



Charter School Renewal Report
Charter Schools Office
2010-2011

**BEGINNING WITH CHILDREN CHARTER SCHOOL
RENEWAL REPORT**

APRIL 2011

Part 2: Findings

School Overview and History:

The Beginning with Children Charter School is an elementary/middle school serving approximately 450 students from kindergarten through eighth grade in the 2010-2011 school year.¹ The school converted to become a charter school in 2001 with grades K-8, making it one of the oldest charter schools in the City and among the few charter conversions. It has no plans for further expansion.² The lower school is currently housed in a DOE-leased facility in District 14, and the middle school is co-located with PS 373.³ The student body includes 9.0% English language learners and 16.0% special education students.

The school has experienced low student attrition with 6% turnover in 2008-2009, 8% turnover in 2009-2010, and 4% turnover as of March 2011. There are currently 2,655 students on the waitlist.

The school earned a C on its progress report in 2009-2010, a B in 2008-2009, a B in 2007-2008, and a B in 2006-2007. The school has outperformed its Community School District in ELA and Math for each of the past four years, and outperformed the city averages in three of the four past years. The average attendance rate for the school year 2009 - 2010 was 93.5%.⁴ The school is in good standing with state and federal accountability.⁵

Renewal Review Process Overview:

The NYC DOE Charter Schools Office (CSO) conducted a thorough review of this school's Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the school's finance, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: March 16 and 17, 2011.

The following experts participated in the review of this school:

- Nancy Meakem, Director of Evaluation, NYC DOE CSO
- Richard Larios, Senior Director, NYC DOE CSO
- Sonia Park, Senior Director, NYC DOE CSO
- Jessica Fredston-Hermann, Analyst, NYC DOE CSO
- Bertram Wyman, Analyst, NYC DOE CSO
- Lynnette Aqueron, Senior School Improvement Specialist, NYC DOE Division of Students with Disabilities and English Language Learners

Renewal Recommendation:

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the Beginning with Children Charter School for a period of 5 years consistent with the terms of the renewal application. The School will be offered this renewal with the following conditions:

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 75th

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

⁵ New York State Education Department - www.nysed.gov

percentile or above of all schools on the NYC DOE Progress Report in each of the 3rd, 4th, and 5th years after renewal.

2. The Board must demonstrate a plan for sound oversight and evaluation of school leadership and the Beginning with Children Foundation.
3. The school must demonstrate attainment of charter goals.

The NYC DOE CSO has found Beginning with Children Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, Beginning with Children Charter School is an educationally and fiscally sound organization, is likely to improve student learning and achievement, and meets the requirements of the Charter Schools Act and applicable law.

Part 2: Findings

What the school does well

- The school maintains an orderly, positive, friendly school environment that is conducive to student learning, and has engaged many members of the community in supporting the school.
 - Students interviewed in both the lower school and the middle school described the school as a “family” and a “community.” Students note that the school is a safe place where they feel comfortable taking risks.
 - Interactions among all members of the school community (teachers, students, administrators) were observed to be positive.
 - The school benefits from the low cohort size and high teacher retention. Teachers stated that they appreciate being able to get advice about strategies for specific students from colleagues who taught their current students the previous year.
 - Structures in the school such as the Advisory program in the middle school and the Morning Meeting in the elementary school sustain and support the school’s values, and provide students with an opportunity to build stronger relationships with staff members and with each other.
 - The school has an active Parent-Teacher Association that meets monthly, and which has begun organizing events such as family field trips. The school also offers workshops for parents, invites parents to Family Nights, and reported close to 90% participation rates in parent-teacher conferences.
 - The school enjoys wide support from families and the community. For example, over 150 parents, teachers, and students attended the school’s renewal hearing to express their support.
- The school evidences a well-developed spirit of trust between the school leadership and staff, and has developed a leadership pipeline through which staff are retained and take on more authority over time.
 - The school’s Principal has effectively negotiated with teachers around the UFT contract, particularly around the length of the school day, and has arranged for numerous additional professional development opportunities for teachers to opt into.
 - Teacher retention has been high. Only three new teachers were hired for the 2010-2011 school year.
 - The school makes a concerted effort to retain and develop its talent. The school has promoted key leadership from within its schools in order to retain strong staff in the organization. Likewise, the school works with assistant teachers and new staff to develop and grow into more senior roles.
- The school provides numerous interventions for low-performing students, as well as a wide variety of extracurricular options after school.
 - Low-performing students benefit from targeted small-group instruction as well as intervention groups in math and ELA and additional tutoring before school, after school, and/or during Saturday Academy. Likewise, the school effectively uses Special Education instructors to meet the needs of students with IEPs.
 - Extracurricular activities include a variety of sports, debate, chess, sewing, student government, and other clubs. Students interviewed expressed excitement about the opportunity to participate in these activities.
 - The school also provides several options for higher-performing students, including an optional Morning Math session before the school day to prepare for the high school SHSAT, and Enrichment classes during the school day.

- The school is focused on improving learning through a common curricular approach in ELA and Math and an increased use of data and assessment.
 - The school is in its third year of adopting a Balanced Literacy approach for ELA. They are in the second year of implementing the Teachers College curriculum for Readers and Writers workshop. They are also in the second year of implementation of the TERC or Investigations Mathematics program.
 - The school has begun administering Interim Assessments using questions from state tests in grades 3-8. The Beginning with Children Foundation assists with data support and creating spreadsheets to assess students' performance based on different standards and performance indicators. Teachers also administer running records and baseline writing assessments three times a year to assess students' growth in reading and writing.
 - The school planned two Professional Development days in September focused on individual meetings with teachers to review state testing data and talk about goals and planning.
 - Reviewers observed targeted review in a number of classrooms as teachers assigned students Do Now questions which reviewed prior material. Students noted that the Do Now questions usually go over material with which they struggled.
 - Multiple classrooms observed utilized small-group instruction to engage students and provide more individualized attention.
 - The school uses its instructional resources effectively to involve students and drive student learning, including SmartBoards in every classroom and a school library.

- The school's Board of Trustees has functioned effectively in furthering the school's mission and vision, and maintains sound finances and internal controls.
 - Early in this term of the charter the Board underwent a major transformation to a skills-based board to improve its capacity to direct the school in making necessary change. This transformation in the Board has allowed the school to make leadership changes three years ago and more recently increase the role of the Beginning with Children Foundation from a more back-office support role to a more traditional charter management relationship.
 - The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resource policies. The financial statements of Beginning with Children Charter School were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
 - According to the school's audited financial statements for the year ended June 30, 2010, the school possessed totaling \$2,760,227 and total liabilities of \$1,079,680. All but \$10,000 of the school's net assets of \$1,680,547 remain unrestricted for use purposes. Beginning with Children Charter School has \$559,509 in liquid assets that could be converted to cash within a 90 day period. The school remains in good financial condition to meet its obligations.
 - The Board's initiatives for the coming years are to improve teacher capacity through an articulated professional development program, to continue to revise school-wide assessment process, to continue the refinement of the cross-grade level curricula articulation in ELA, Math, Science and Social Studies, and to further enrich the school's extra-curricular programming.

What the school needs to improve

- The Board should work to clarify the role of the Beginning with Children Foundation in all aspects of the schools operations and should ensure that the clearly defined responsibilities and the reporting structure for all staff and leadership positions is understood by school staff.
 - Reviewers noted some confusion amongst school staff and school leadership regarding the role of the Beginning with Children Foundation.

- At the time of the renewal review, the school and foundation were working under a Memorandum of Understanding that some key staff referred to as an outdated document.
- The school should continue efforts to develop and enhance systems to collect and analyze student performance data.
 - While the school has begun administering Interim Assessments using past state test questions, it was unclear the extent to which teachers were using these results to plan their instruction.
 - Some classrooms visited lacked evidence of wrap-ups, check-lists, assessments or other checks for understanding that would allow teachers to gauge students' learning and pinpoint misunderstandings.
 - The school has started implementing a comprehensive data system and has invested significant time and resources in an enhanced system that it plans to launch this summer. This will include systems for student data, assessment reporting, grade books, standards-aligned interim assessment creation and scoring, and academic improvement plans. The school plans to have student performance reports, including longitudinal and subgroup analysis, much more readily available to teachers in the new system
 - When probed by the Board on school progress in terms of student learning and professional growth of staff, responses were anecdotal. The school's internal assessment system and professional growth efforts should include usable measures (interim assessments results that can show learning gains from one administration to the next, for example, and percentage of classrooms observed successfully implementing a professional development initiative). To fulfill its oversight responsibilities the Board in future will need more evidence-based responses to such questions (as they already get in regards financial and operational progress.)
- The school should continue to train teachers to use data to inform their instruction to ensure that all students receive the support they need to perform at high levels and make progress.
 - While most teachers interviewed noted the importance of using data to differentiate instruction, in some classrooms observed it wasn't clear to what extent teachers were using data to plan or modify their lessons to meet individual or small group needs.
 - Reviewers did not note examples of data charts, graded student work, or rubrics being used in classrooms to engage students in the learning process and support them in creating higher-quality work. The school provides teachers with item analysis reports broken down by performance standards and skills. However, lessons and lesson plans that were observed did not show evidence that teachers were using this data to target specific needs within the class, rather than larger school-wide or grade level concerns.
 - The school earned a C in Student Progress (24.5 out of 60) and a D in Student Performance (5 out of 25) on the 2009-2010 Progress Report. The school's score for math proficiency was especially low compared to its peer horizon schools.
- The school should continue to formalize its structures for goal-setting for teachers, students, and the whole school.
 - While most students interviewed were able to state their current reading levels, students were not able to articulate other goals for their academic development.
 - The leadership team articulated a set of goals and "areas of focus" that were not all reflected in the classrooms observed. These areas of focus include differentiation, questioning, checks for understanding, the use of data, and the effective use of co-teachers.
- The school should deepen its focus on increasing rigor and should continue its efforts to support teachers' work in unit and differentiated lesson planning.
 - Students who finished their work quickly were rarely challenged to move on to more challenging work. Students interviewed stated that in some classes, when they finish their work early, they are instructed to sit quietly and put their heads down on the desk.

- Some classes observed lacked effective pacing and plans for instruction. Reviewers observed that some teachers were not able to cover the entire lesson in the allotted time period, and that they had to push the assessment/debrief until the following day.
- Some classes observed lacked a check for understanding or evidence that every student was engaged and learning. In some lessons observed, the work that students completed was not aligned with the stated objective.
- Reviewers noted inconsistent quality in teaching of lessons observed, and inconsistent evidence of high expectations for quality student work. The school should continue to support its teachers and staff developers in setting and maintaining high expectations for all classrooms.
 - While the review team did see examples of co-teachers effectively working with individual students or small groups, they also noted that the majority of observed co-teachers were utilized primarily for individual student support and additional classroom management.
 - Many classrooms did not display high-quality student work. Only a few teachers were observed describing or clarifying their expectations for successful student work, and as a result the work completed during independent practice was of mixed quality.

Part 3: Charter School Goals

The Beginning with Children Charter School has sufficiently met the goals set forth in its charter agreement. Please see the below table of Charter Goals which is excerpted from the school's retrospective report and has been verified by the Charter Schools Office.

Beginning with Children Charter School (BwCCS) - Academic Goals					
Measures	2006-07	2007-08	2008-09	2009-10	
Goal I: BwCCS students will become proficient readers and writers of the English language.					
Absolute	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.	61.3% of BwCCS cohort students in grades 3-8 were proficient compared with 50.8% city-wide.	68.9% of BwCCS cohort students in grades 3-8 were proficient compared with 57.6% city-wide.	The measure was not met for grade 4 which had a proficiency rate of 68.1% compared to the 68.9% citywide average. Overall, the school met the goal. 73.9% of BwCCS cohort students in grades 3-8 were proficient compared with 68.8% citywide.	39.1% of BwCCS cohort students in grades 3-8 were proficient compared with 42.4% citywide. If the state had maintained the same proficiency formula as in 2008-09, the school would have slightly decreased in proficiency from 73.9% to 71% in ELA.
		Met: Y	Met: Y	Met: N	Met: N
Absolute	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 2006-07 was 161, far exceeding the AMO of 122.	The school's performance index for 2007-08 was 163, far exceeding the AMO of 133.	The school's performance index for 2008-09 was 172, far exceeding the AMO of 144.	The school's performance index for 2007-08 was 164, exceeding the AMO of 155.
		Met: Y	Met: Y	Met: Y	Met: Y
Comparative	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.	61.3% of BwCCS cohort students in grades 3-8 were proficient compared with 48% in District 14, 36.2% in District 16, and 40% in District 32.	68.9% of BwCCS cohort students in grades 3-8 were proficient compared with 54.2% in District 14, 46.5% in District 16, and 49.5% in District 32.	73.9% of BwCCS cohort students in grades 3-8 were proficient compared with 65.9% in District 14, 59.8% in District 16, and 62.5% in District 32.	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.
		Met: Y	Met: Y	Met: Y	Met: Y
Value-Added	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, sixth and seventh, and eighth grades were required to show growth according to this measure. The measure was met by all of these grades except for eighth, which did not meet its required improvement by 1.9.	This year's first and seventh grades were required to show growth according to this measure. The measure was met in first grade with a 57.8 NCE this year, exceeding the measure by 10.73. Grade 7, however, did not meet its required improvement by .035.	This year's first, third, seventh, and eighth grades were required to show growth according to this measure. The measure was met in first grade with a 57.91 NCE, in third grade with a 53.46 NCE, and in eighth grade with a 50.8 NCE. Grade 7, however, showed growth but fell short of its goal by an NCE of 0.45.	This year the measure was met in grades 1 and 8, and was not met in grades 3 and 7. Grades 2,4,5, and 6 were not required to show growth.
		Met: N	Met: N	Met: N	Met: N
Value-Added	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.	BwCCS exceeded the NYC average proficiency rate in ELA in all grades except for seventh in the previous year. The seventh grade met the measure this year, exceeding its required gain by 2.1.	BwCCS exceeded the NYC average proficiency rate in ELA in all grades in the previous year; therefore the analysis is not applicable.	BwCCS exceeded the NYC average proficiency rate in ELA in all grades in the previous year; therefore the analysis is not applicable.	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.
		Met: Y	Met: Y	Met: Y	Met: N

Beginning with Children Charter School (BwCCS) - Academic Goals					
Measures	2006-07	2007-08	2008-09	2009-10	
Goal II: BWCCS students will become proficient in the understanding and application of mathematical skills and concepts.					
Absolute	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.	The measure was not met for grades 3 and 4. Grade 3 had a proficiency rate of 73.3% compared to the 82.2% citywide average, and grade 4 had a rate of 68% compared with the city's 74.1%. Overall, the school met the goal. 71.3% of BwCCS cohort students in grades 3-8 were proficient compared with 65.1% citywide.	The measure was not met for grade 5 which had a proficiency rate of 75.6% compared to the 79.2% citywide average. Overall, the school met the goal. 86% of BwCCS cohort students in grades 3-8 were proficient compared with 74.3% citywide.	The measure was not met for grade 6 which had a proficiency rate of 51.4% compared to the 77% citywide average. Overall, the school met the goal. 83.8% of BwCCS cohort students in grades 3-8 were proficient compared with 81.8% citywide.	43.7% of BwCCS cohort students in grades 3-8 were proficient compared with 54.0% citywide
		Met: N	Met: N	Met: N	Met: N
Absolute	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.	The school's performance index for 2006-07 was 169, far exceeding the AMO of 86.	The school's performance index for 2007-08 was 183, far exceeding the AMO of 102.	The school's performance index for 2009-10 was 183, far exceeding the AMO of 119.	The school's performance index for 2009-10 was 183, far exceeding the AMO of 135.
		Met: Y	Met: Y	Met: Y	Met: Y
Comparative	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.	BwCCS proficiency exceeded these neighboring district rates in all grades except for grades 3 and 4. Grade 3 had a proficiency rate of 73.3%, lower than the 78.5% rate in District 14 and the 78.9% rate in District 32. Grade 4 had a proficiency rate of 68%, lower than the 71.4% average in grade 4.	BwCCS math proficiency far exceeded that of these neighboring districts. 86.0% of BwCCS cohort students in grades 3-8 were proficient compared with 71.3% in District 14, 62.7% in District 16, and 69.8% in District 32.	BwCCS math proficiency exceeded that of these neighboring districts. 83.8% of BwCCS cohort students in grades 3-8 were proficient compared with 79.5% in District 14, 74.4% in District 16, and 78.6% in District 32.	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
		Met: N	Met: Y	Met: Y	Met: N
Value-Added	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.	All of this year's grades except seventh were required to show growth. The measure was met by third and sixth grade, but was not met by first, second, fourth, fifth, and eighth grade.	Grades 3 and 6 showed gains and met the measure but grades 1, 2, 4 and 5 did not. Grades 7 and 8 exceeded an NCE of 50 last year and thus are not included in this analysis.	Grade 3 showed gains and met the measure but grades 1, 2, 5, 6, 7, and 8 did not. Grade 4 exceeded an NCE of 50 last year and thus is not included in this analysis.	The measure was met in grades 5 and 6 but not in the other grades.
		Met: N	Met: N	Met: N	Met: N
Value-Added	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.	The previous year, BwCCS exceeded the NYC average proficiency rate in Math in all grades in the previous year; therefore the analysis was not applicable.	The previous year, all grades except grades 3 and 4 exceeded citywide proficiency on the NYS math exams. This year's fourth grade achieved 85.7% proficiency, exceeding the required gain by 4.4 percentage points. This year's fifth grade increased in proficiency by almost nine percentage points, well above the required 3.7 percent gain required by the measure.	The previous year, all grades except grade 5 exceeded citywide proficiency on the NYS math exams. This year's sixth grade did not meet this measure.	This measure only applied to the class in grade 7 in 2009-10. Unfortunately, the measure was not met for this grade
		Met: N	Met: Y	Met: N	Met: N

Beginning with Children Charter School (BwCCS) - Academic Goals				
Measures	2006-07	2007-08	2008-09	2009-10

Goal III: BWCCS students will become proficient in Science.					
Absolute	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.	The measure was met for grade 4 but not for grade 8. Grade 4 was 98% proficient compared with the citywide average of 73%. Grade 8 was 41.7% proficient compared with the citywide average of 42%.	The school exceeded city-wide proficiency by a wide margin. Grade 4 was 97.6% proficient compared with the citywide average of 74.2%. Grade 8 was 76.1% proficient compared with the citywide average of 51.7%.	Grade 4 was 87.2% proficient compared with the citywide average of 80.5%. Grade 8 was 54.3% proficient compared with the citywide average of 49.5%.	Preliminary results indicate that 93.8% of 4th graders are proficient, and 59.6% of eighth graders. Citywide results are not yet available. The school is likely to meet this measure again this year.
		Met: N	Met: Y	Met: Y	Met: Y/N?
Absolute	Measure 2 (Absolute): No Child Left Behind Outcomes Adequate Yearly Progress (AYP) – Each year, BwCCS' 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.	The school's Performance Index for grades 4 and 8 combined was 164, far exceeding the Science Standard of 100.	The school's Performance Index for grades 4 and 8 combined was 184, far exceeding the Science Standard of 100.	The school's Performance Index for grades 4 and 8 combined was 167, far exceeding the Science Standard of 100.	The school's Performance Index for grades 4 and 8 combined was 171, far exceeding the Science Standard of 100.
		Met: Y	Met: Y	Met: Y	Met: Y
Goal IV: BWCCS students will become proficient in Social Studies.					
Absolute	Measure 1 (Absolute): 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.	The measure was met. Grade 5 was 81.8% proficient compared with the citywide average of 61.1%. Grade 8 was 42.2% proficient compared with the citywide average of 30.3%.	The measure was met. Grade 5 was 89.4% proficient compared with the citywide average of 73.7%. Grade 8 was 54.4% proficient compared with the citywide average of 38.8%.	The measure was met for grade 5 but not for grade 8. Grade 5 was 86.4% proficient compared with the citywide average of 76.8%. Grade 8 was 35.6% proficient compared with the citywide average of 39.1%.	Grade 5 students are 80.9% proficient and preliminary results indicate that grade 8 students are 54.3% proficient. Citywide results are not yet available.
		Met: Y	Met: Y	Met: N	Met: Y/N?
Goal V: NCLB Accountability System					
Absolute	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.	This year, we have received notification that our school is in "Good Standing" from the Department of Education.	This year, we have received notification that our school is in "Good Standing" from the Department of Education.	This year, we have received notification that our school is in "Good Standing" from the Department of Education.	This year, we have received notification that our school is in "Good Standing" from the Department of Education.
		Met: Y	Met: Y	Met: Y	Met: Y

Beginning with Children Charter School (BwCCS) - Academic Goals					
Measures	2006-07	2007-08	2008-09	2009-10	
Goal VI: BwCCS students will become proficient in Technology, Art, Music, and Physical Education.					
Absolute	Measure 1: At least 75% of students will receive a proficiency rating on their spring report card in Technology.	83% of students in grades 6-8 monitored by technology specialists were found to be proficient.	83.7% of students monitored internally through the Technology Assessment Checklists were found to be proficient.	BwCCS has not formally tracked student proficiency in technology since the fall of 2008 when the technology coordinator abruptly left before school started. Staff will implement a technology curriculum this fall to monitor student achievement in the subject.	See result for 2008-09.
		Met: Y	Met: Y	Met: N	Met: N
Absolute	Measure 2: At least 75% of students will receive a proficiency rating on their spring report cards in Art.	99% of K-5 students and 98% of 6-8 students earned proficient ratings on their report cards.	88.5% of students earned proficient ratings on their report cards.	88.6% of students earned proficient ratings on their report cards.	80.1% of lower school students 94.6% of middle school student earned proficient ratings on their report cards.
		Met: Y	Met: Y	Met: Y	Met: Y

Absolute	Measure 3: At least 75% of students will receive a proficiency rating on their spring report cards in Music.	99% of K-5 students and 98% of 6-8 students earned proficient ratings on their report cards.	83% of students received satisfactory/proficient ratings on their report cards.	90.7% of students received satisfactory/proficient ratings on their report cards.	82.1% of lower school students and 93.8% of middle school students earned proficient ratings on their report cards.
		Met: Y	Met: Y	Met: Y	Met: Y
Absolute	Measure 4: At least 75% of students will receive a proficiency rating on their spring report card in Physical Education.	99% of K-5 students and 100% of 6-8 students earned proficient ratings on their report cards.	96.2% of students received proficient ratings on their report cards.	93.7% of students received proficient ratings on their report cards.	96% of lower school students and 100% of middle school students earned proficient ratings on their report cards.
		Met: Y	Met: Y	Met: Y	Met: Y
Goal VII: Parents will express a high satisfaction rating with the school.					
Absolute	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.	90% of parents surveyed expressed overall satisfaction with the school's program. The average score was 4.4.	91% of parents surveyed online expressed overall satisfaction with the school's program. The average score was 4.3.	90% of parents surveyed expressed overall satisfaction with the school's program. The average score was 4.3.	Parent satisfaction ratings on the DOE Learning Environment Survey were above the city-wide average. Communications and engagement satisfaction ratings greatly exceeded the city average.
		Met: Y	Met: Y	Met: Y	Met: Y
Goal VIII: BwCCS will maintain a low attrition rate.					
Absolute	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.	Only one student withdrew due to dissatisfaction with the school's program.	Only two students withdrew due to dissatisfaction with the school's program.	Only two students withdrew due to dissatisfaction with the school's program.	Only three students withdrew due to dissatisfaction with the school's program.
		Met: Y	Met: Y	Met: Y	Met: Y

Beginning with Children Charter School (BwCCS) - Academic Goals					
Measures	2006-07	2007-08	2008-09	2009-10	
Goal IX: BwCCS students will maintain a high attendance rate.					
Absolute	Measure 1: Each year, BwCCS will have a daily student attendance rate of at least 90 percent.	The school's attendance rate was 93%.	The school's attendance rate was 93.5%.	The school's attendance rate was 93.1%.	The school's attendance rate was 93.5%
		Met: Y	Met: Y	Met: Y	Met: Y
Goal X: BwCCS will be substantially compliant with all legal requirements.					
Absolute	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.	The school was generally in compliance with all applicable laws, its By-Laws and its Charter.	The school was generally in compliance with all applicable laws, its By-Laws and its Charter.	The school was generally in compliance with all applicable laws, its By-Laws and its Charter.	The school continues to generally comply with all applicable laws, its By-Laws and its Charter.
		Met: Y	Met: Y	Met: Y	Met: Y
Absolute	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.	The school has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	The school has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	The school has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	The school has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
		Met: Y	Met: Y	Met: Y	Met: Y
Absolute	Measure 3: Each year, BwCCS will maintain a relationship with independent legal counsel who review relevant policies, documents, and incidents as needed and in proportion to the legal expertise on the Board of Trustees.	BwCCS maintains a relationship with independent legal counsel who reviews relevant policies, documents and incidents as needed by the Board of Trustees to ensure compliance with the law and other requirements.	BwCCS maintains a relationship with independent legal counsel who reviews relevant policies, documents and incidents as needed by the Board of Trustees to ensure compliance with the law and other requirements.	BwCCS maintains a relationship with independent legal counsel who reviews relevant policies, documents and incidents as needed by the Board of Trustees to ensure compliance with the law and other requirements.	BwCCS maintains a relationship with independent legal counsel who reviews relevant policies, documents and incidents as needed by the Board of Trustees to ensure compliance with the law and other requirements.
		Met: Y	Met: Y	Met: Y	Met: Y

Beginning with Children Charter School (BwCCS) - Academic Goals					
Measures	2006-07	2007-08	2008-09	2009-10	
Goal XI: BwCCS will make responsible financial decisions and demonstrate sound fiscal practices and management.					
Absolute	Measure 1: Over the life of the charter, BwCCS will operate on a balanced budget.	For the fiscal year ended 6/30/07, actual revenues exceeded actual expenses.	For the fiscal year ended 6/30/08, the audited financial statement reflected a deficit due to depreciation and amortization. The Board used allocated reserves to balance the budget.	For the fiscal year ended 6/30/09, actual revenues exceeded actual expenses.	For the fiscal year ending 6/30/10, BwCCS expects actual revenues to exceed actual expenses. Each year, BwCCS will strive to achieve a balanced budget.
		Met: Y	Met: Y	Met: Y	Met: Y
Absolute	Measure 2: BwCCS will receive unqualified opinions from its annual auditor.	BwCCS received an unqualified opinion on its financial statement from an independent auditor.	BwCCS received an unqualified opinion on its financial statement from an independent auditor.	BwCCS received an unqualified opinion on its financial statement from an independent auditor.	Every year since the charter's inception, the school has received an unqualified opinion on its financial
		Met: Y	Met: Y	Met: Y	Met: Y

Absolute				statements from an independent auditor. The most recent available is for fiscal year ending June 30, 2009.
		Met: Y	Met: Y	Met: Y
Absolute	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 ensure its compliance with its external auditor, SED and DOE.	BwCCS regularly reviews and revises the internal control procedures to ensure its compliance with its external auditor, SED and DOE.	BwCCS regularly reviews and revises the internal control procedures to ensure its compliance with its external auditor, SED and DOE.
		Met: Y	Met: Y	Met: Y
Absolute	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.	The BwCCS Board of Trustees provides sound financial oversight to further the school's mission, programs and goals.	The BwCCS Board of Trustees provides sound financial oversight to further the school's mission, programs and goals.	The BwCCS Board of Trustees provides sound financial oversight to further the school's mission, programs and goals.
		Met: Y	Met: Y	Met: Y
Absolute	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.	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.	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.	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.
		Met: Y	Met: Y	Met: Y
Absolute	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.	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.	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.	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.
		Met: Y	Met: Y	Met: Y

Beginning with Children Charter School (BwCCS) - Academic Goals				
Measures	2006-07	2007-08	2008-09	2009-10
Goal XI: BwCCS will make responsible financial decisions and demonstrate sound fiscal practices and management (continued).				
Absolute	Measure 7: Each year BwCCS will comply with financial reporting requirements.	BwCCS has been in full compliance with all financial reporting requirements.	BwCCS has been in full compliance with all financial reporting requirements.	BwCCS has been in full compliance with all financial reporting requirements.
		Met: Y	Met: Y	Met: Y
Absolute	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 maintained adequate financial resources to ensure stable operations and successfully monitor and manage cash flow.	BwCCS maintained adequate financial resources to ensure stable operations and successfully monitor and manage cash flow.	BwCCS maintained adequate financial resources to ensure stable operations and successfully monitor and manage cash flow.
		Met: Y	Met: Y	Met: Y

Part 4: Charter School Performance Data

The Beginning with Children Charter School has met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below chart of student achievement data.

These charts presents the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 14 and New York City.

Percent of Students Performing at or Above Grade Level – Whole School⁶

ELA				
	2007	2008	2009	2010
<i>BwCCS</i>	64.8%	65.2%	73.1%	39.1%
<i>CSD 14</i>	48.0%	54.2%	65.9%	37.7%
<i>NYC</i>	50.8%	57.6%	68.8%	42.4%

Math				
	2007	2008	2009	2010
<i>BwCCS</i>	73.6%	84.1%	83.9%	43.4%
<i>CSD 14</i>	61.2%	71.3%	79.5%	49.3%
<i>NYC</i>	65.2%	74.3%	81.8%	54.0%

Student Attendance Rate⁷

Student Attendance Rate	2006-2007	2007-2008	2008-2009	2009-2010
	93.0%	93.5%	94.1%	93.5%

⁶ Charter school, district and city test results taken from New York State testing data: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

⁷ Attendance rate taken from charter school annual reports.

Part 5: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.⁸

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.⁹

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹⁰ As one such charter entity, the New York City Department of Education (“NYC DOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.¹¹

⁸ See § 2850 of the Charter Schools Act of 1998.

⁹ See §§ 2851(4) and 2852 of the Act.

¹⁰ See generally §§ 2851(3) and 2851(4).

¹¹ § 2852(5)

B. NYC DOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYC DOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.¹²

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYC DOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Charter Schools Office of the NYC DOE ("NYC DOE CSO").

The NYC DOE CSO then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYC DOE CSO reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

¹² The NYC DOE charter renewal application is available on the Charter Schools Office website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

Part 6: Framing Questions and Key Benchmarks

I. FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYC DOE Charter Schools Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

II. RENEWAL BENCHMARKS:

Benchmark 1: Performance and Progress

An academically successful school can demonstrate outstanding student performance outcomes according to the following statistical analyses:

1. Absolute
2. Comparative
3. Value-Added / Progress
4. NCLB

Benchmark 2: Rigorous Instructional Program Strong School Environment

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

- Rigorous Instructional Program that includes:
 - Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
 - Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
 - Academic expectations that adults in the school clearly and consistently communicate to students
 - Classroom lessons with clear goals aligned with the curriculum
 - Classroom practices that reflect competent instructional strategies
 - Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
 - Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students
- A School Environment that Promotes Successful Teaching and Learning that includes:
 - An environment where students and staff feel safe and secure
 - Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
 - Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
 - Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
 - A professional culture focused on teaching and learning, with a qualified and competent teaching staff
 - Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement

- A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

Benchmark 3: Non-Academic Performance

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

Benchmark 4: Governance and Internal Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Effective School Governance that includes:
 - A clear and common understanding of the school's mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
 - An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
 - Policies, systems, and processes that facilitate effective governance of the school and that are followed consistently
 - Meaningful opportunities for staff and parents to become involved in school governance
 - Avenues of communication from the board of trustees to other members of the school community and vice-versa
 - Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
 - Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
 - Annual evaluations of the school leadership, based on clearly-defined goals and measurements
 - A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
 - A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress
 - A conflict of interest policy and code of ethics that are followed consistently
 - Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
 - An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

Benchmark 5: Sound Financial Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Healthy and Sound Financial Practices that include:
 - A long range financial plan that guides school operations
 - Realistic budgets that are monitored and adjusted when appropriate
 - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
 - Internal controls and procedures that are followed consistently and that result in prudent resource management
 - Capacity to correct any deficiencies or audit findings
 - Financial records that are kept according to GAAP

- Adequate financial resources to ensure stable operations
- Processes that maintain and successfully manage the school's cash flow
- Non-variable income streams that support critical financial needs

Benchmark 6: Parent and Student Satisfaction

A school that is a viable organization has the following characteristics:

Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

Benchmark 7: Sufficient Facilities and Physical Conditions

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has sufficient facilities and physical conditions conducive to the school implementing its program and meeting its goals.

Benchmark 8: Sufficient Reporting

A school that is in compliance with applicable laws and regulations has the following characteristics:

- Sufficient Reporting that includes
 - Annual reports and financial reports submitted completely and by deadline
 - Responses to DOE's or SED's requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

Benchmark 9: Appropriate Admissions Policy

A school that is in compliance with applicable laws and regulations has the following characteristics:

- An Appropriate Admissions Policy that includes
 - Opportunities for all interested parents to submit a complete application for enrollment
 - A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

Benchmark 10: Compliance with All Applicable Laws and Regulations

A school that is in compliance with applicable laws and regulations has the following characteristics:

- A Record of Substantial Compliance with:
 - Applicable health laws and regulations
 - Title I regulations
 - IDEA regulations to meet the needs of special education students

Part 7: NYC DOE School Progress Reports



Progress Report

2009-10

K-8

This Progress Report is for:

SCHOOL	Beginning With Children Charter School (84K705)
SCHOOL LEADER	Timothy Gembka
ENROLLMENT	447
SCHOOL TYPE	K-8
PEER INDEX	60.71

What does this grade mean?

C Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 37.3
- This school did better than 29% of all K-8 schools citywide.

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 29.5 - 41.1 receive a letter grade of C
- 36.5% of schools earned a C in 2009-10

K-8 School Table – Overall Grades

Grade	Score range	City summary
A	57.1 or higher	25.7% of schools
B	41.2 - 57.0	34.5% of schools
C	29.5 - 41.1	36.5% of schools
D	17.9 - 29.4	2.7% of schools
F	17.8 or lower	0.7% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

- School Environment** uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.
- Student Performance** measures student skill levels in English Language Arts and Math.
- Student Progress** measures median student improvement from last year to this year in English Language Arts and Math.
- Closing the Achievement Gap** gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Category **Calculated Score** **Category Grade**

School Environment	7.3 out of 15	B
Student Performance	5.0 out of 25	D
Student Progress	24.5 out of 60	C
Additional Credit	0.5 (15 max)	
Overall Score	37.3 out of 100	C

Quality Review Score
This school has not received a Quality Review.

State Accountability Status
Based on its performance, this school's State accountability status is: **In Good Standing (2009-10)**
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
		Percent at Proficiency
-		Self-Contained (ELA)
+0.5	14.3%	CTT (ELA)
	0.0%	SETSS (ELA)
-		Self-Contained (Math)
	9.5%	CTT (Math)
	4.8%	SETSS (Math)
		Percent at 75th Growth Percentile or Higher
-		English Language Learners (ELA)
	33.3%	Lowest Third Citywide (ELA)
	25.0%	Self-Contained/CTT/SETSS (ELA)
-		English Language Learners (Math)
	38.1%	Lowest Third Citywide (Math)
	30.6%	Self-Contained/CTT/SETSS (Math)

(-) Indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school's percentage of students with disabilities.

The peer schools for Beginning With Children Charter School are:

DBN	School Name	DBN	School Name
84M704	Harbor Sciences and Arts Charter School	84K717	Carl C. Isaacs Charter School
21K121	P.S. 121 Nelson A. Rockefeller	84K704	Kipp Academy Charter School
19K282	P.S. 282 Park Slope	20K192	P.S. 192 - The Magnet School for Math and Science Inquiry
29Q269	PS/IS 269	11X269	P.S. 98 Bronx
84M355	Ross Global Academy Charter School	84K359	The UR Charter School
84K706	Harriet Tubman Charter School	03M191	P.S. 191 Amsterdam
29Q219	P.S. 219 Paul Klapper	29Q138	P.S. 138 Sunrise
29Q158	P.S. 158 Laureton	10X095	P.S. 095 Sheila Mencher
29Q147	PS/MS 147 Ronald McNair	84M284	Harlem Children's Zone/Promise Academy Charter School
29Q270	The Gordon Parks School	03M180	P.S. 180 Hugo Newman
18K295	P.S. 295 Lenox School		
18K096	P.S. 96		
84K558	Achievement First Bushwick Charter School		
84K704	Explore Charter School		
84M981	Future Leaders Institute Charter School		
84K703	Beginning With Children Charter School		
84K356	Achievement First - Crown Heights Charter School		
11X194	PS/MS 194		
21K238	P.S. 238 Anne Sullivan		
06M311	Amalad Dual Language School		
02M111	P.S. 111 Adolph S. Ochs		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/tools/report/default.htm>, or send us an email at pr_support@schools.nyc.gov

Results by Category

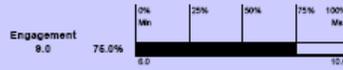
SCHOOL: Beginning With Children Charter School (84K793)
SCHOOL LEADER: Timothy Gembla

K-8

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (8.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

School Environment

Comprises 15% of the Overall Score

This Year's Score: Survey Scores (10 points)		Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
B	7.3 out of 15				
Academic Expectations:	7.8	47.8%	6.8 - 8.0	60.0%	8.8
Communication:	6.5	60.0%	5.8 - 8.0	60.0%	8.9
Engagement:	7.3	64.6%	6.1 - 8.3	64.6%	8.3
Safety and Respect:	7.6	63.8%	6.2 - 8.8	66.0%	8.7
Attendance (6 points)	93.5%	38.3%	91.1% - 97.2%	63.4%	97.8%

Student Performance

Comprises 25% of the Overall Score

This Year's Score: English Language Arts		Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
D	5 out of 25				
Percentage of Students at Proficiency (Level 3 or 4):	39.1%	26.8%	18.1% - 96.3%	30.8%	297
Median Student Proficiency (1.00-4.50):	2.81	28.6%	2.53 - 3.48	36.4%	297
Mathematics					
Percentage of Students at Proficiency (Level 3 or 4):	43.4%	1.8%	42.5% - 100.0%	10.7%	297
Median Student Proficiency (1.00-4.50):	2.87	16.3%	2.66 - 4.03	23.6%	297

Student Progress

Comprises 60% of the Overall Score

This Year's Score: English Language Arts		Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
C	24.5 out of 60				
Median Growth Percentile	63.0	41.8%	49.5 - 81.8	28.8%	245
Median Growth Percentile for School's Lowest Third	64.0	26.1%	53.4 - 89.0	9.8%	91
Mathematics					
Median Growth Percentile	63.0	48.8%	40.0 - 87.0	43.8%	245
Median Growth Percentile for School's Lowest Third	69.0	68.8%	45.2 - 87.1	60.8%	89

Progress
Report
Grade

B

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 57.7
- This score places the School in the 5 percentile of all K-8 schools Citywide - i.e., 5 percent of those schools scored lower than this school

This Progress Report is for:

SCHOOL	Beginning With Children Charter School (84K703)
SCHOOL LEADER	Timothy Gembka
ENROLLMENT	451
SCHOOL TYPE	K-8
PEER INDEX	50.47

Category	Calculated Score	Category Grade
School Environment	8.4 out of 15 	B
Student Performance	16.6 out of 25 	B
Student Progress	28.9 out of 80 	C
Additional Credit	3.8 (15 max) 	
Overall Score	57.7 out of 100 	B

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 54-67.9 receive a letter grade of B
- 13% of schools earned a B in 2008-09

K-8 School Table - Overall Grades

Grade	Score range	City summary
A	68.0-100	85.4% of schools
B	54-67.9	13.1% of schools
C	43.0-53.9	1.5% of schools
D	33.0-42.9	0% of schools
F	0-32.9	0% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school did not receive a Quality Review in 2008-09.

State Accountability Status

Based on its 2008-09 performance, this school is:

In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
-		English Language Learners
	27.0%	Special Education Students
+1.5	38.7%	Hispanic Students in the Lowest Third Citywide
+1.5	50.0%	Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide
		Mathematics
-		English Language Learners
	21.6%	Special Education Students
	17.6%	Hispanic Students in the Lowest Third Citywide
+0.75	34.8%	Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide

(-) indicates less than 10 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Beginning With Children Charter School are:

DBN	School Name	DBN	School Name
02M126	P.S. 126 Jacob August Ritts	84K359	The Uff Charter School
02M225	Ella Baker School	06M311	Amistad Dual Language School
11X083	P.S. 083 Donald Hertz	17K161	P.S. 161 The Crown
18K235	P.S. 235 Lenox	84K704	Explore Charter School
29Q270	P.S. / I.S. Q270	84X706	Harriet Tubman Charter School
09M187	P.S. 187 Hudson Cliffs	11X089	P.S. 089 Bronx
09M223	The Matt Hall School	02M111	P.S. 111 Adolph S. Ochs
84M561	Future Leaders Institute Charter School	20K152	P.S. 152 Brooklyn
29Q268	P.S. 268	11X194	PS/MS 194
29Q219	P.S. 219 Paul Klapper	02M191	P.S. 191 Amsterdam
29Q156	P.S. 156 Laureton		
84K356	Achievement First- Crown Heights Charter School		
27Q225	P.S. 225 Seaside		
18K066	P.S. 66		
29Q147	P.S. 147 Ronald McNair		
21K238	P.S. 238 Anne Sullivan		
84M284	Harlem Children's Zone/Promise Academy Charter School		
10K280	P.S. 280 Mosholu Parkway		
84X717	Carl G. Lanza Charter School		
30Q127	P.S. 127 Aerospace Science Magnet		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at pr_support@schools.nyc.gov.

Results by Category

SCHOOL: Beginning With Children Charter School
SCHOOL LEADER: Timothy Gambka

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score: **8.4 out of 15**

B

- Academic Expectations:
- Communication:
- Engagement:
- Safety and Respect:
- Attendance (5 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
7.3	6.3				8.8	6.1				8.5	
6.7	5.4				7.7	5.4				7.6	
6.6	5.4				8.0	5.3				7.9	
7.4	5.8				8.7	5.4				8.6	
94.1%	80.1%				97.4%	85.9%				97.1%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **16.6 out of 25**

B

- English Language Arts
 - Percentage of Students at Proficiency (Level 3 or 4):
 - Median Student Proficiency (1.00-4.50):
- Mathematics
 - Percentage of Students at Proficiency (Level 3 or 4):
 - Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
72.8%	30.3%				88.1%	18.3%				80.9%	301
3.15	2.72				3.43	2.53				3.53	301
83.7%	42.5%				100.0%	55.7%				100.0%	300
3.41	2.77				3.92	2.56				4.04	300

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **28.9 out of 60**

C

- English Language Arts
 - Percentage of Students Making at Least 1 Year of Progress
 - Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
 - Average Change in Student Proficiency for Level 1 and Level 2 Students
 - Average Change in Student Proficiency for Level 3 and Level 4 Students
- Mathematics
 - Percentage of Students Making at Least 1 Year of Progress
 - Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
 - Average Change in Student Proficiency for Level 1 and Level 2 Students
 - Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
55.0%	45.5%				70.4%	44.6%				71.2%	263
81.7%	65.5%				93.1%	65.6%				91.9%	93
0.37	0.12				0.48	0.13				0.43	92
(0.08)	(0.18)				0.03	(0.24)				0.06	171
57.2%	41.9%				76.6%	39.5%				82.8%	262
65.5%	50.8%				87.1%	49.8%				87.1%	87
0.32	0.06				0.56	0.07				0.87	41
(0.05)	(0.20)				0.14	(0.24)				0.16	221

Progress Report Grade

B

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2007-08 is 51.9
- This score places the School in the 39 percentile of all K-8 schools Citywide—i.e., 39 percent of those schools scored lower than this school
- This school did not have a 2006 target because it did not receive a grade last year

This Progress Report is for:

SCHOOL	Beginning With Children Charter School (84K703)
SCHOOL LEADER	Cynthia Bailey
ENROLLMENT	446
SCHOOL TYPE	K-8
PEER INDEX	60.47

Category	Calculated Score	Category Grade
School Environment	9.1 out of 15	B
Student Performance	16.0 out of 25	B
Student Progress	25.3 out of 80	B
Additional Credit	1.5 (15 max)	
Overall Score	51.9 out of 100	B

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 49.7–66.6 receive a letter grade of B
- 42% of schools earned a B in 2007-08

K-8 School Table – Overall Grades

Grade	Score range	City summary
A	66.7–98.5	24% of schools
B	49.7–66.6	42% of schools
C	38.4–49.6	24% of schools
D	23.4–38.3	9% of schools
F	22.9–23.4	1% of schools

In This Report:

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School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school did not receive a Quality Review in 2007-08.

State Accountability Status

Based on its 2006-07 performance, this school is: **In Good Standing**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
English Language Arts		
-	-	English Language Learners
+0.75	33.3%	Special Education Students
-	16.1%	Hispanic Students in the Lowest Third Citywide
-	18.2%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
Mathematics		
-	-	English Language Learners
+0.75	36.7%	Special Education Students
-	21.3%	Hispanic Students in the Lowest Third Citywide
-	20.0%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide

(-) indicates less than 15 students in this category

Peer Schools

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For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

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02M225	Ella Baker School	09M311	Armed Dual Language School
11X083	P.S. 083 Donald Heitz	17K181	P.S. 181 The Crown
18K295	P.S. 295 Lenox	84K704	Explore Charter School
26Q270	P.S. / I.S. Q270	84K706	Hamel Tubman Charter School
06M187	P.S. 187 Hudson City	11X089	P.S. 089 Bronx
08M223	The Matt Hill School	03M111	P.S. 111 Adolph S. Ochs
84M881	Future Leaders Institute Charter School	20K192	P.S. 192 Brooklyn
29Q288	P.S. 288	11X194	PSIMS 194
25Q216	P.S. 216 Paul Klapper	03M191	P.S. 191 Amsterdam
29Q156	P.S. 156 Laureton		
84K356	Achievement First- Crown Heights Charter School		
27Q225	P.S. 225 Seaside		
18K066	P.S. 66		
29Q147	P.S. 147 Ronald Monair		
21K238	P.S. 238 Anne Sullivan		
84M284	Harlem Children's Zone/Promise Academy Charter School		
10X280	P.S. 280 Moshok Parkway		
84K717	Carl C. Jahn Charter School		
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Results by Category

SCHOOL Beginning With Children Charter School
SCHOOL LEADER Cynthia Bailey

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

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In this example, the school's attendance is 90%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
0.608 x 15 = 9.1

B

Survey Scores (10 points)
Academic Expectations:
Communication:
Engagement:
Safety and Respect:
Attendance (5 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
7.7	90.8%	88.7%	
6.6	62.2%	64.6%	
7.0	81.6%	85.4%	
7.9	74.2%	78.1%	
93.5%	53.0%	64.7%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.638 x 25 = 16

B

English Language Arts
Percentage of Students at Proficiency (Level 3 or 4):
Median Student Proficiency (1.00-4.50):
Mathematics
Percentage of Students at Proficiency (Level 3 or 4):
Median Student Proficiency (1.00-4.50):

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
65.3%	82.1%	86.1%	291
3.15	90.8%	82.0%	291
83.5%	71.3%	74.3%	291
3.45	68.1%	60.1%	291

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.422 x 60 = 25.3

B

English Language Arts
Percentage of Students Making at Least 1 Year of Progress
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
Average Change in Student Proficiency for Level 1 and Level 2 Students
Average Change in Student Proficiency for Level 3 and Level 4 Students
Mathematics
Percentage of Students Making at Least 1 Year of Progress
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
Average Change in Student Proficiency for Level 1 and Level 2 Students
Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
50.7%	20.8%	22.8%	259
68.5%	11.2%	11.4%	86
0.15	9.1%	8.7%	97
(0.07)	62.4%	68.7%	162
65.8%	86.1%	80.7%	257
76.5%	70.8%	71.8%	81
0.27	42.8%	40.0%	70
(0.03)	60.0%	62.6%	167