

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

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2007 - 2008

Charter School Information and Cover Page

Name of Charter School: **Beginning with Children Charter School**

Address **11 Bartlett Street**

Brooklyn, NY 11206

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

BEDS # **33-014-00-860825**

District/CSD _____ of

Location **District 14**

Charter Entity **DOE**

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

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

President, Board of Trustees **John Day**
(print name)

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

SED Section I. State Assessment Data (All Students)

Grades 3-8 State ELA Assessment Results																								
Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2007-08	2.0%	24.5%	53.1%	20.4%	8.2%	32.7%	55.1%	4.1%	0.0%	20.0%	74.0%	6.0%	4.2%	41.7%	54.2%	0.0%	0.0%	36.0%	64.0%	0.0%	0.0%	40.4%	57.4%	2.1%
2006-07	2.1%	25.0%	62.5%	10.4%	5.9%	21.6%	72.5%	0.0%	0.0%	27.1%	66.7%	6.3%	0.0%	46.9%	53.1%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	50.0%	45.8%	4.2%
2005-06	5.9%	21.6%	70.6%	2.0%	6.0%	16.0%	68.0%	10.0%	7.7%	34.6%	48.1%	9.6%	6.1%	44.9%	44.9%	4.1%	6.0%	54.0%	38.0%	2.0%	2.2%	43.5%	50.0%	4.3%

Grades 3-8 State Math Assessment Results																								
Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2007-08	0.0%	4.0%	64.0%	32.0%	2.0%	12.2%	75.5%	10.2%	0.0%	24.0%	60.0%	16.0%	6.1%	22.4%	61.2%	10.2%	0.0%	6.0%	70.0%	24.0%	0.0%	19.1%	70.2%	10.6%
2006-07	0.0%	26.5%	53.1%	20.4%	2.0%	30.0%	56.0%	12.0%	2.0%	26.0%	52.0%	20.0%	2.1%	17.0%	55.3%	25.5%	2.0%	30.6%	51.0%	16.3%	4.2%	29.2%	45.8%	20.8%
2005-06	3.9%	3.9%	74.5%	17.6%	4.0%	22.0%	64.0%	10.0%	1.9%	32.7%	53.8%	11.5%	6.1%	24.5%	51.0%	18.4%	4.0%	44.0%	44.0%	8.0%	0.0%	20.0%	64.4%	15.6%

Section I. State Assessment Data (cont.)

State Science Assessment Results								
Year of Test	Grade 4				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4
2007-08	*	*	*	*	*	*	*	*
2006-07	0.0%	2.0%	43.1%	54.9%	14.6%	43.8%	37.5%	4.2%
2005-06	2.0%	2.0%	38.8%	57.1%	0.0%	40.0%	55.6%	4.4%

State Social Studies Assessment Results								
Year of Test	Grade 5				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4
2007-08	3.9%	7.8%	74.5%	13.7%	*	*	*	*
2006-07	4.2%	14.6%	68.8%	12.5%	2.2%	55.6%	35.6%	6.7%
2005-06	2.0%	5.9%	64.7%	27.5%	0.0%	44.4%	51.1%	4.4%

* results not yet available

Section I. State Assessment Data (cont.)

ELA State Exam Day of Test Enrollment							
Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Percent Proficient
3	1/7/2008 - 1/18/2008	50	1*	0	0	49	73.5%
4	1/7/2008 - 1/18/2008	49	0	0	0	49	59.2%
5	1/7/2008 - 1/18/2008	50	0	0	0	50	80.0%
6	1/14/2008 - 1/25/2008	48	0	0	0	48	54.2%
7	1/14/2008 - 1/25/2008	50	0	0	0	50	64.0%
8	1/14/2008 - 1/25/2008	50	0	0	0	50	59.6%

*medically excused

Math State Exam Day of Test Enrollment							
Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Percent Proficient
3	3/3/2008-3/14/2008	50	0	0	0	50	96.0%
4	3/3/2008-3/14/2008	49	0	0	0	49	85.7%
5	3/3/2008-3/14/2008	50	0	0	0	50	76.0%
6	3/6/2008 - 3/19/2008	49	0	0	0	49	71.4%
7	3/6/2008 - 3/19/2008	50	0	0	0	50	94.0%
8	3/6/2008 - 3/19/2008	47	0	0	0	47	80.9%

Section I. State Assessment Data (cont.)

Science State Exam Day of Test Enrollment							
Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Percent Proficient
4							
8							

Social Studies State Exam Day of Test Enrollment							
Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Percent Proficient
5	11/14/2008-11/20/2008	51	0	0	0	51	88.2%
8							

Progress Towards Goals

<p align="center">Goal/Objective: Desired Level of Attainment</p>	<p align="center">Actual Result: Observed Level of Attainment</p>	<p align="center">Measure Used To Indicate Attainment of The Goal/Objective</p>	<p align="center">Was the Goal/ Objective Met? (Y/N)</p>	<p align="center">Explanation if Not Met</p>
<p>Goal I: BwCCS students will become proficient readers and writers of the English language.</p>				
<p>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.</p>	<p>68.9% of BwCCS cohort students in grades 3-8 were proficient compared with 57.6% city-wide (see page 18 for more information).</p>	<p>New York State (NYS) English Language Arts (ELA) Exam</p>	<p align="center">Y</p>	
<p>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.</p>	<p>The school's performance index for 2007-08 was 163, far exceeding the AMO of 133 (see page 22).</p>	<p>No Child Left Behind Outcomes Annual Yearly Progress (AYP): Performance Index calculation based on 2007-08 NYS ELA Exam results</p>	<p align="center">Y</p>	
<p>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.</p>	<p>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 (see page 23 for further analysis).</p>	<p align="center">NYS ELA Exam</p>	<p align="center">Y</p>	

Progress Towards Goals (cont.)

<p align="center">Goal/Objective: Desired Level of Attainment</p>	<p align="center">Actual Result: Observed Level of Attainment</p>	<p align="center">Measure Used To Indicate Attainment of The Goal/Objective</p>	<p align="center">Was the Goal/ Objective Met? (Y/N)</p>	<p align="center">Explanation if Not Met</p>
<p>Goal I (cont.): BwCCS students will become proficient readers and writers of the English language</p>				
<p>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.</p>	<p>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 (see page 24).</p>	<p align="center">Group Reading Assessment and Diagnostic Evaluation (GRADE)</p>	<p align="center">N</p>	<p>BwCCS met the measure in grade 1 but not in grade 7. <u>Action Plan:</u> In light of the significant gains made in the 7th grade on the NYS ELA exam, we will explore elements covered in the GRADE that are not on the NYS test and focus on better supporting those skills.</p>
<p>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.</p>	<p>BwCCS exceeded the NYC average proficiency rate in ELA in all grades; therefore the above analysis is not applicable. Since last year, the overall ELA growth in grades 3-8 was 7.6 percentage points (see page 25).</p>	<p align="center">NYS ELA Exam</p>	<p align="center">Y</p>	

Progress Towards Goals (cont.)

<p align="center">Goal/Objective: Desired Level of Attainment</p>	<p align="center">Actual Result: Observed Level of Attainment</p>	<p align="center">Measure Used To Indicate Attainment of The Goal/Objective</p>	<p align="center">Was the Goal/ Objective Met? (Y/N)</p>	<p align="center">Explanation if Not Met</p>
<p>Goal II: BWCCS students will become proficient in the understanding and application of mathematical skills and concepts.</p>				
<p>Measure 1: Each year, BwCCS students in grades 3-8 will exceed the New York City average on the NYS Math exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.</p>	<p>86.0% of BwCCS cohort students in grades 3-8 were proficient compared with 74.3% city-wide.</p>	<p align="center">NYS Math Exam</p>	<p align="center">Y</p>	
<p>Measure 2: Each year, BWCCS' aggregate Performance Index on the State Math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</p>	<p>The school's performance index for 2007-08 was 183, far exceeding the AMO of 102.</p>	<p>No Child Left Behind Outcomes Annual Yearly Progress (AYP): Performance Index calculation based on 2007-08 NYS Math Exam results</p>	<p align="center">Y</p>	
<p>Measure 3: Each year, the proficiency rate on the NYS Math Exams for BWCCS students will exceed the proficiency rates of students from Districts 14, 16, and 32 in NYC. Only students who have been enrolled at BWCCS for at least two years will be included in this analysis.</p>	<p>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 far exceeded that of these neighboring districts.</p>	<p align="center">NYS Math Exam</p>	<p align="center">Y</p>	

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal II (cont.): BWCCS students will become proficient in the understanding and application of mathematical skills and concepts.				
<p>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.</p>	<p>Grades 3 and 6 showed gains and met the measure; grades 1, 2 4 and 5 did not meet the measure; grades 7 and 8 exceeded an NCE of 50 last year and thus are not included in this analysis (see page 35).</p>	<p align="center">Group Mathematics Assessment and Diagnostic Evaluation (GMADE)</p>	<p align="center">N</p>	<p>The GMADE results reflect that students are not making adequate progress in math and underscore the need to analyze the school's current math program K-8. <u>Action Plan:</u> We intend to conduct a comprehensive review of leading math programs to determine a more appropriate program for our student needs.</p>
<p>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.</p>	<p>Last 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 (see page 36).</p>	<p align="center">NYS Math Exam</p>	<p align="center">Y</p>	

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal III: BWCCS students will become proficient in Science.				
Measure 1 (Absolute): Each year, BwCCS students will exceed the New York City average on the 4 th and 8 th grade NYS Science exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	<i>Results not available</i>	NYS Science Exam	Not Yet Available	
Measure 2 (Absolute): No Child Left Behind Outcomes Adequate Yearly Progress (AYP) – Each year, BwCCS' Performance Index on the 4 th and 8 th grade State Science exams will meet the Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	<i>Results not available</i>	No Child Left Behind (NCLB) Accountability System	Not Yet Available	
Goal IV: BWCCS students will become proficient in Social Studies.				
Measure 1 (Absolute): Each year, BwCCS students will exceed the New York City average on the 5 th and 8 th grade NYS Social Studies exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.	<i>Grade 8 results not available</i>	NYS Social Studies Exam	Not Yet Available	

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal V: NCLB Accountability System				
Measure 1: School performance on NCLB accountability system. Under the state's NCLB accountability system, the school's Accountability Status will be "Charter School in Good Standing" each year.		Each year, we have received notification that our school is in "Good Standing" from the Department of Education.	Y	
Goal VI: BwCCS students will become proficient in Technology, Art, Music, and Physical Education.				
Measure 1: At least 75% of students will receive a proficiency rating on their spring report card in Technology.	83.7% of students monitored internally through the Technology Assessment Checklists were found to be proficient (see page 44).	Technology Assessment Checklist aligned to NETS*S performance indicators	Y	
Measure 2: At least 75% of students will receive a proficiency rating on their spring report cards in Art.	88.5% of students earned proficient ratings on their report cards (see page 45).	Spring 2008 cumulative proficiency on specialist subject report cards	Y	
Measure 3: At least 75% of students will receive a proficiency rating on their spring report cards in Music.	83% of students received satisfactory/proficient ratings on their report cards (see page 45).	Spring 2008 cumulative proficiency on specialist subject report cards	Y	
Measure 4: At least 75% of students will receive a proficiency rating on their spring report card in Physical Education.	96.2% of students received proficient ratings on their report cards (see page 46).	Spring 2008 cumulative proficiency on specialist subject report cards	Y	

Progress Towards Goals (cont.)

<p align="center">Goal/Objective: Desired Level of Attainment</p>	<p align="center">Actual Result: Observed Level of Attainment</p>	<p align="center">Measure Used To Indicate Attainment of The Goal/Objective</p>	<p align="center">Was the Goal/ Objective Met? (Y/N)</p>	<p align="center">Explanation if Not Met</p>
<p>Goal VII: Parents will express a high satisfaction rating with the school.</p>				
<p>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.</p>	<p>91% of parents surveyed online expressed overall satisfaction with the school's program (see page 47).</p>	<p>Internally created family surveys</p>	<p align="center">Y</p>	
<p>Goal VIII: BwCCS will maintain a low attrition rate.</p>				
<p>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.</p>	<p>Of the 33 students who transferred out of the school during 2007-08 only two students (6.1%) withdrew because of dissatisfaction with the school's program.</p>	<p>We review our ATS discharge data and our in-house log records to monitor trends of when and for what reasons families leave.</p>	<p align="center">Y</p>	

Progress Towards Goals (cont.)

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Goal IX: BwCCS students will maintain a high attendance rate.				
Measure 1: Each year, BwCCS will have a daily student attendance rate of at least 90 percent.	The school's attendance rate for 2007-08 was 93.5%.	ATS biographical roster	Y	
Goal X: BwCCS will be substantially compliant with all legal requirements.				
Measure 1: Each year, BwCCS will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act, and the provisions of its By-Laws and Charter.	Although the school has not received written results from the most recent oversight visit, school leaders were told during the verbal "debrief" that the school appeared to be in compliance with all requirements.	DOE ONS and SED conduct regular oversight visits and BwCCS conducts internal compliance audits.	Y	
Measure 2: Each year, BwCCS will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	See above under Measure 1.	See above under Measure 1.	Y	
Measure 3: Each year, BwCCS will maintain a relationship with independent legal counsel who review relevant policies, documents, and incidents and make recommendations as needed and in proportion to the legal expertise on the Board of Trustees.	BwCCS met this measure.	BwCCS consults an attorney in private practice with the Tannenbaum, Helpert, Syracuse & Hirschtritt firm for legal advice relating to its operations, including policies and procedures, documents, and particular incidents. One	Y	

		member of the Board is a practicing attorney and a partner of a major NYC law firm.		
--	--	---	--	--

Goal XI: BwCCS will make responsible financial decisions and demonstrate sound fiscal practices and management.				
Measure 1: Over the life of the charter, BwCCS will operate on a balanced budget.	For the fiscal year ended 6/30/08, BwCCS expects actual revenues to exceed actual expenses. Each year, BwCCS will strive to achieve a balanced budget.	The Board meets on a monthly basis to discuss the school's financial standing at its meetings. In addition, the Chair of the Finance Committee consults on a regular basis with the Business Manager and Director.	Y	
Measure 2: BwCCS will receive unqualified opinions from its annual auditor.	Each year for the years ended 2001-2007, BwCCS has received unqualified opinions on its financial statements from an independent auditor.	BwCCS retains McGladrey & Pullen as our auditors. They review the school's finances during the annual audit in the late summer and make a report to the Board in the fall each year.	Y	
Measure 3: Each year, BwCCS will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, authorizer or the New York State Department of Education.	BwCCS regularly reviews and revises the internal control procedures to be in compliance with its external auditor, SED and DOE.	See under Measure 2 above.	Y	
Measure 4: Each year, the BwCCS	The BwCCS Board of		Y	

<p>Board of Trustees will provide effective financial oversight, including financial decisions that further the school's mission, program and goals.</p>	<p>Trustees is prepared to provide sound financial oversight to further the school's mission, programs and goals. The BwCCS Board meets approximately every month. At each meeting, the state of the school's financial position is presented to the full Board for review and discussion. The financial committee worked directly with the school leadership to develop the 2008-2009 budget. The outcome was a proper balance between financial responsibility and providing the best education possible for the students. The school's needs and desires were addressed during the budget process.</p>	<p>See above under Measure 1. In addition, the Board monitors a "dashboard" of metrics for its monthly meetings relating to the school's operations. This tool allows the Board to closely monitor the school's progress and alignment with the school's mission, program and goals.</p>		
<p>Measure 5: Each year, BwCCS will operate pursuant to a long-range financial plan and create realistic budgets that are monitored and adjusted when appropriate.</p>	<p>BwCCS has defined a long-range financial plan and adjusts this plan each year during its budget process. Adjustments are made with full Board review and approval during the year as needed.</p>	<p>The Finance Committee conducts extensive budget meetings each spring. The committee makes adjustments to the long range plan according to programmatic needs.</p>	<p>Y</p>	
<p>Measure 6: Each year BwCCS will maintain appropriate internal controls and procedures and accurately document transactions in accordance with the Board of Trustee's direction and laws, regulations, grants and contracts.</p>	<p>BwCCS maintains appropriate internal controls and procedures and accurately documents transactions in accordance with the Board of Trustee's direction and laws,</p>	<p>See above under Measure 1. The Board reviews the school's Financial Policies and Procedures on a regular basis. The business office gives presentations to staff to ensure</p>	<p>Y</p>	

	regulations, grants and contracts.	compliance with these policies.		
Measure 7: Each year BwCCS will comply with financial reporting requirements.	BwCCS has been in full compliance with all financial reporting requirements to our Board of Trustees and regulatory bodies.	See above under Measure 1.	Y	
Measure 8: Over the life of the charter, BwCCS will maintain adequate financial resources to ensure stable operations and successfully monitor and manage cash flow.	BwCCS maintains adequate financial resources to ensure stable operations and successfully monitors and manages cash flow.	See above under Measures 1 and 5.	Y	

SED Section II: Charter School Student and Teacher Attrition Rates

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	2	4	1
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	18	16	15
Number of students leaving for more restrictive special education setting	3	4	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	9	11	5
Number leaving for other reasons (undetermined)	1	0	3
Total number of students leaving.	33	35	24
Highest Number Enrolled (July 1 – June 30)	454	466	474
Total Percent Attrition	7.3%	7.5%	5.1%

Charter School Teacher Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	25	26	25
Number of Special Area Teachers	9	8	9
Total Number of Teachers	34	34	34
Total Number of Teachers Leaving	6	5	10
Total Percent Attrition	17.6%	14.7%	29.4%

Additional Evidence/Reflection on Progress Towards Goals

Introduction

Beginning with Children Charter School (BwCCS) is a progressive school focused on the delivery of rigor, richness, and results that fosters high academic achievement and strives to develop independent thinkers and active citizens. State test scores in ELA and math are historically above the district and citywide averages and competitive with state levels. Meeting these important accountability benchmarks is done without sacrificing specialized programs in music, art and physical education. An innovative staffing model allows staff to continuously improve reading and math achievement while engaging our students in robust science and integrated technology programs for every grade. Clubs, specialized courses like high school algebra and a full service after-school program round out a comprehensive school model of enrichments and supports.

BwCCS provides a host of rich opportunities for students to meet state standards and engage in meaningful experiences that resulted in the unconditional renewal of the school's Charter for five years in 2006-07. Our program focuses on the development of the whole child in the context of a rigorous academic program. The K-8 math program culminates in Regents Math class for eligible seventh and eighth graders with a 100% pass rate. A highly productive after-school MATHCOUNTS program resulted in the math team winning first place in both the team and student category of a recent citywide charter school math competition. Customized science classrooms offer lab facilities and an experiential learning environment for students in all grades. The annual Science Exploratorium allows K-5 students to showcase their scientific skills to parents and community members by conducting experiments for an entire day. This past spring, middle school students showcased their talents before an audience of science dignitaries at Pfizer Inc.'s launch of the PBS Nova Science program held at the American Museum of Natural History. Technology is integrated throughout the curriculum; laptop carts and a dedicated technology lab in the Middle School enable teachers to conduct class lessons so students learn to use computer programs effectively. The technology program also culminates in the Technology Fair which gives students an opportunity to display their knowledge and skills for parents and the wider community.

BwCCS has longstanding partnerships with numerous organizations that provide unique learning opportunities and programs for our students. For example, Chess-in-the-Schools and the Brooklyn Philharmonic enable our students to engage in cultural and educational experiences that broaden their horizons and provide them with invaluable opportunities to experience the larger world in which they live. A comprehensive high school and college awareness program and a partnership with College for Every Student help prepare graduates for success in high school, college and beyond, resulting in a high school graduation rate of 85%. BwCCS is proud to be a community where parents are actively involved through well-crafted student showcases that attract families to the school.

Data-Driven Decision Making

BwCCS continues to work at making data the heart of its instructional decision making. Data is collected for all students beginning in kindergarten using a range of assessment tools to assure numerous data sources on student learning. E-CLAS is administered for Grades K-2 as a pre and post-test measure. QRI is utilized for Grades 3-5 as baseline reading assessments. Internally created interim assessments based on State Standards in math and ELA for Grades 3-8 check for mastery and identify the need for reteaching. NYS Assessments in ELA, math, social studies, and science for Grades 3-8 help the school monitor student learning to state standards and drive curricular revisions. Yearly Group Math Assessment and Diagnostic Evaluation (GMADE) and Group Reading Assessment and Diagnostic Evaluation (GRADE) results help track longitudinal performance data. Student writing folders in grades K-8 help monitor student writing development.

Student performance data is used with staff at team and departmental meetings at least five times each year. Baseline assessments given in September inform staff of student proficiencies and deficiencies and provide the basis for instructional groups. Performance data is used to target students for extended day and after-school remediation and enrichment programs on an on-going basis for grouping instruction. Staff also analyzes data regularly at team and departmental meetings. Teachers align instruction for special needs as mandated in student Individual Educational Plans (IEPs). The Special Needs Coordinator, special education teachers, and other teachers and specialists continually assess and track students at-risk and adapt the learning program as required with the results of student assessments. In addition to academic performance data, the school leadership evaluates performance data that supports school-wide initiatives such as perfect attendance and punctuality.

The School Wide Action Plan (SWAP) is an accountability document that organizes the school's priorities into a system of benchmarks and outcomes. Data drives the creation of the SWAP and determines priorities for the Plan. A representative group of BwCCS stakeholders writes the SWAP based on the needs identified through data and targets, including the professional development needs of the staff. Weekly Leadership Cabinet meetings monitor the goals in the SWAP by analyzing evidence of its implementation and modify the Plan as needed to better support student progress and program quality.

1. GOALS

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

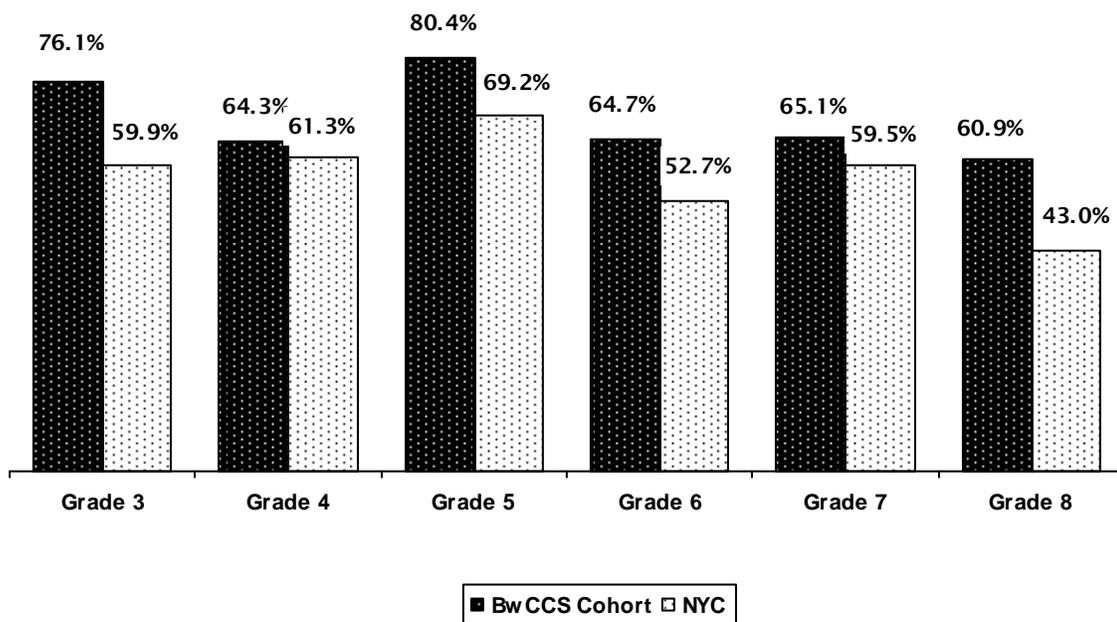
Measure 1 (Absolute): Student performance on the New York State English Language Arts (NYS ELA) Exams. *Each year, BwCCS students in grades 3 through 8 will exceed the New York City average on the NYS ELA Exams. Only students who have been enrolled at BwCCS for at least two years will be included in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

Method

The NYS ELA examination is administered to all students in Grades 3-8 to meet requirements under No Child Left Behind and as part of the BWCCS Accountability Plan. The BWCCS assessment coordinator schedules, coordinates, and oversees the administration of these tests and ensures participation rates, accommodations, and compliance practices.

Results

**2007-08 NYS ELA Proficiency
BwCCS Compared to NYC Public Schools**



NYS ELA Proficiency Rates BwCCS Cohort				
	2007 – 08		2006 - 07	
	BwCCS	NYC	BwCCS	NYC
3rd	76.1%	59.9%	71.1%	56.4%
4th	64.3%	61.3%	71.4%	56.0%
5th	80.4%	69.2%	72.7%	56.1%
6th	64.7%	52.7%	56.5%	49.8%
7th	65.1%	59.5%	46.8%	45.4%
8th	60.9%	43.0%	50.0%	41.8%
All	68.9%	57.6%	61.3%	50.8%

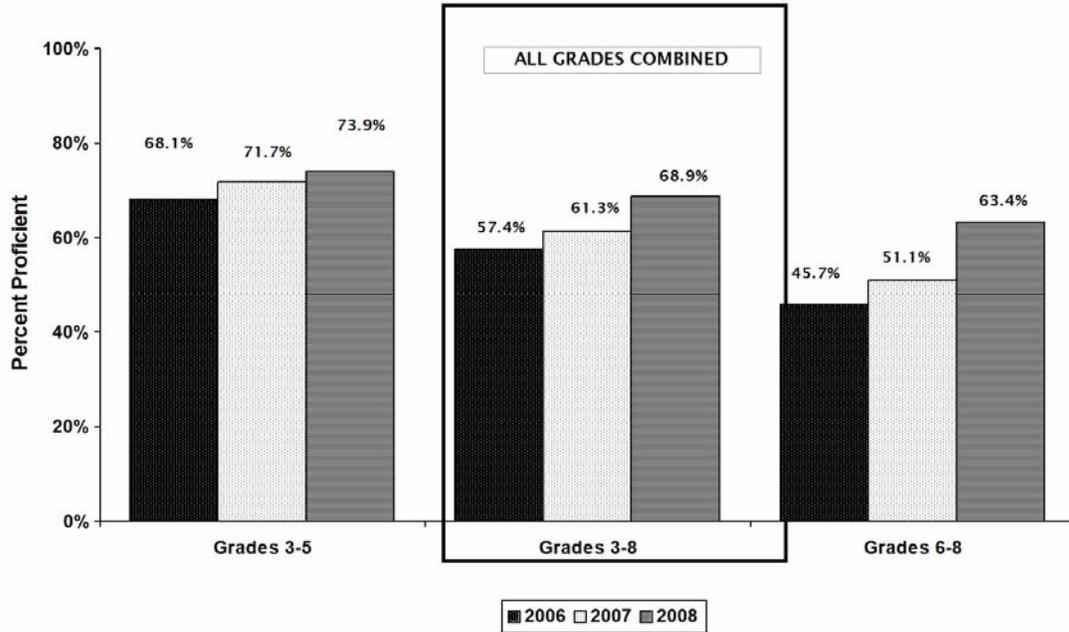
Evaluation

BwCCS met this measure for all grades and BwCCS gains in ELA proficiency continue to be greater than the citywide gains. In addition, BwCCS students in grades 3, 5 and 8 exceeded statewide proficiency rates.

Grade 4 presented special challenges this year with over 20% of the cohort students with IEPs. BwCCS piloted a unique Collaborative Team Teaching (“CTT”) model this year for this grade that featured a special education teacher co-teaching with a regular classroom teacher in selected classrooms. The special education teacher collaborated with the regular education teacher to provide specially designed instruction, materials and supports to students with disabilities. Both teachers assisted and modeled strategies for students, regardless of their IEP status. Struggling learners were identified quickly and the team was able to implement interventions quickly to assist them. The CTT model emphasizes guiding instruction for all learners within a blended classroom. This model involves a great deal of planning, frequent monitoring of progress, and sharing equally in both the lead and support teacher roles. We will continue these processes in the coming year to improve special education students’ academic performance.

The graph below shows steady growth over the past three years in the BwCCS ELA program. BwCCS results have steadily increased for this measure.

Collapsed Cohort ELA Proficiency from 2005-06 to 2007-08



Collapsed BwCCS Cohort ELA Proficiency compared to NYC Grades 3-8 Combined			
	BwCCS	NYC	Difference
2005-06	57.4%	50.7%	6.7%
2006-07	61.3%	50.8%	10.5%
2007-08	68.9%	57.6%	11.3%

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

Method

Under NCLB, the State Education Department sets an Annual Measurable Objective (AMO) to determine if schools are making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards in ELA by 2013–14. To meet the standard in ELA set in our Accountability Plan, all tested students must have a Performance Index (PI) value that equals or exceeds that year's AMO in ELA and mathematics. The PI is calculated by adding the sum of the percent of students at Level 2 and above with the sum of the percent of students at Level 3 and above. The AMO for 2007-08 is 133.

Results

Calculation of BwCCS 2007-08 ELA Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	2.4	32.4	59.7	5.5	293

$$\begin{aligned}
 \text{PI} &= 32.4 + 59.7 + 5.5 \\
 &+ 59.7 + 5.5 = 163
 \end{aligned}$$

This measure was met.

The following chart compares this year's PI and AMO to those of previous years, as well as changes to the percentage of students at Level 1 and Level 2. The measure was met for every year.

BWCCS Performance Index: 2007-08 NYS ELA								
Year	Grades included in calculation	Number Tested	Percent of Students at Each Performance Level			PI	AMO	Goal Attainment
			Level 2	Level 3	Level 4			
2005-06	3-8	298	35.6	53.4	5.4	153	122	MET
2006-07	3-8	294	36.7	58.5	3.4	161	122	MET
2007-08	3-8	293	32.4	59.7	5.5	163	133	MET

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

Method

BWCCS selected comparative districts with similar student demographics and the BWCCS host district and collected their data from the state website. Using a weighted mean based on grade-level sample sizes, we are able to compare our performance to those of our peers.

Results

2007-08 Comparative NYS ELA Proficiency Rates Surrounding Districts				
Grade	BwCCS Cohorts	District 14	District 16	District 32
3rd	76.1%	55.7%	52.3%	45.8%
4th	64.3%	62.5%	55.3%	47.9%
5th	80.4%	72.3%	63.4%	64.9%
6th	64.7%	45.4%	33.3%	47.6%
7th	65.1%	55.2%	45.5%	51.6%
8th	60.9%	36.9%	28.7%	38.7%
All grades	68.9%	54.2%	46.5%	49.5%

Evaluation

This measure was met. BwCCS grade 3 students' proficiency rate exceeded home districts between 5.4 to 31.1 percentage points. Grade 7 students' 65.1 percent proficiency rate exceeded other districts from 9.9 to 19.9 percentage points and grade 8 students exceeded districts by 22.2 to 32.2 percentage points.

The collapsed performance of BwCCS students in grades 3-8 has exceeded the combined proficiency rates of all comparison districts by more than ten percentage points for the last three years. The school's improvement in academic achievement is continually widening the gap between its proficiency rates and those of surrounding districts.

Collapsed Comparative ELA Proficiency Surrounding Districts Grades 3-8 Combined			
	2005-06	2006-07	2007-08
BwCCS Cohorts	57.4%	61.3%	68.9%
District 14	46.6%	48.0%	54.2%
District 16	38.2%	36.2%	46.5%
District 32	41.0%	40.0%	49.5%

The following table shows how BwCCS proficiency gains are outpacing District 14, the home district which has the highest performance.

Collapsed ELA Proficiency Rates Compared to Home District 14 Grades 3-8 Combined			
	2005-06	2006-07	2007-08
BwCCS Cohorts	57.4%	61.3%	68.9%
District 14	46.6%	48.0%	54.2%
Difference	10.8%	13.3%	14.7%

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

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

Method

The Group Reading Assessment and Diagnostic Evaluation (GRADE) norm-referenced tests are comprised of carefully selected items that differentiate "low," "average," and "high" performers in math and reading. The assessment coordinator leads the administration of this test in partnership with BwCF at the end of April or early May and results are produced before the end of the school year to help with promotional, summer school, and fall classroom decisions. GRADE items cover grade appropriate

normed items of vocabulary, sentence comprehension, passage comprehension, and listening comprehension.

Results

2007 – 08 GRADE Scores				
Current Grade Level	Average NCE 2008	Average NCE 2007	Increase required to meet AP goal	Goal
1	57.8	44.14	2.93	Met
2	48.8	57.09	*0.1	*(Did not meet)
3	59.8	53.39	*0.1	*Met
4	53.8	54	*0.1	*Close
5	56	53.79	*0.1	*Met
6	47.8	54.23	*0.1	*(Did not meet)
7	46.1	49.93	0.035	Did not meet
8	48.6	51.11	*0.1	*(Did not meet)

*Met goal in 2006 – no required target for 2007

Evaluation

This measure was met in grade 1. This class was required to obtain a 2.93 increase from its 44.14 score last year. It achieved a 57.8, exceeding the measure by 10.73. Grade 7, however, did not meet its required improvement by .035. In light of the significant gains made in that grade on the NYS ELA exam, we will explore elements covered in the GRADE that are not on the NYS test and focus on better supporting those skills.

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

Results

NYS ELA Proficiency Rates BwCCS Cohort				
	2007 – 08		2006 - 07	
	BwCCS	NYC	BwCCS	NYC
3rd	76.1%	59.9%	71.1%	56.4%
4th	64.3%	61.3%	71.4%	56.0%
5th	80.4%	69.2%	72.7%	56.1%
6th	64.7%	52.7%	56.5%	49.8%
7th	65.1%	59.5%	46.8%	45.4%
8th	60.9%	43.0%	50.0%	41.8%
All	68.9%	57.6%	61.3%	50.8%

Evaluation

As indicated in the above chart, BwCCS exceeded the NYC average proficiency rate in ELA in all grades; therefore the above analysis is not applicable. There has been significant growth in all grades except this year's fourth grade. We plan to continue to provide special supports for this group moving forward to ensure stronger results. As set forth in the Collapsed Cohort ELA Proficiency chart above from 2005-06 to 2007-08, there has been consistent growth in ELA at BwCCS for the past three years.

Summary

Goal 1 Measure	Type	Description	Outcome
1	Absolute	<i>Each year, BwCCS students in grades 3 through 8 will exceed the New York City average on the NYS ELA exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.</i>	Met
2	Absolute	<i>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.</i>	Met
3	Comparative	<i>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.</i>	Met
4.1	Value Added	<i>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. If a grade-level cohort exceeds an average NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.</i>	Met 1 of 2 measures
4.2	Value Added	<i>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.</i>	Met

Reflection on Progress Towards Goals

BwCCS continues to improve its balanced literacy program. The reading/writing workshop model of instruction allows for regrouping and individualization. The Houghton Mifflin *Reading 2005* program in grades K-5 and Holt, Rinehart and Winston *Elements of Language* program in grades 6-8 continue to be the core reading programs that enable faculty to deliver high quality instruction to students on all levels at the school. Students were assessed at the beginning of the year to determine independent and

instructional reading levels. Using this information, teachers were able to differentiate instruction and implement Independent Reading in all classes.

Leveled reading materials, authentic literature and grade appropriate texts supplement the school-wide balanced literacy program. All the materials support a curriculum linked to NYS standards at the core learning goals level. Based on an analysis of student assessment data and the curriculum implementation, BwCCS school leaders concluded this year that the ELA curriculum required additional supports to ensure consistent high quality literacy instruction in writing. A school-wide focus on writing was designed to help students develop their skills and demonstrate increased competency in the New York State ELA writing standards, while supporting improvements in reading comprehension. A school-wide writing calendar aligned to state standards provided a structure for the focus on writing. Students were expected to produce work in several genres throughout the school year with an emphasis on non-fiction. ELA faculty kept writing folders that reflected standard based writing samples. Teachers assessed students writing progress three times a year by collecting a base-line sample, a mid-year sample and an end-year writing sample. Teachers received professional development on NYS performance indicators to ensure that all writing progress was assessed.

In addition, the Coordinator of Instruction worked with teachers to establish student writing folders that contain evidence of their progress toward standards in writing. This ongoing assessment of student work helped monitor writing development consistent with grade level ELA standards. Student writing folders, student work, lesson plans, teachers surveys, students surveys, rubrics, test scores, informal observations, teacher/student writing conferences all support the implementation and monitoring of this initiative. The sixth grade classes were assigned an independent reading period every other day. During this time, students were able to practice the skills and reading strategies that were taught during the regular ELA block. The Leadership Team reviewed student work to ensure that their writing reflected mastery in the six areas of writing including organization, focus, meaning, vocabulary, grammar and mechanics by assessing writing folders, observation of writing lessons, and reviewing writing samples.

Data continues to drive decision making at the classroom and school level. BwCCS continued to assess students every six weeks with internal ELA assessments which were designed by the Leadership Team and ELA teachers. These assessments targeted the standards in each grade level and covered a variety of skills and strategies. The goal of the assessment cycles was to provide specific information on each child to inform future instruction. Differentiated lessons and adjustments to the curriculum were designed to meet the needs of all children with the intent to raise all students to high levels of proficiency in literacy. In addition to interim and ongoing classroom assessment, the DIAL Program was administered to incoming Kindergarteners for early identification of learning or language issues in June prior to their arrival at school. Across the school, teachers identify student skill levels and needs to differentiate instruction through a variety of data sources including benchmarks and observation records. Ongoing assessment results are maintained in each classroom. Item analysis of assessment results is used to plan for teaching concepts, skills and strategies. Identification of student learning styles also enables teachers to provide differentiated instruction.

To support the development of ELA skills, BwCCS has continued to improve the integration of technology into the curriculum. Sixth grade classes received one block of technology classes every other day, while seventh grade classes received technology lessons every day in alternating semesters. All students used technology to prepare reports and presentations in their ELA classes.

Next year we will continue to align the ELA K-8 curriculum to the NYS standards through the creation of curriculum maps for each grade. We will also improve the consistency of the Reader's and Writer's Workshop models for our literacy instruction for all grades. We will continue to use the GRADE measurement for our longitudinal assessment. We will use ECLASS for grades K-2 and use the QRI for grades 3-5 for our annual measurements. We will begin to explore the use of the DRA for our academic intervention services for all grades and as an annual assessment for grades 6-8. We also will build on our current interim assessments for short interval analysis as well as explore interim assessments created by the Village Academies Charter School. We intend to develop and use anchor papers in writing to improve instruction in writing and develop general standards-based rubrics in writing to evaluate student

performance from grade to grade. We will create a calendar for all assessment administration and create staff development schedules for data analysis.

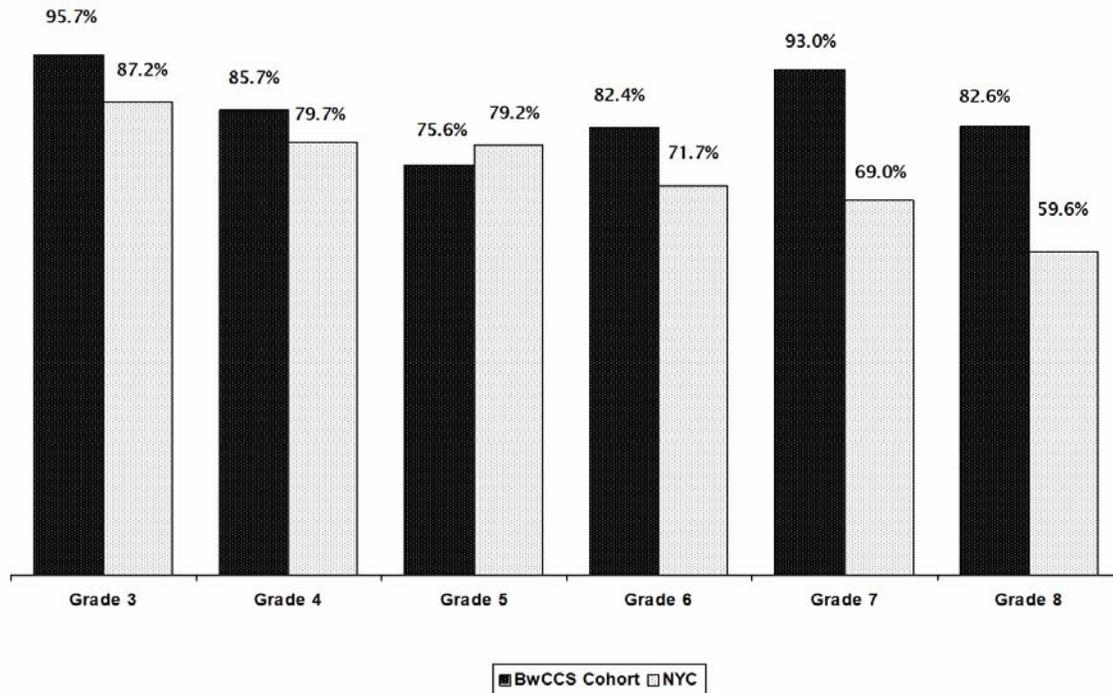
Goal II: BwCCS students will become proficient in the understanding and application of mathematical skills and concepts.

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

Method

The NYS math examination is administered to all students in grades 3-8 to meet requirements under No Child Left Behind and as part of the BWCCS Accountability Plan. The BwCCS assessment coordinator schedules, coordinates, and oversees the administration of these tests and ensures participation rates, accommodations, and compliance practices.

Results



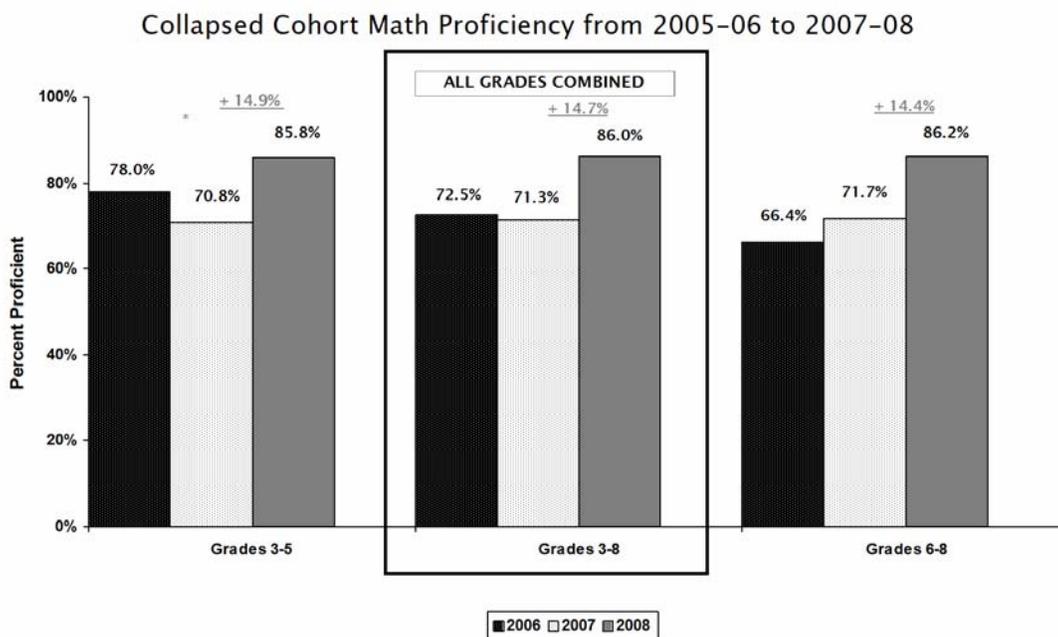
NYS Math Proficiency Rates BWCCS Cohort				
	2007 – 08		2006 - 07	
	BwCCS	NYC	BwCCS	NYC
3rd	95.7%	87.2%	73.3%	82.2%
4th	85.7%	79.7%	66.7%	74.1%
5th	75.6%	79.2%	72.7%	71.1%
6th	82.4%	71.7%	84.1%	63.2%
7th	93.0%	69.0%	65.2%	55.5%
8th	82.6%	59.6%	66.7%	45.6%
All	86.0%	74.3%	71.3%	65.1%

Evaluation

Overall, BwCCS exceeded citywide math proficiency by 11.7 percentage points in grades 3-8 combined.

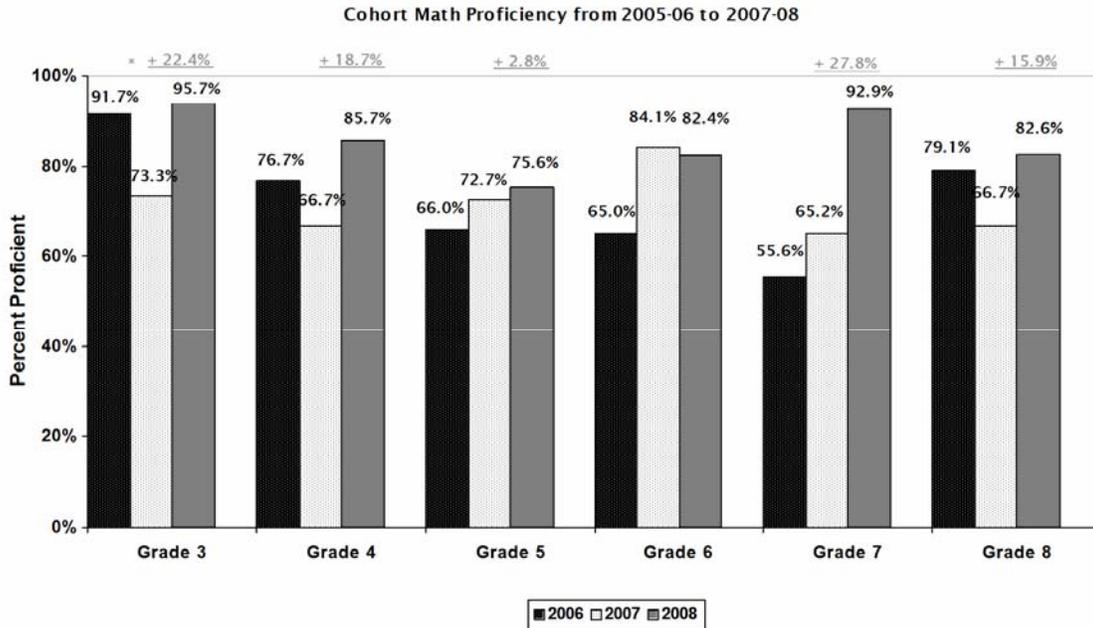
BwCCS met this measure for each individual grade except grade 5. Comparative data from 2006-07 reflects that BwCCS has made gains in its program in grades 3 and 4 where it did not meet this measure in the individual grades last year. Additionally, in this year's grade 5, five students whose results had fallen below the proficiency level in grade 4 obtained proficient scores this past year. Three students in the class moved from level 3 to level 4 results. Eight students (16%) in this grade scored at level 4 this year. We will continue to focus additional supports for students in this class who did not obtain proficient scores.

The graphs below reflect dramatic growth over the past year in student achievement in math, particularly in the Middle School.



* * Positive growth indicated in gray shows the one-year change from 2006-07 to 2007-08

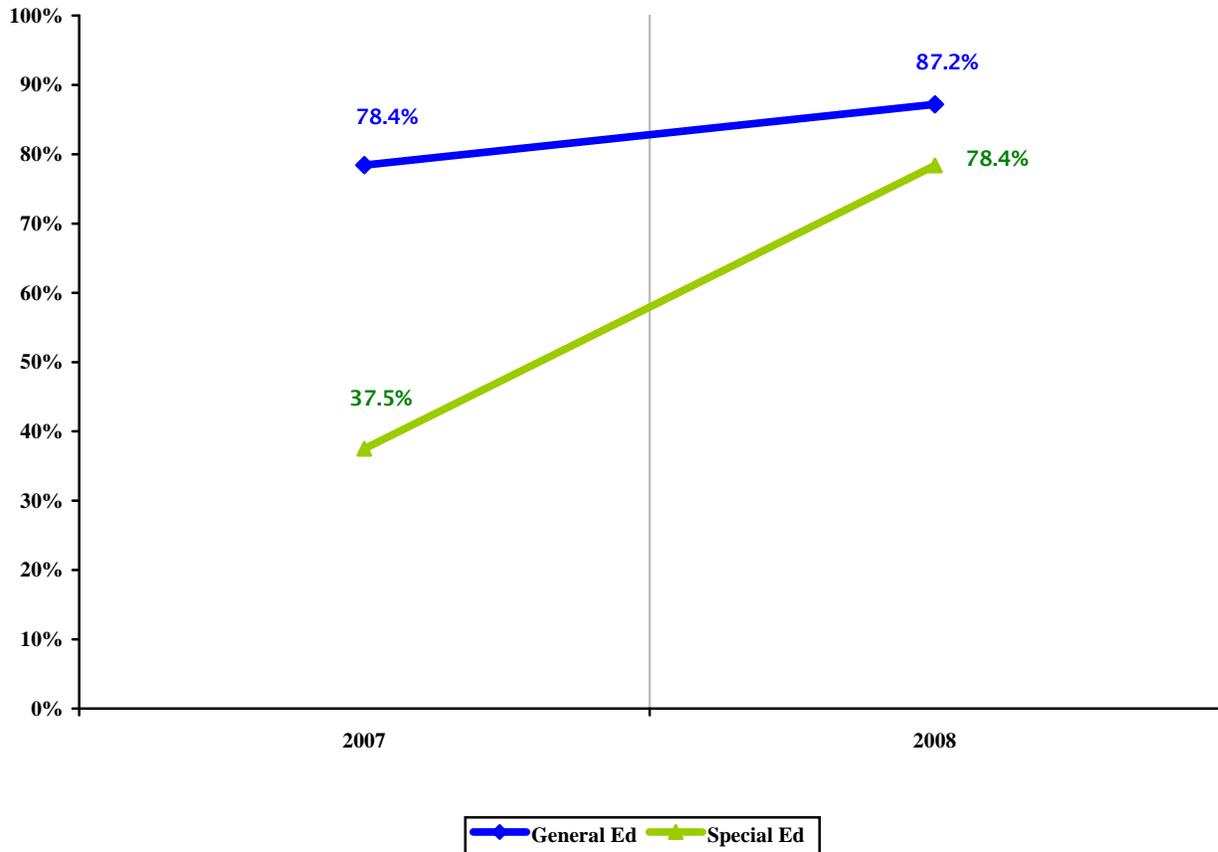
BwCCS Math Proficiency Rates Grades 3-8 Combined			
	BwCCS	NYC	Difference
2005-06	72.5%	57.0%	15.5%
2006-07	71.3%	65.1%	6.2%
2007-08	86.0%	74.3%	11.7%



* Positive growth indicated in gray shows the one-year change from 2006-07 to 2007-08

An analysis disaggregating special education students' math scores from the general cohort in grades 3-8 shows that in 2007-08 special education students made great gains. From 2007 to 2008, the difference in proficiency scores between regular education students and students with IEPs was reduced from 41 to 9 percentage points, meaning that 29 out of 37 students with IEPs were proficient this year compared with only 18 out of 48 who were proficient last year.

**BwCCS Cohort Math Proficiency 2006-07 to 2007-08
Grades 3-8 Combined, General Ed Compared to Special Ed Students**



Overall, out of 28 students with IEPs tested in math both years at the school, seven—25 percent—moved from non-proficient last year to proficient this year. The success of the modified CTT model in 4th grade is underscored by the fact that the largest number of students with IEPs who obtained higher and proficient scores were from this grade.

Measure 2 (Absolute): No Child Left Behind Outcomes Annual Yearly Progress (AYP). *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.*

Method

Under NCLB, the State Education Department sets an Annual Measurable Objective (AMO) to determine if schools are making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards in Mathematics by 2013–14. To meet the standard in ELA set in our Accountability Plan, all tested students must have a Performance Index (PI) value that equals or exceeds that year's AMO in mathematics. The PI is calculated by adding the sum of the percent of students at Level 2 and above with the sum of the percent of students at Level 3 and above. The AMO is 102.

Results

Calculation of 2007-08 Math Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	1.355932	14.57627	66.77966	17.28814	295

$$\begin{aligned}
 \text{PI} &= 14.57627 + 66.77966 + 17.28814 \\
 &+ 66.77966 + 17.28814 = 183
 \end{aligned}$$

Evaluation

This measure was met.

The following chart compares this year's PI and AMO to those of previous years, as well as changes to the percentage of students at Level 1 and Level 2. The measure was met for every year.

BwCCS Performance Index: 2007 - 08 NYS Math								
Year	Grades included in calculation	Number Tested	Percent of Students at Each Performance Level			PI	AMO	Goal Attainment
			Level 2	Level 3	Level 4			
2005-06	3-8	297	24.579 125	58.58585 9	13.46801 3	169	86	MET
2006-07	3-8	293	26.621 16	52.21843	19.11262 8	169	86	MET
2007-08	3-8	295	14.576 271	66.77966 1	17.28813 6	183	102	MET

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

Method

BwCCS selected comparative districts with similar student demographics and the BwCCS host district and collected their data from the state website. Using a weighted mean based on grade-level sample sizes, we are able to compare our performance to those of our peers.

Results

2007-08 Comparative NYS Math Proficiency Rates Surrounding Districts				
	BwCCS Cohorts	District 14	District 16	District 32
3rd	95.7%	86.2%	82.8%	85.7%
4th	85.7%	80.1%	74.5%	75.0%
5th	75.6%	80.2%	68.1%	75.5%
6th	82.4%	64.4%	52.2%	69.5%
7th	93.0%	63.2%	55.4%	62.9%
8th	82.6%	56.0%	41.2%	51.9%
All Grades	86.0%	71.3%	62.7%	69.8%

Evaluation

This measure has been met. The school math proficiency rate overwhelmingly exceeded the proficiency of Districts 14, 16 and 32. The sole exception for individual grades was grade 5, where District 14's proficiency of 80.2 % exceeded BwCCS's 75.6% proficiency rate. (See discussion above under Measure 1 for discussion about this grade.) Overall, however, BwCCS's proficiency rate exceeds District 14 proficiency by 14.7%.

The charts below indicate that the performance of BwCCS's students in grades 3-8 combined has exceeded the combined proficiency rates of all comparison districts by more than 10 percentage points for the last three years.

Collapsed NYS Math Proficiency Rates Surrounding Districts Grades 3-8 Combined			
	2005-06	2006-07	2007-08
BwCCS Cohorts	72.5%	71.3%	86.0%
District 14	50.4%	61.2%	71.3%
District 16	42.6%	49.5%	62.7%
District 32	47.9%	58.1%	69.8%

The school's continued increase this past year in student proficiency has widened last year's gap of 10.1 percentage points above District 14, the school's home district and the comparison district with the highest performance.

Comparative Math Proficiency Rates Home District 14 Grades 3-8 Combined			
	2005-06	2006-07	2007-08
BwCCS Cohorts	72.5%	71.3%	86.0%
District 14	50.4%	61.2%	71.3%
Difference	22.1%	10.1%	14.7%

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

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

Method

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

Results

2007 – 08 GMADE Scores				
Current Grade Level	Average NCE 2008	Average NCE 2007	Increase required to meet AP goal	Goal
1	32.88	41.33	4.34	Did not meet
2	40.24	38.00	6.00	Did not meet
3	59.17	45.54	2.23	Met
4	46.36	49.02	0.49	Did not meet
5	48.36	48.39	0.81	Did not meet
6	50.32	49.30	0.35	Met
7	50.45	52.84	*0.10	*(Did not meet)
8	46.07	50.81	*0.10	*(Did not meet)

*Met goal in 2006 – not required target for 2007

Evaluation

This measure was met for grades 3 and 6 but not met for grades 1, 2, 4 and 5. The rate of growth as indicated in the above chart is below the national average and unsatisfactory. This data supports the school's current investigation of other math programs that may more appropriately meet the needs of our student population.

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.*

Method

BWCCS used NYS 2006-07 and 2007-08 proficiency level percentages from the math exam to conduct this calculation.

Results

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

Evaluation

Last year, all grades except grades 3 and 4 exceeded citywide proficiency on the state math exams. While third grade cohort students were 73.3% proficient last year, this year's fourth grade group achieved 85.7% proficiency, exceeding the required measure 4.4 percentage points. This year's fifth grade met the measure, improving its proficiency by 7.4 percentage points—3.7 more than the required measure.

Grades 6-8 (last year's grades 5-7) are not included in this analysis because these grades exceeded citywide proficiency last year, as well as this year.

Summary

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

Goal II Measure	Type	Description	Outcome
1	Absolute	<i>Each year, BwCCS students in grades 3 through 8 will exceed the New York City average on the NYS Math exams. Only students who have been enrolled at BwCCS for at least two years will be included in this analysis.</i>	Met

2	Absolute	<i>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.</i>	Met
3.1	Comparative	<i>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.</i>	Met
4.1	Value Added	<i>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.</i>	Did not meet
4.2	Value Added	<i>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.</i>	Met

Reflection on Progress Towards Goals

BwCCS uses two core instructional programs: McGraw-Hill in grades K-5 and Glencoe Mathematics, *Applications and Concepts*, in grades 6-8. Teachers supplement the program with a variety of materials. The instructional goals of the programs and supplementary materials are aligned to New York State standards. In an effort to strengthen the program and provide information that is more specific about ongoing student progress, this year we administered baseline assessments for students in all grades in September and formally assessed math skills three times during the school year. Teachers used ongoing assessments of student work that monitor mathematical understanding and conceptual development consistent with grade level mathematics standards. Teachers also established and maintained student portfolios with checklists aligned to the K-8 math standards.

This past year, an analysis of data indicated a need to more closely align the curriculum and assessments to State Standards. The leadership team decided to focus on the program in grades K-3. During the school year, teachers in grades K-2 participated in a series of workshops led by an experienced Middle School math teacher which explored early childhood mathematics assessment and conceptual understanding of mathematics in the these grades. The workshops consisted of activities around assessments that are appropriate for the primary mathematics classroom: one-on-one observations, observations of cooperative groups, interviews, reading student response, and analyzing students' work. In addition, various forms of early childhood assessments were reviewed by staff. It is expected that this initiative will result in our students better developing their skills and demonstrating increased competency in the New York State mathematics standards.

As a result of the data and this focus and with the support of the same Middle School math teacher, staff in grades K-3 also began implementing a new Early Childhood Mathematics assessment program, *Fox Adds Up: K-3 Mathematics Assessment*. Staff participated in training sessions for the new program and reviewed the strands to assess its alignment to State Standards. At the end of the school year, teachers assessed a sample group of students using this tool to become familiar with the format, sequence, and testing materials. The full implementation of the program will begin in September 2008.

An Aussie consultant was hired to work with teachers in grades 3 to 5 to support student work in authentic problem solving, cooperative group work, and the use of math language and mathematical thinking. The consultant observed classes and provided teachers with feedback about their instruction and her observation of student learning. In addition, the consultant conducted a workshop on creating authentic problems that focused on students' conceptual understanding of mathematics.

All Lower School math teachers have begun to research other standards-based curriculum in order to begin the process of researching a new mathematics program. The Middle School math teacher led a staff development session focused on the literature and led discussions about standards-based curriculum as a beginning of this selection process.

Next Year, BwCSS will focus on continuing to align the mathematics curriculum to the NYS standards. A middle school math teacher has been assigned as a math program coordinator with responsibilities that include staff development and curriculum alignment. We will implement the math assessment, Fox Adds Up in grades K-3. We also will adapt our current ELA interim assessment approach to mathematics. We will explore establishing a tiered structure of mathematics assessments for all grades that is comparable to ELA. In this structure of mathematics assessments we will include authentic benchmarks using NYS standards. The mathematics coordinator will also lead the staff through a mathematics program review which will include reviews of other mathematics programs recommended by the National Science Foundation. The coordinator will work with the middle school staff to determine an algebra curriculum for grade 8 students. This algebra curriculum will align with NYS standards and end with students taking the Regents examination.

Goal III: BWCCS students will become proficient in Science.

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

Method

The BWCCS assessment coordinator worked with the Science teachers to administer and score the 4th and 8th grade Science statewide assessment.

Results

Grade	2007 – 08 NYS Science Proficiency Rates		2006 – 07 NYS Science Proficiency Rates	
	BwCCS Cohort	NYC	BwCCS Cohort	NYC
4 th	*	*	98.0%	73.0%
8 th	*	*	41.7%	41.9%

* results have not been released

Evaluation

NYS has not yet released the results from the NYS Science tests. BwCCS will update its report once the results are released.

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.*

Results

NYS has not yet released the results from the NYS Science tests.

Evaluation

BwCCS will update its report once the results are released.

Summary

Goal III Measure	Type	Description	Outcome
1	Absolute	<i>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.</i>	Not available yet

2	Absolute	<p>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.</p>	Not available yet
---	----------	---	-------------------

Reflections on Progress Towards Goals

BwCCS provides rich experiential learning opportunities for students to learn science. In the Lower School, students’ study of various soft-bodied animals culminated in a Mollusk Day celebration. As part of their study, students dissected clams, squids, scallops, oysters and mussels. Students in grades 4 and 5 wrote research papers about various scientific topics covered in their classes. To accomplish this task, they conducted online research from numerous websites and synthesized their findings by using a word processing application. Lower School students also extended their learning to activities outside of their classrooms. First and second grade students conducted nature walks and visited supermarkets to complement their food and nutrition units. Fourth and fifth grade students visited Saltwater Marshes at Clearwater Sloop, where they studied ecosystems.

This year, we continued the process of updating the Middle School science curriculum to more closely mirror the program in the Lower School. The science consultant who authored the Lower School curriculum worked with the Middle School teacher to create and align the curriculum through grade 8. She also supported the teacher with instructional guidance and coaching. BwCCS provided additional supports for remedial science students in grades 4 and 8 during extended day classes three times a week from 2:40 p.m. to 3:30 p.m. A variety of classroom assessments and instructional materials were utilized to support and guide these learners.

BwCCS students enjoyed many opportunities to showcase their scientific talents this past year. In the Lower School, students performed experiments and showed their knowledge during a full-day Science Exploratorium for families and the community. A group of Middle School Students were guests at Pfizer Inc’s launch of the Nova Science PBS program held at the American Natural History Museum. The event was a ‘Cosmic Conversation’ with noted scientists who spoke about how they became interested in the subject. The students received a private tour and participated in a one-on-one session with Dr. Neil Tyson, the head of the Planetarium. Afterwards, they manned stations where they conducted science fair projects and experiments for those in attendance.

BwCCS has a comprehensive and well developed science program. Next year, we will review the K-8 program for alignment with the NYS standards and make revisions if there are any gaps. We will increase staff capacity with regards to program implementation and will develop a plan to integrate technology into the science program more extensively. We will also identify non-fiction texts that support the science curriculum and purchase for classroom and school libraries to support an even richer program.

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

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

Method

The BwCCS assessment coordinator worked with the fifth and eighth grade teaching teams to administer and score the Social Studies statewide assessment.

Results

	2007 – 08 NYS Social Studies Proficiency Rates		2006 – 07 NYS Social Studies Proficiency Rates	
Grade	BwCCS Cohort	NYC	BwCCS Cohort	NYC
5th	89.4%	*	81.8%	*
8th	*	*	42.2%	*

Evaluation

NYS has not yet released the results from the 8th grade social studies test and citywide data on the 5th grade results. BwCCS will update its report once the results are released.

Summary

Goal III Measure	Type	Description	Outcome
1	Absolute	<i>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.</i>	Not yet available

Reflections on Progress Towards Goals

BwCCS focused this past year on assessing its Lower School social studies program. A special committee of teachers and administrators evaluated the quality of the core social studies program by Harcourt Horizons. The group vertically aligned the curriculum and created a consistent format of

behavioral objectives for the scope and sequence. The committee also ordered additional resources that are aligned to the NYS Standards to support teachers using the core program.

Student data indicated the need to increase the rigor in the social studies curriculum by establishing links for each grade level with the ELA curriculum and to implement and document teacher use of the Harcourt text to teach the subject across grades. To further support and increase rigor, the school purchased non-fiction classroom library collections for each grade level and established a lending policy for non-fiction collections maintained in the library. The school-wide workshop model of instruction allowed for regrouping and individualization in established time slots devoted to instruction in this subject for each grade level that supported mastery of the standards.

Next year, we will review our current curriculum and develop a curriculum map for grades K-8. We will continue to align our curriculum to the NYS standards. We will explore the integration of technology into the social studies curriculum. We also will identify additional non-fiction texts that support the curriculum to be purchased for classroom and school libraries and will look to expand the instructional time for social studies K-8.

Goal V: NCLB Accountability System

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

Method

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in ELA, mathematics, and a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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

Our current NCLB status is based on the 2006-07 assessment period.

Results

BwCCS meets all NCLB criteria and continues to maintain its “Good Standing” Accountability Status under the NCLB Accountability System.

Evaluation

This measure was met.

Goal Measure	Type	Description	Outcome
--------------	------	-------------	---------

V	Absolute	BWCCS will maintain its "Good Standing" Accountability status under the NCLB Accountability System.	Met
---	----------	---	-----

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

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

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

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

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

Method

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

Results

	Technology – Percentage of students earning Proficiency status	Art – Percentage of students earning Proficiency status	Music – Percentage of students earning Proficiency status	Physical Education – Percentage of students earning Proficiency status
K-5	*	83.6%	83.8%	94.3%
6-8	*	100.0%	81.4%	100.0%
All grades	*	88.5%	83.0%	96.2%

*Technology skills are monitored internally by teachers in grades 2, 5 and 8. See table below

Grade	Technology – Percentage of students earning Proficiency status
2	81.6%
5	89.6%
8	80.1%
2,5, and 8	83.7%

Evaluation

BWCCS has met the measure.

Summary

Goal Measure	Type	Description	Outcome
1	Absolute	<i>At least 75% of students will receive a Proficiency rating on their spring report cards in Technology, Art., Music, and Physical Education.</i>	Met

Reflection on Progress Towards Meeting Goals

In keeping with our philosophy of educating the whole child, BwCCS provides our students with an extensive education of technology, art, music, and physical education.

Technology

BwCCS has invested enormous resources into its technology program in the past two years. At the Lower School, new computers were installed in every classroom last year and this year the school purchased a variety of productivity, learning, and creativity software to extend student learning.

This year, all teachers implemented the new BwCCS technology curriculum, ably assisted by a full time technology specialist who was available to support teachers in their classrooms. The Technology Assessment Checklists (TAC) enabled teachers to continually assess their students' mastery of performance objectives, and provided a way to pace their instruction. This tool measures student technology skills based on National Education Technology Standards for Students (NETS*S) performance indicators.

Students in grade 7 who received direct instruction in technology this past year by the technology specialist had the highest mastery levels on the TAC, as did the students in grade 8 who received direct instruction the previous year. Many teachers were able to complete a majority of their grade level curriculum as evidenced by completed TACs. However, there are some areas that are deficient, especially the use of spreadsheets and charts in the upper elementary grades. Attention will be focused in this area next year by the Math department. Next year, TACs will be periodically monitored to ensure that objectives are being met and also evaluate pacing over the year. Our goal is to ensure mastery of skills by all students through their classroom work.

The 2008 Technology Fair was very successful. All Lower School classes participated by presenting at least two technology infused projects. Students submitted projects created for math, ELA, science and social studies classes in the Middle School. Many parents attended this year's Technology Fair at the Middle School Campus, and had positive responses to the event.

Art

Students study art by exploring different mediums and ways of expression. This year, our program culminated in an Arts Festival organized to celebrate art and music created and maintained by students in their portfolios this year. Parents and teaching artists taught special classes including guitar and mural painting lessons during the two day event. In the evening of the second day, an art show was held for families where the Lower School band performed, and parent volunteers led a series of craft and music activities, including free harp lessons.

Students decorated both campuses this year with welcoming murals. At the Lower School, students created a tile mural that was permanently installed in the lobby of the school. They also created a border of symbols to decorate the perimeter of the mural. Students took pictures of each other that were traced and incorporated into the mural. At the Middle School, students worked with the Middle School art teacher and selected themes, images and colors that are adolescent-friendly and welcoming to Middle School campus visitors.

BwCCS students expanded their study of art through field trips. Students in grade 2 visited the Brooklyn Museum of Art and also went to Fort Greene to study the history and architecture of the neighborhood. The first grade visited the Brooklyn Botanical Garden to study its Japanese garden. The art teacher also collaborated with classroom teachers to organize projects and activities around art themes in other core subjects.

Music

The Lower School music program emphasizes music literacy along with vocal and instrumental performance. In Kindergarten and first grade, there is an emphasis on developing basic beat competency, singing songs, and playing pitched and non-pitched percussion. A study of Camille Saint-Saens' *Carnival of the Animals* and Sergei Prokofiev's *Peter and the Wolf* is conducted as well. Activities are centered largely on imaginative play and exploration. In second grade, rhythmic and iconic notation is explored, along with instruments of the orchestra. A study of Piotr Tchaikovsky's *The Nutcracker* is accompanied by a trip to see the New York City ballet perform this piece. Students also study music of Brooklyn, world music, and folk dancing. In third grade, students begin learning melodic notation. Emphasis is placed on instrumental performance, where they play mallet instruments as well as recorders. A recorder study is accompanied by a trip to Carnegie Hall, where students participate in *Musical Explorers*, an educational program that allows students to play in this world famous venue. In fourth grade, students complete a unit on African drumming, which prepares them for a unit on rhythm and meter. Students also study Negro Spirituals, music of America, and compose music using iconic notation and rhythm matrices.

Fifth grade students study jazz and blues and have an opportunity to attend concerts at Jazz at Lincoln center. They also become familiar with the software program Music Ace, which teaches music theory and composition. This year, we implemented a found sound unit, which allows students to bring together concepts of rhythm, notation, composition, and form.

In addition to the general music program, an after-school band program is offered to students in grades 4 and 5. Instruments offered are flute, clarinet, saxophone, trumpet, trombone, and percussion. In the Middle School, students studied chorus with a part-time teacher. They also participate in an after-school orchestra.

Physical Education

Physical Education is an integral part of the BwCCS curriculum. The purpose of the program is to provide all students active participation, cooperative, expressive, and success-oriented activities leading to a lifetime of increased physical, mental, emotional, and social well-being.

The primary objective of the physical education curriculum at the Lower School level is to use developmentally appropriate games and activities, and to select or modify games with the intention of providing students with maximum opportunities for skill improvement and participation. In order to match the students' skill levels, official rules are modified as necessary to insure maximum success. A primary focus is to use games and activities that continually involve all students rather than eliminate them, or cause them to have to wait an inordinate amount of time before being allowed to participate. Skill building games and activities that enhance self-improvement and emphasize cooperation rather than competition are the major thrust at this level of physical development. Smaller teams are formed randomly or cooperatively to provide students with maximum practice opportunities.

The Lower School physical education program is composed of five general areas: team sports, individual sports, alternative activities, rhythm and movement, and cooperative games. Examples of units covered within these five areas are basketball, soccer, volleyball, badminton, tennis, lacrosse, skill building circuits, gymnastics, dance, and circus activities. The curriculum is planned and purposeful, health related, youth centered, success-oriented, inclusive of all students, cooperative, active, and lifetime focused.

BwCCS has an annual Family Field Day held in June, which brings families and staff together in a fun-filled full day of events. As a community, we all strive to provide a positive and exciting learning environment for the children through many carnival games, fitness activities, and grilling of hot dogs and hamburgers outside. It has become a school tradition.

Metro Soccer NY runs youth soccer leagues that play throughout the year in the NYC area. This year, children in grades four and five participated in the Metro Soccer Club held during after school hours by their PE teacher. A metro soccer coach and the PE teacher team-taught students the fundamental skills of the game. The students played weekly scrimmages against other schools in our community. Metro soccer provided students with uniforms and equipment for the season.

This year, BwCCS sponsored a Happy Feet, Healthy Food Kids' Club to help children develop the love of physical exercise and healthy eating through everyday habits. During the 10-week program, children recorded their progress through fitness folders and worked to reach group goals.

ORGANIZATIONAL GOALS

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

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

Method

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

After reviewing this measure and identifying the goals for collecting parent feedback, BwCCS developed an 18-item Family survey that measured levels of agreement using a 5-point Likert scale instrument. The survey categories were “strongly disagree,” “disagree,” “neutral,” “agree,” and “strongly agree.” Items from validated instruments were reviewed among school leadership staff and BWCF partners. Specific questions mapped onto three areas of concern for the school leadership team: learning/assessment, community/family relations, and school culture/conduct. There was an additional opportunity for families to respond to an open-ended items soliciting ideas for other programs and activities that would contribute to the health and overall well-being of the school. Surveys went home with children as part of their Tuesday Folders and families had one week to share their input through this method. Responses in favorable categories (“strongly agree” or “agree”) were tabulated as follows:

Results

2007-08 Parent Satisfaction on Key Survey Results

Learning Assessment	Percentage of Respondents that Strongly Agreed / Agreed
BwCCS has high standards for academic performance.	94%
Students and families are aware of the learning expectations at BwCCS.	92%
There are adequate supports to ensure my child is learning.	86%
BwCCS recognizes and rewards academic excellence.	85%
My child is adequately prepared for success on statewide tests.	89%
Community/Family Relations	Percentage of Respondents that Strongly Agreed / Agreed

My child's classroom teacher communicates regularly with me.	93%
The Tuesday Folder informs me about what is happening at BwCCS.	88%
BwCCS effectively communicates with families, including extending invitations to attend key events.	90%
Family workshops and school programs involve families in ways that contribute to student learning.	93%
Families feel comfortable providing input about their concerns.	95%
The office staff are friendly and helpful.	98%
The security personnel are friendly and helpful.	98%
School leadership is aware of the needs of the students and community.	95%
School leadership addresses the needs of the students and the community.	88%

School Culture/ Code of Conduct	Percentage of Respondents that Strongly Agreed / Agreed
The school-wide Code of Conduct is clearly articulated.	90%
The school-wide Code of Conduct is consistently applied.	76%
There are appropriate discipline	83%

standards for students.	
Teacher-student interactions could be typically described as supportive and respectful.	98%
Teachers successfully create a sense of community in their classrooms.	93%

Parents' overall satisfaction as indicated by the school's online parent survey was 91%.

Evaluation

This measure was met.

Summary

Goal Measure	Type	Description	Outcome
1	Absolute	<i>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.</i>	Met

Reflections on Progress Towards Goals

Parent involvement is a cornerstone of our school's success. We tap into the rich diversity and expertise of our parents in many capacities-- from PTA officers to teaching volunteers. At our first annual Arts Festival, parents taught courses and performed demonstrations that showcased their strong commitment to the school and student learning.

This year, we launched a Parent Connectivity Group, which acted as a liaison with the parent body and the Board of Trustees. This group of Lower and Middle School parents attended Board of Trustee meetings and shared relevant information with the parent body at PTA meetings. The group also supported the school with the distribution and collection of a school-based parent survey.

We have continued to develop new ways to stay in contact with our families. Weekly parent folders were sent to families every Tuesday throughout the school year. The folder included a letter from the school administration about relevant events. The information also was posted on the school's website. Additionally, all major school events were posted on the website's calendar of school events. The calendar included major trips, PTA meetings, Board of Trustees meetings, as well as faculty meetings and school assemblies.

We have continued to collaborate with a variety of organizations that help foster parental partnerships. Learning Leaders is a non-profit organization that provides training sessions for parents and volunteers at New York City public schools. This year, the organization trained parents for volunteer work at the Lower

School. Additionally, this organization held a series of parent workshops at PTA meetings on family literacy, math, and promoting healthy eating.

To promote family literacy, our after-school provider, The After-School Corporation (TASC), held workshops for parents on reading bedtime stories. Students dressed in their favorite pajamas and were served cookies and hot chocolate with their parents at these well-attended sessions. TASC also offered cultural-based parent workshops ranging from card making to drumming.

The school also benefited from the rich diversity and expertise of the BwCCS parent body through participation in the new principal selection process. Over 150 parents attended an informative meeting to gauge the needs of the parent body during this process. Three parent representatives were members of the principal selection committee which also included school and community members as well as representatives from Beginning with Children Foundation. The committee conducted interviews with prospective candidates and presented two highly qualified members to the Board of Trustees.

The year was concluded with our Annual Family Field Day celebration. Over 600 BwCCS students, parents and staff members attended this year-end event. Parent volunteers stationed grills, carnival style rides and games. Several brave parents volunteered at the ever-popular dunk tank.

Goal VIII: BwCCS will maintain a low attrition rate.

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

Method

BWCCS keeps a hard copy log of reasons and decisions that influence our student attrition rate. We review our ATS discharge data and our in-house log records to monitor trends of when and for what reasons families leave.

Results

Of the 33 students who transferred out of the school during 2007-08 only two students (less than 1%) withdrew because of dissatisfaction with the school's program.

Evaluation

Summary

Goal Measure	Type	Description	Outcome
1	Absolute	<i>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.</i>	Met

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

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

Method

BwCCS reviewed the end of year ATS biographical roster to confirm our in-house daily attendance monitoring.

Results

The school's attendance rate for 2007-08 was 93.5%.

Evaluation

This measure was met. BwCCS increased its attendance rate from 93% last year to 94.7% in 2007-08. We attribute this success to the attendance incentive programs instituted during the school year. For example, a perfect attendance initiative in April boosted perfect attendance from 39% in March to 51% in April.

Summary

Goal Measure	Type	Description	Outcome
1	Absolute	<i>Each year, BwCCS will have a daily student attendance rate of at least 90 percent.</i>	Met

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

Measure 1: Each year, BwCCS will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act, and the provisions of its By-Laws and Charter.

Method

The DOE ONS and SED conduct regular oversight visits at BwCCS and audit the school's compliance with the above referenced statutes and other relevant documents such as the school's charter and By-Laws. In addition, BwCCS undertakes internal compliance audits to ensure that it is meeting all applicable provisions of the law, its charter and its By-Laws.

Results

Although the school has not received written results from the most recent oversight visit, school leaders were told during the verbal "debrief" that the school appeared to be in compliance with all requirements.

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.

Method

See above under Measure 1.

Results

See above under Measure 1.

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

Method

BwCCS consults an attorney with the Tannenbaum, Helpert, Syracuse & Hirschtritt firm for legal advice relating to its operations, including its policies and procedures, documents, and particular incidents. . One member of the Board is a practicing attorney and a partner of a major NYC law firm.

Results

BwCCS met this measure.

Summary

Goal Measure	Type	Description	Outcome
1	Absolute	<i>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.</i>	Met
2	Absolute	<i>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.</i>	Met
3	Absolute	<i>Each year, BwCCS will maintain a relationship with independent legal counsel who review relevant policies, documents, and incidents and make recommendations as needed and in proportion to the legal expertise on the Board of Trustees.</i>	Met

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

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

Method

The Board meets on a monthly basis to discuss the school's financial standing at its meetings. In addition, the Chair of the Finance Committee consults on a regular basis with the Business Manager and Director.

Results

For the fiscal year ended 6/30/08, BwCCS expects actual revenues to exceed actual expenses. Each year, BwCCS will strive to achieve a balanced budget.

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

Method

BwCCS retains McGladrey & Pullen as our auditors. They review the school's finances during the annual audit in the late summer and make a report to the Board in the fall each year.

Results

Each year for the years ended 2001-07, BwCCS has received unqualified opinions on its financial statements from an independent auditor.

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

Method

See above under Measure 2.

Results

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

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

Method

See above under Measure 1. In addition, the Board monitors a "dashboard" of metrics for its monthly meetings relating to the school's operations. This tool allows the Board to closely monitor the school's progress and alignment with the school's mission, program and goals.

Results

BWCCS' Board of Trustees is prepared to provide sound financial oversight to further the school's mission, programs and goals. The BwCCS Board meets approximately every month. At each meeting, the state of the school's financial position is presented to the full Board for review and discussion. The financial committee worked directly with the school leadership to develop the 2008-09 budget. The outcome was a proper balance between financial responsibility and providing the best education possible for the students. The school's needs and desires were addressed during the budget process.

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

Method

The Finance Committee conducts extensive budget meetings each spring. We make adjustments to the long range plan according to programmatic needs.

Results

BWCCS has defined a long-range financial plan and adjusts this plan each year during its budget process. Adjustments are made with full Board review and approval during the year as needed.

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

Method

See above under Measure 1. The Board reviews the school's Financial Policies and Procedures on a regular basis. The business office gives presentations to staff to ensure compliance with these policies.

Results

BWCCS maintains appropriate internal controls and procedures and accurately documents transactions in accordance with the Board of Trustees' direction and laws, regulations, grants and contracts.

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

Method

See above under Measure 1.

Results

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

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

Method

See above under Measures 1 and 5.

Results

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

Summary

Goal Measure	Type	Description	Outcome
1	Absolute	<i>Each year, BwCCS will operate on a balanced budget, meaning actual revenues will equal or exceed actual expenses.</i>	Met
2	Absolute	<i>Beginning with BwCCS' first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.</i>	Met
3	Absolute	<i>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, SED, or the Institute.</i>	Met
4	Absolute	<i>Each year the BwCCS Board will provide effective financial oversight, including financial decisions that further the school's mission, program and goals.</i>	Met
5	Absolute	<i>Each year BwCCS will operate pursuant to a long-range financial plan and create realistic budgets that are monitored and adjusted when appropriate.</i>	Met

Goal Measure	Type	Description	Outcome
6	Absolute	<i>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.</i>	Met
7	Absolute	<i>Each year, BwCCS will comply with financial reporting requirements.</i>	Met
8	Absolute	<i>Each year, BwCCS will maintain adequate financial resources to ensure stable operations and will successfully monitor and manage cash flow.</i>	Met

NYCDOE Section III. Value-Added Two-Year Cohort Analysis

Please see attached Excel spreadsheet.

The following ELA and MATH data charts are necessary components in illustrating your school's annual progress and thus, are **not optional**.

Directions: Please compare the percent of students in the two-year cohort who scored at Levels 3 & 4 to the percent of those same students who scored proficient the previous year. Please submit only data from students who have been tested in two successive years at your school. For an example, please refer to the Annual Reporting Guidelines 2007-2008 document.

ELA - TWO-YEAR COHORT				
Grade (2007-08)	Number of Students in Two-year cohort*	Percent at Levels 3 and 4		
		2007 (cohort's results from previous year)	2008 (cohort results from current year)	Change
4	43	74.4%	62.8%	-12%
5	46	73.9%	80.4%	7%
6	34	70.6%	64.7%	-6%
7	43	58.1%	65.1%	7%
8	46	52.2%	60.9%	9%

MATH - TWO-YEAR COHORT				
Grade (2007-08)	Number of Students in Two-year cohort*	Percent at Levels 3 and 4		
		2007 (cohort's results from previous year)	2008 (cohort results from current year)	Change
4	44	72.7%	86.4%	14%

5	44	68.2%	75.0%	7%
6	36	69.4%	80.6%	11%
7	43	83.7%	93.0%	9%
8	46	69.6%	82.6%	13%

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 CHARTER SCHOOLS UNIT
 ROOM 365, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/07

Charter School Code:

331400860825

Charter School Name:	BEGINNING WITH CHILDREN CHARTER SCHOOL	
Contact Person:	GERALDEEN LICURSE	Phone: 718.388.8847

REVENUES

A. STATE SOURCES	-
B. FEDERAL SOURCES	282,453
C. PUBLIC SCHOOL DISTRICTS	-
1. BASIC OPERATING REVENUES	4,514,024
2. STATE AID-PUPILS WITH DISABILITIES	63,184
3. FED. AID-PUPILS WITH DISABILITIES	109,169
4. OTHER REVENUE FROM PUB SCH DISTRICTS	-
D. ALL OTHER REVENUES	166,962
E. TOTAL REVENUES FROM ALL SOURCES	5,135,792
S. ENROLLMENT	442,725
T. EXPENDITURES PER PUPIL	11,170.18

EXPENDITURES

	<u>SALARIES</u>	<u>EXPENDITURES OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	94,927	300,270	395,197
G. INSTRUCTIONAL SUPERVISION	343,153	-	343,153
H. ALL OTHER INSTRUCTION	2,025,002	185,752	2,210,754
I. PUPIL SERVICES	270,633	53,649	324,282
J. PUPILS WITH DISABILITIES	163,090	96,931	260,021
K. TRANSPORTATION	-	27,781	27,781
L. COMMUNITY SERVICE	-	-	-
M. OPERATION & MAINTENANCE	114,429	96,776	211,205
N. EMPLOYEE BENEFITS			1,171,411
O. DEBT SERVICE			-
P. SCHOOL LUNCH			-
Q. CAPITAL EXPENSE			1,516
R. GRAND TOTAL EXPENDITURES			<u>4,945,320</u>

Signature of Chief School Officer:



Date:

7/26/07