vertical alignment of curricula in grades three through eight.
 - Independent reading was embedded in the English Language Arts (ELA) Block.
 - Science and math teachers collaborated more to make connections between cross-curricular concepts.
 - Staff promoted writing in art, Spanish, physical education (PE), health and music.
 - An emphasis was placed on writing in all core subjects.
 - Writing portfolios were developed.

Interim Assessments

- The school believes that student assessment and evaluation help teachers develop the foundation for instruction in the classroom.
- School leadership and classroom teachers review five sets of performance data, including the New York State examinations in ELA and Mathematics, i-Ready adaptive diagnostic assessments in ELA and Mathematics, Rally rehearsal exams aligned with the Common Core Learning Standards in ELA and Mathematics, Fountas and Pinnell reading levels, and STEP literacy assessments for developing readers.
- School leadership meets with individual teachers and teacher cohorts to analyze and evaluate student achievement.

Approach to Data-Driven Instruction

- Data analysis helps teachers target specific learning content, strategies, or skills for whole class instruction. The school uses data from the following assessments:
 - i-Ready, an outline diagnostic measurement of student performance;
 - Rally, a standard based benchmark assessment;
 - Fountas and Pinnell, assessments that identify standard reading levels; and
 - STEP, a literacy assessment that evaluates comprehension and critical thinking.
- Teachers use data to adapt, develop, or revise curriculum to address student performance on essential Common Core Learning Standards. In addition, teachers develop targeted small group instruction for students based on collected performance data. Standardized performance data from Rally Performance assessments helps teachers develop comprehensive six week action plans to improve target literacy and numeracy skills.
- Consistent i-Ready instruction and evaluation helps teachers monitor and evaluate student performance on target skills and strategies.
- Consistent data analysis helps teachers adapt and revise instructional small groups in response to changes in students' achievement and performance.

³ Self-reported information from school-submitted ACR self-evaluation form on May 4, 2015.

Philosophy on Special Education and English Language Learner Service Provision

- The school's special education students and English Language Learners (ELLs) are integrated into mainstream classrooms, as the school believes that students benefit from inclusive instruction.
- During the 2014-2015 school year, the school had six Integrated Co-Teaching (ICT) classrooms.
- Students with disabilities are serviced with a general education population.
- ICT classrooms include a general education teacher or content specialist and a special education teacher or learning specialist. Although students complete similar projects and assessments, student achievement is measured by promotional standards on Individualized Education Programs (IEPs).
- The school believes that mainstream education helps students acquire appropriate academic and social skills, but also believes that special education students and English Language Learners deserve specialized services and supports.
- Students with IEPs and ELL students receive mandated push-in and pull-out services from specialized professionals.
- During the 2014-2015 school year, there was a general education teacher and a special education teacher in the classroom. There were 66 students in grades kindergarten through eight who received services.
- A special education teacher support service (SETSS) is another support for students with disabilities.
- Some students receive pull-out services. There are times when the special education teacher pushes into the classroom to work on specific IEP goals.
- The school has related service providers on site for counseling, speech and vision.
- During the 2014-2015 school year, there were 45 ELL students in grades kindergarten through eight who received pull-out services from an English-as-a-Second-Language (ESL) teacher. These students were immersed in general education classrooms where the classroom teacher supported them with the best instructional practices.
- The classroom teacher works in collaboration with the ESL teacher to advance the reading, writing, listening and speaking performance levels of ELL students.

Professional Development Opportunities

- The following professional development opportunities were provided to teachers:
 - Guided Reading Workshops;
 - Socio-emotional Development;
 - Charlotte Danielson;
 - School Culture;
 - Common Core Learning Standards;
 - CITE: Effective Questioning in Math and Science and Asking Higher Order Questioning;
 - I-Ready Training;
 - Analyzing Data;
 - CITE: Differentiation in Mathematics and Science;
 - CITE: Writing (Argumentative, Informational Narrative); and
 - ICT Team Teaching; Pair to Pair; IEP and related services.

Teacher Evaluation

- Teachers are evaluated based on multiple measures:
 - Student learning based on state and local assessments, including the New York State ELA and Math exams and the i-Ready Assessment; and
 - Formal and informal observations, after which they are given constructive feedback and next steps.
- Teacher evaluation is based on the Danielson framework. The framework identifies specific actions, behaviors, and principles that promote effective practice.
- Teachers receive formal and informal observations and feedback is recorded in Teachboost.
- The school promotes inter-visitations and peer observation.

Differentiated Instruction

- The school differentiates instruction based on formative and summative benchmark assessments, collaborative study of data, small group instruction, additional staffing, supportive resources, and process instruction.
- Data analysis is based on the New York State exams, Rally tests, i-Ready, Fountas and Pinnell, STEP, and teacher made assessments to form ability groups. Teachers used flexible groups to allow students to master Common Core Learning Standards.
- Special education student lessons were further differentiated based on the guidelines articulated in their IEPs. ELL students are pulled-out to work with the ESL teacher to build mastery in reading, speaking, listening and writing.
- The school offers additional support for at risk students to build their reading levels. Leveled Literacy Intervention (LLI) and Response to Intervention (RtI) are targeted intervention programs.
- LLI staff is assigned to provide support for at risk students to build their reading levels.
- During RtI meetings, the team reviews the progress of at risk students and provides teachers with recommendations for support in the content area subjects.
- Students are recommended to attend before and after school programs designed to strengthen their areas of need. The programs are designed to build their reading and math skills as an initial part of the RtI before referring students for special education services.

Adjustments Based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - The leadership targeted interventions in ELA, Mathematics and Science. Strategic focus was placed on the instructional delivery, student engagement and content mastery.
 - The elementary school program reflected a rigorous workshop model and commitment to Literacy based on the Common Core Learning Standards.
 - The middle school implemented a Balanced Literacy Program developed by Teachers College Reading and Writing program.
 - The school implemented a program for students to read silently or independently for 20 minutes daily. The goal was for students to foster a positive reading and writing climate.
 - The staff received consistent school based professional development and training from outside consultants. Teachers attended seminars at Bank Street College of Education to develop students' mathematical and critical thinking. Math and science teachers were given additional staff support to develop best practices and to integrate writing into Science and Math.
 - Weekly Scholar Academy, Morning Math School and Saturday Academy programs were targeted interventions for students approaching proficiency.
 - Immersive intervention from the Leveled Literacy Intervention Program helped teachers strengthen core concepts, skills and strategies.
 - Support from leadership was ongoing through weekly team meetings and individual teacher conferences to develop professional growth and student achievement goals.
 - The middle school piloted a new advisory program to promote ethical character and responsive dialogue, as well as study skills and organization.

Learning Environment

- The school has a school-wide Behavior Management System (ARMOR). Students are expected to be articulate, to be motivated, and to be respectful. This code is an integral part of the school.
- There is a standardized grading policy for students in grades kindergarten through eight.
- Students are celebrated monthly based on academics, character and behavior. Students receive awards for academic achievement and outstanding effort. Award ceremonies are celebrated by the entire school community and families.
- Scholars Dollars work as an incentive for positive student behavior and excellent student achievement. The school promotes its discipline code through its Behavior Management System.

- Students are encouraged to question, discuss and confer with peers and are encouraged to use technological platforms for research, presentations, creative writing and logical reasoning.

NYC DOE School Visit

Representatives of the OSDCP team visited the school on May 19, 2015. Based on discussion, document review, and observation, the following was noted:

School Leadership

- The school uses PowerSchool to store data, create interim assessments, and for ease of use for teachers and administration to analyze data.
- The school is using consultants to help set up units of study for the writing program and hired a new Assistant Principal to pick up where the consultant left off and to ensure program implementation is being done with fidelity.
- School leadership reported that the school increased its focus on small group instruction to ensure differentiation is occurring and that interventions for students performing in the lowest third are meeting students' needs.

Classroom Observations

- Twelve classrooms were observed with class sizes ranging from 13 to 26, with an average of 19 students per classroom.
- All classrooms included one to three teachers, with all classrooms using single lead or a lead and assist teaching model.
- There were few observed examples of differentiation of modalities, materials and tasks, and no observed examples of differentiation of products and assessments.
- The majority of checks for understanding took the form of classwork, with some questioning and observation.
- A majority of students appeared aware of expectations for behavior. There were some classes where students were exhibiting off-task behavior.

Teacher Interviews

- Six teachers were interviewed as a part of the visit.
 - A majority of teachers reported using some form of data to drive instruction (examples given were i-Ready, units' tests, and Fountas and Pinnell).
 - A majority of teachers reported frequent observations from leadership that provided very helpful feedback.
 - A majority of teachers reported that professional development provided each week was helpful.

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

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Principal	Valerie Davis-Fells	15
2. Principal	Les King	4
3. Assistant Principal	Ava Tucker	1
4. Assistant Principal	Andrew Ravin	1

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position - Committees	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Joseph Bruno	Treasurer - Finance	Yes
2. Jackie Bennett	Trustee - Education	Yes
3. Amanda Haught	Co-Chair - Education	Yes
4. Patrick Kern	Co-Chair - Education	Yes
5. Cineus Ologtayo	Trustee - Education	Yes
6. Jeff Unger	Trustee - Finance	Yes
7. Asehnet Gomez	Trustee	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Executive	Yes	Yes
2. Nominating	Yes	No
3. Legal	Yes	Yes
4. Finance	Yes	Yes
5. Audit	Yes	No
6. Academic Excellence	Yes	Yes

School Climate & Community Engagement

Beginning with Children Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	18.6%
Instructional Staff Turnover (School Year 2014-2015)**	7.5%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	8
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> If Yes, how many times did it meet (School Year 2013-2014)? 	10
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	25
Average Daily Attendance Rate (School Year 2013-2014)***	91.6%

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

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

*** Average daily attendance rate is self-reported information from the school-submitted ACR self-evaluation form on May 4, 2015. Attendance data from ATS is not available for Beginning with Children Charter School for the 2013-2014 school year.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Beginning With Children Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	51%	51%	62%
	Most students at my school treat each other with respect.	41%	43%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	64%	67%	79%
Parents	I feel satisfied with the education my child has received this year.	97%	93%	95%
	My child's school makes it easy for parents to attend meetings.	92%	92%	94%
	I feel satisfied with the response I get when I contact my child's school.	95%	95%	95%
Teachers	Order and discipline are maintained at my school.	52%	68%	80%
	The principal at my school communicates a clear vision for our school.	89%	96%	88%
	School leaders place a high priority on the quality of teaching.	89%	100%	92%
	I would recommend my school to parents.	63%	82%	81%

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

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

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Beginning With Children Charter School	98%	89%
	NYC	83%	83%
Parents	Beginning With Children Charter School	62%	65%
	NYC	54%	53%
Teachers	Beginning With Children Charter School	71%	63%
	NYC	83%	81%

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

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	130 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Cash flow sufficient to cover 100% of liabilities (ratio should be greater than or equal to 1.00)	2.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.99	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the past two fiscal years?	Value should be greater than 0.00	-0.12	Weak
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	-0.07	Weak
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.44	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 0.00	0.00	Weak
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$237,543	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$(73,939)	Weak

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

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

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	7
Number of Board Members Required per the Bylaws	5-15
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	1
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	6
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	No; most recent minutes posted are from the March 2015 meeting
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	7 / 10

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

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

School Compliance

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

Compliance Area	Compliance
Teacher Certification ⁴	No
Employee Fingerprinting	No
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	No
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	Yes

⁴ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁵ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
42	7	16.7%	40	95.2%	0	0.0%

Student Discipline

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

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	No
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	No	N/A
Specifically addresses student discipline policy for students with disabilities	Yes	No
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 17 (4%) Out of School Suspensions: 34 (7%)	

Enrollment and Retention Targets⁶

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

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

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

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

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

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Beginning With Children Charter School	90.3%	92.1%
	Effective Target	85.9%	85.8%
	Difference from Effective Target	+4.4	+6.3
Students with Disabilities (SWD)	Beginning With Children Charter School	19.5%	17.9%
	Effective Target	16.4%	16.3%
	Difference from Effective Target	+3.1	+1.6
English Language Learners (ELL)	Beginning With Children Charter School	10.4%	13.2%
	Effective Target	17.1%	17.0%
	Difference from Effective Target	-6.7	-3.8

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Beginning With Children Charter School	67.7%	N/A
	Effective Target	85.7%	-
	Difference from Effective Target	-18.0	-
Students with Disabilities (SWD)	Beginning With Children Charter School	70.9%	N/A
	Effective Target	79.2%	-
	Difference from Effective Target	-8.3	-
English Language Learners (ELL)	Beginning With Children Charter School	73.9%	N/A
	Effective Target	79.8%	-
	Difference from Effective Target	-5.9	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-8	K-8
Enrollment	442	403
CSD(s)	14	14

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

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

- Beginning with Children Charter School will continue with its approved charter to serve students in grades kindergarten through eight.