

VIA HAND DELIVERY



July 30, 2007

Jeannemarie Hendershot
New York City Department of Education
Office of Charter Schools
52 Chambers St.
Room 405
New York, NY 10007

Re: Beginning with Children Charter School (BwCCS) Annual Report 2006-2007

Dear Jeannemarie:

Enclosed please find the original and 8 copies of BwCCS's Annual Report for 2006-07 including an electronic copy of these materials on a CD Rom. The report presents information in the following order:

- SED Charter School Information and Cover Page;
- NYS Grades 3-8 Student Assessment Results for ELA and Math for 2005-06 and 2006-07;
- Other Student Assessment Data for 2006-07;
- Accountability Plan Progress Report;
- Excel spreadsheet of Value Added Cohort Analysis (template provided by New York City Charter Center for Excellence)
- Report of Fiscal Performance;
- Student Attrition Rates 2006-07;
- Teacher Attrition Rates 2006-07;
- Statement of Assurances; and
- Trustees Disclosure Forms.

It is my understanding that your office will hand deliver the original and six copies of this report directly to the State Education Department. If you require any additional materials, please do not hesitate to contact me.

Thank you for your help and cooperation.

Best Regards,

A handwritten signature in cursive script that reads "Carol Matthews".

Carol Matthews
Chief Operating Officer

cc: Cynthia Bailey, Principal
John Day, Board Chair
Dr. Lisa Long, SED

Beginning with Children Foundation, Inc.

575 Lexington Avenue • 33rd Floor • New York, NY 10022 • tel 212.750.9320 • fax 212.753.5927 • www.bwcf.org

The State Education Department
The University of the State of New York
Office of School Improvement (Regional)
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2006 - 2007

Charter School Information

Name of Charter School Beginning with Children Charter School

Address 11 Bartlett Street **BEDS #** 33-14-00-86-0825

Brooklyn, NY 11206 **Telephone** (718) 388-8847

Fax (718) 388-8936

District (or CSD) of Location District 14, Region 8

Head of School Cynthia Bailey
(print name)

Board President John R. Day
(print name)

E-mail addresses of Head of School and Board President:
cbailey@bwccschool.org john.r.day@comcast.net

Charter Authorizer: Chancellor of the New York City Board of Education

Name, Title, and Affiliation of Person Preparing Report (if different from Head of School):
Carol Matthews, Chief Operating Officer, Beginning with Children Foundation

Telephone/Fax Numbers and E-mail Address of Person Preparing Report (if different from Head of School):

T: (212) 318-9122 F: (212) 753-5927 E: cmatthews@bwcf.org

BWCCS Annual Report Draft

Section I. Student Assessment Results Charts

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006-07 Annual Report*

Name of Charter School: Beginning with Children Charter School

Grades 3 – 8 State ELA Assessments Results: Percentage of Students Per Level

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
2006-07	2.2%	26.7%	60.0%	11.1%	6.0%	22.0%	72.0%	0.0%	0.0%	27.3%	65.9%	6.8%	0.0%	42.2%	57.8%	0.0%	0.0%	52.2%	47.8%	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%	7.8%	33.3%	49.0%	9.8%	6.1%	44.9%	44.9%	4.1%	6.0%	54.0%	38.0%	2.2%	2.2%	43.5%	50.0%	4.3%

Grades 3 – 8 State Math Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2006-07	0.0%	26.7%	51.1%	22.2%	2.0%	30.0%	56.0%	12.0%	2.3%	25.0%	54.5%	18.2%	2.2%	13.3%	57.8%	26.7%	2.2%	34.8%	45.7%	17.4%	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%	2.0%	31.4%	54.9%	11.8%	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. Student Assessment Data (continued)

2006-07

Name of Charter School: Beginning with Children Charter School

Name of Test: New York State English Language Arts Test

Subtest: _____

<u>Grade</u>	<u>Date of Test (DOT)</u>	<u># Enrolled in Grade on DOT</u>	<u># Absent on Grade on DOT</u>	<u># Exempted in Grade by IEP</u>	<u># Exempted in Grade by ELL Status</u>	<u># Students Assessed in Grade</u>	<u>Percent Proficient Performance Level 3 or 4</u>	<u>Qualitative Level and Percent Attaining*</u>	<u>Other **</u>
3	1/9/2007	49	1	0	0	48	71.1%	NA	NA
4	1/9/2007	51	0	0	0	51	72.0%	NA	NA
5	1/9/2007	48	0	0	0	48	72.7%	NA	NA
6	1/16/2007	49	1	0	0	48	57.8%	NA	NA
7	1/16/2007	50	1	0	0	49	47.8%	NA	NA
8	1/16/2007	48	0	0	0	48	50.0%	NA	NA

Name of Test: New York State Mathematics Test

Subtest: _____

<u>Grade</u>	<u>Date of Test (DOT)</u>	<u># Enrolled in Grade on DOT</u>	<u># Absent on Grade on DOT</u>	<u># Exempted in Grade by IEP</u>	<u># Exempted in Grade by ELL Status</u>	<u># Students Assessed in Grade</u>	<u>Percent Proficient Performance Level 3 or 4</u>	<u>Qualitative Level and Percent Attaining*</u>	<u>Other **</u>
3	3/6/2007	50	2	0	0	48	73.3%	NA	NA
4	3/6/2007	51	0	0	0	51	68.0%	NA	NA
5	3/6/2007	50	0	0	0	50	72.7%	NA	NA
6	3/13/2007	48	0	0	0	48	84.4%	NA	NA
7	3/13/2007	49	0	0	0	49	63.0%	NA	NA
8	3/13/2007	48	0	0	0	48	66.7%	NA	NA

Name of Test: Science

Subject:

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	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
4	5/1/2007	50						NA	NA
8	5/8/2007	47						NA	NA

Name of Test: Social Studies

Subject:

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	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
5	11/15/2007	47	3	0	0	44	82.0%	NA	NA
8	6/5/2007	47						NA	NA

Name of Test: LAB

Subject:

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	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
K	October 18, 2006	NA	NA	0	NA	9	Cut Score 26	67% Proficient 22% Advanced 11% Beg/Int.	

Name of Test: NYSESLAT
 Writing

Subject: Reading and

<u>Grade</u>	<u>Date of Test (DOT)</u>	<u># Enrolled in Grade on DOT</u>	<u># Absent on Grade on DOT</u>	<u># Exempted in Grade by IEP</u>	<u># Exempted in Grade by ELL Status</u>	<u># Students Assessed in Grade</u>	<u>Score</u> <i>(Indicate Type of Score, e.g., NCE)</i>	<u>Qualitative Level and Percent Attaining*</u>	<u>Other**</u>
1	April/May 2007	NA	0	0	NA	10		Not Available in ATS	
2	April/May 2007	NA	0	0	NA	9		Not Available in ATS	
3	April/May 2007	NA	0	0	NA	6		Not Available in ATS	
4	April/May 2007	NA	0	0	NA	2		Not Available in ATS	
5	April/May 2007	NA	0	0	NA	1		Not Available in ATS	
6	April/May 2007	NA	0	0	NA	1		Not Available in ATS	
7	April/May 2007	NA	0	0	NA	6		Not Available in ATS	
8	April/May 2007	NA	0	0	NA	0		Not Available in ATS	

Name of Test: NYSESLAT
Listening/Speaking

Subtest:

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	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other**
1	April/May 2007	NA	0	0	NA	10		Not Available in ATS	
2	April/May 2007	NA	0	0	NA	9		Not Available in ATS	
3	April/May 2007	NA	0	0	NA	6		Not Available in ATS	
4	April/May 2007	NA	0	0	NA	2		Not Available in ATS	
5	April/May 2007	NA	0	0	NA	1		Not Available in ATS	
6	April/May 2007	NA	0	0	NA	1		Not Available in ATS	
7	April/May 2007	NA	0	0	NA	6		Not Available in ATS	
8	April/May 2007	NA	0	0	NA	0		Not Available in ATS	

Name of Test: GRADE

Subtest:

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	Average NCE	Qualitative Level and Percent Attaining*	Other **
K	5/1/2007	50	4	0	0	46	41.3	NA	NA
1	5/1/2007	50	3	0	0	47	38.0	NA	NA
2	5/1/2007	50	1	0	0	49	46.6	NA	NA
3	5/1/2007	50	2	0	0	48	51.4	NA	NA
4	5/1/2007	50	0	0	0	50	48.4	NA	NA
5	5/1/2007	49	0	0	0	49	48.6	NA	NA
6	5/1/2007	47	0	0	0	47	53.1	NA	NA
7	5/1/2007	47	1	0	0	46	51.1	NA	NA
8	5/1/2007	48	0	0	0	48	39.0	NA	NA

Name of Test: GMAD

Subject:

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	Average NCE	Qualitative Level and Percent Attaining*	Other **
K	5/1/2007	50	4	0	0	46	41.3	NA	NA
1	5/1/2007	50	3	0	0	47	38.0	NA	NA
2	5/1/2007	50	1	0	0	49	46.6	NA	NA
3	5/1/2007	50	2	0	0	48	51.4	NA	NA
4	5/1/2007	50	0	0	0	50	48.4	NA	NA
5	5/1/2007	49	0	0	0	49	48.6	NA	NA
6	5/1/2007	47	0	0	0	47	53.1	NA	NA
7	5/1/2007	47	1	0	0	46	51.1	NA	NA
8	5/1/2007	48	0	0	0	48	39.0	NA	NA

Name of Test: DIAL

Subject:

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	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
Pre-K	June 7, 2007	0	0	0	0	40	Percentile ranks	25% tested were at or below 40 th Percentile	

Beginning with Children Charter School Accountability Plan Progress Report

Since its first class of students joined the school in 1992, BWCCS has been grounded in community, family and high academic achievement. Our students come from diverse backgrounds and bring richness to our learning environment. Over 88% of enrolled students are from Brooklyn and 48% of enrolled students come from neighborhoods bordering South Williamsburg, where our school is located. 35% are African-American, 59% are Hispanic and 1% are Asian; 71% of our students receive free or reduced priced lunches. We empower our students to become independent thinkers and active citizens and seek to ensure their success in high school, college and beyond.

Beginning with Children Charter School is a diverse, caring and nurturing learning community that fosters high academic achievement and the development of ethical character for elementary and middle school students. An enriched curriculum and dynamic partnerships between the school, families and community enable all students to excel. Continual assessment and evaluation enhance the school's educational program. BwCCS prepares graduates for success in high school, college and beyond by developing independent thinkers and active citizens.

-BwCCS Mission

Introduction

After successfully being renewed last spring by the New York State Board of Regents, the BwCCS leadership and Board of Trustees are determined to move our program to a level of excellence. At the beginning of the 2006-07 academic school year, we formed a Leadership Team to bring about lasting, positive change that will result in a mission-driven program focused on accountability. The Leadership Team currently consists of the Principal, Lower School Director, a newly hired Coordinator of Instruction and Student Affairs, and the Special Needs Coordinator. Our Principal, a former Special Education teacher at the school with over 30 years of experience, returned for her third year in the position. The Lower School Director returned for his second year directing the Lower School campus. The newly hired Coordinator of Instruction is an experienced Staff Developer and Literacy Coach who brings a wealth of expertise to the school and has worked extensively with K-8 curriculum. In addition, we are filling a newly created Chief Operating Officer position to complete the team. The COO will be responsible for the daily non-academic operations of the school, allowing instructional leaders more time to address critical academic issues.

This past year the Principal relocated her office to the Middle School to enhance her daily interaction with school staff and students and help strengthen the administrative and educational components of the Middle School program. The new Coordinator of Instruction and Student Affairs has enhanced Middle School leadership and provided instructional support that also addresses the social and emotional needs of adolescent students. In a series of meetings with staff, we revisited our school's vision and developed a Middle School companion piece that comprises our philosophy for educating the talents and needs of children at this pivotal age group.

Along with members of the staff, Board and community, the Leadership Team reevaluated the school's strategic plan this past year and focus on the following goals: ensuring proper alignment of the K-8 curriculum, strengthening the Middle School literacy program, creating and implementing interim assessments for literacy and math, adopting a technology curriculum and integrating technology to support academic achievement in every core subject.

Also of crucial importance has been a major reorganization of the BwCCS Board of Directors so that the Board can function more effectively to address the operational needs of the school and support the school leadership and

interests of our students and families. The Board determined that it should shift from a constituent-based to a skill-based body, with members' roles and responsibilities clearly articulated. The new structure will include a faculty senate and parent council to engage the perspectives of all of the school's stakeholders.

Across all content areas, teachers at BwCCS have focused on utilizing data-driven decision-making to analyze each student's performance relative to the NYS State standards and to plan specific interventions that will enable an increase in student performance. As we move toward a more cohesive, tightly aligned K-8 academic model at the school, proficiency levels are expected to rise. This past year our organizational partner, the Beginning with Children Foundation (BwCF), created an expandable student achievement database that will enable school leaders to have immediate access to information about the effectiveness and impact of programs and decisions. For the 2007-08 academic year, all school-day and after-school staff responsible for supporting students' academic achievement will have access to this information, allowing every staff member to understand a child's needs and information about the most effective methods for teaching that child and enhancing his or her achievement.

The new BwCF Director of Content, whose Doctorate is in Educational Psychology with an emphasis in measurement, evaluation and assessment, provided outreach and technical assistance to the school leadership and to teachers in the development and analysis of data. With her expertise, BwCCS developed outcomes-based assessment processes studying patterns in learning over time in order to plan for future instruction and/or to modify instructional processes. Teachers met with school leaders and BwCF staff for interim assessment planning where they reviewed standards, a curriculum pacing guide, and content area performance indicators to develop interim assessment items. A variety of resources including the curriculum guides, items from our "sister" school interim assessment tools, Princeton Review, former state test documents, and self-generated items covering sequencing, grammar, vocabulary, information-study skills, and other competencies relevant to developing proficiency levels were used to develop the unit tests. Teachers also referred to GRADE-GMADE data for baseline purposes and to validate item selection.

Teachers administered the interim assessments and learned to use student data constructively to drive instruction for literacy and math. Teachers in grades K-2 met regularly to develop and implement plans for early identification, assessment and intervention techniques to support our youngest learners. Teachers in grades 3-5 analyzed results of their interim assessments using spreadsheets that documented student results. In the Middle School, our math teachers continued to improve upon a successful model of ensuring student mastery of the subject content. The Director of Instruction and the new BwCF Director of Curriculum and Professional Development helped ELA teachers to design and implement interim assessments for each of the units taught in that course.

BwCCS dedicated substantial resources to the development of its leaders and staff this year. The Lower School Director recently completed a two week Emerging Leadership Program at Columbia Business School. He also attended the nine-day AOL Harvard Principal Institute. Our Principal is participating over the summer in a Balanced Leadership Conference that reflects the work of the Mid-Continent Research for Educational Learning (MCREL) on effective principal leadership and the concepts of shared and balanced leadership. The seminar will focus on developing a purposeful community, building capacity and reflective practice.

Professional development activities in 2006-07 focused on sessions for all staff that supported whole school initiatives as well as K-8 curriculum development. Targeted professional development sessions also were identified for specific grade levels, specific subjects and for individual teachers. In response to the diverse learning needs of students, the school leadership focused on training staff to implement differentiated instructional strategies and incorporate frequent monitoring of progress. These training sessions were informed by data analyzed through a variety of sources including teacher classroom observations, interim assessments and results of previous state tests. At the same time, we made special efforts to ensure that curriculum implementation included effective use of learning materials, specific-teacher support strategies, and targeted staff development activities.

This year the Leadership Team implemented a “Walk through Team” comprised of the Principal, Lower School Director, Coordinator of Instruction, BwCF Director of Content, BwCF Director of Curriculum and Professional Development and veteran classroom teachers representing clusters from grades K-2, 3-5 and 6-8. The team visited classrooms for a “snapshot” of school-wide instructional experiences. These visits provided teachers with an opportunity to celebrate teaching and learning as well as share best practices. Additionally, the process was used as a tool for reflection and growth. Feedback was shared with teachers; we plan to link this to a formalized peer observation process during the 2007-08 school year.

We continue to strengthen technology implementation and ensure that it is fully integrated into the core curriculum. Through the use of a grant from the City Council, BwCCS purchased 75 computers, a laptop cart of 26 computers at each campus, and a Smart Board for a math classroom. Two to four work stations were added to each Lower School classroom and the Middle School technology lab was totally refurbished. BwCCS also hired a new Technology Coordinator with over 15 years of experience as a teacher and computer technology staff developer to oversee the operation of technology initiatives and support teachers’ delivery of technology-integrated lessons in the classroom. She was responsible for helping support the implementation of a new technology curriculum that was developed last summer.

BwCCS is in its third year of the federal Enhancing Education through Technology grant. The school recently purchased a nationally accepted technology literacy assessment test aligned with the National Educational Technology Standards (NETS). With the support of a consultant, we also were able to provide professional development to support the integration of technology into the core curriculum.

Through a partnership with Foundation for Excellent Schools, students became more aware about college. As an offshoot of this partnership, the school created a peer mentoring program for Middle School students focused on the social and emotional needs of adolescents. This program enabled students to discuss issues in gender groups. The partnership also offered other leadership opportunities for our eighth grade students.

We also changed the school schedule this year to accommodate an additional 50 minutes for Lower School students to participate in small group instruction to provide opportunities for remediation as well as enrichment. Enrichment classes in technology, literacy, mathematics and music also were incorporated into the Middle School schedule. Weekly meetings were held after school to discuss Middle School concerns. We will expand this concept school-wide in the fall, holding three 50-minute sessions each week after school for enrichment and remediation classes.

This past year, the BwCF Director of Content worked with the School Wide Action Plan (SWAP) Committee to realign the school’s Action Plan with our Mission and Accountability Plan. The committee looked at the most influential factors found in current student achievement literature. The top two factors at the school-level which were determined to make the largest difference in overall student gains were identified as alignment and time. Alignment refers to the practice of ensuring that the curriculum, instruction, assessment, and related services and supports are aligned to the NY State standards and to each other. Time refers to protecting instructional/teaching time so that there are few interruptions or distractions and that schedules are in place to accommodate teachers for reflection, problem-solving, and alignment tasks related to curricular activities. These findings will continue to inform action planning for the 2007-08 school year as we work to align our curriculum and assessment practices K-8 and maximize student instruction.

The SWAP Committee also has created an Action Plan for 2007-08 that is designed to strengthen and further develop our school and Leadership Team structure, our curriculum documentation and implementation and assessment practices. Next year BwCCS will implement baseline assessments in the Fall that align to the school curriculum in order to document the skill levels of our students and help teachers to plan according to individual student needs. We will continue to develop solid interim assessments and structures that utilize data to inform

lesson planning and individual student interventions. We will review and modify curriculum in the core subject areas to ensure alignment for K-8 and strengthen writing and social studies instruction.

Among the many honors that BwCCS enjoyed over the course of 2006-07, we received an award from the New York State Education Department and Board of Regents for our commitment to excellence for all students. This award was based on the school having met Adequate Yearly Progress (AYP) during 2004-05 and 2005-06. In addition, we were the recipient of the Blackboard Award for Excellence in Education presented by Manhattan Media Publications. Our school also was awarded an Effective Practice Grant from the New York City Center for Charter School Excellence which was given to 12 New York City charter schools. BwCCS will use these proceeds to purchase a Teacher Assessment and Evaluation Technology Upgrade Initiative (the Austin Sky Technology's Mobile Principle Platform) to document and foster the use of data-based strategies to help teachers plan and evaluate professional growth goals and performance. Professional Development opportunities for teachers will be further enhanced through strengthened relationships with other high performing schools including Renaissance Charter School and our sister school, Community Partnership Charter School.

Section I (continued). Progress Toward Goal Attainment: Accountability Plan Progress Report

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 New York State English Language Arts 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 ELA Proficiency Rates for BWCCS Cohort				
	2006 - 07		2005 - 06	
	BwCCS	NYC	BwCCS	NYC
3rd	71.1%	56.4%	72.6%	61.5%
4th	72.0%	56.0%	78.0%	58.9%
5th	72.7%	56.1%	58.8%	56.7%
6th	57.8%	49.7%	49.0%	48.6%
7th	47.8%	45.4%	40.0%	44.2%
8th	50.0%	41.8%	54.3%	36.6%

Evaluation

Our 2006-07 student achievement data indicate that we have met this measure for our ELA goal. Our absolute levels show that almost two-thirds of our Lower School students are scoring above the Proficiency level. While we exceed the city-wide average, only half of our sixth and eighth graders and less than half of the seventh

grade are at or above the Proficiency level.

In addition to assessing the number of students reaching proficiency levels, BwCCS also identifies and analyzes the number of students who fall below the proficiency level. The following is a breakdown of the percentages of proficiency levels across grades for all students.

BwCCS Cohort Proficiency Rates by Level: 2006 - 07 NYS ELA					
grade	% 1s	% 2s	% 3s	% 4s	% 3 and 4s
3	2.2%	26.7%	60.0%	11.1%	71.1%
4	6.0%	22.0%	72.0%	0.0%	72.0%
5	0.0%	27.3%	65.9%	6.8%	72.7%
6	0.0%	42.2%	57.8%	0.0%	57.8%
7	0.0%	52.2%	47.8%	0.0%	47.8%
8	0.0%	50.0%	45.8%	4.2%	50.0%

Additional Evidence

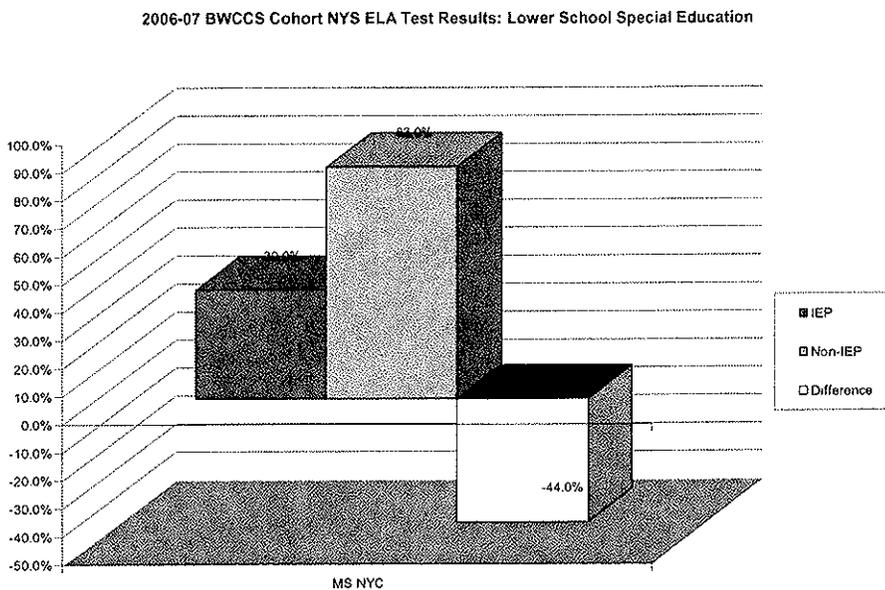
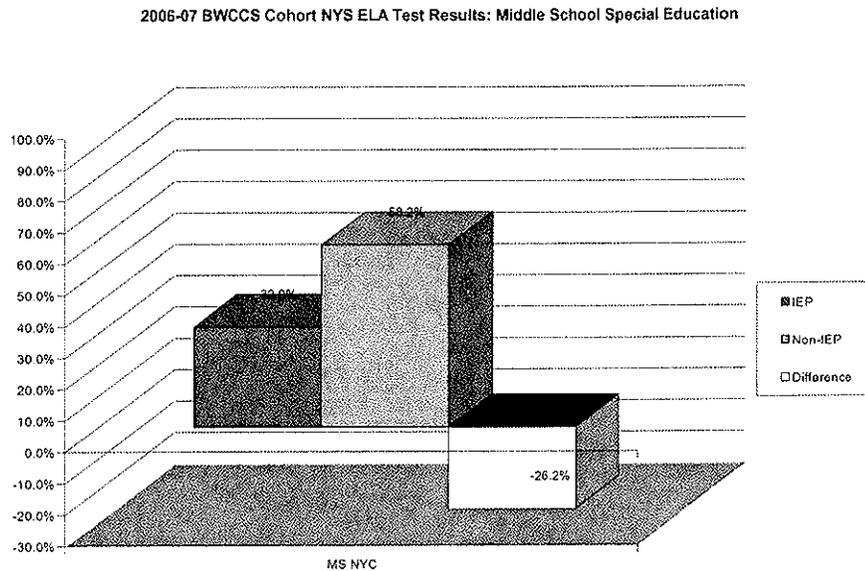
BWCCS has been examining scale scores and how different grade-levels fall within the range developed by the state. Our average mean scale scores per grade are in the Level 3 range. NYS students are expected to meet or exceed an average mean scale score of 650 to be categorized as proficient. We have analyzed how our students fall in relation to this target indicator and are planning ways to ensure that we sustain our mean scale scores over the 650 mark as well as bring them closer to the cut score set for Level 4.

Grade	Level 1 NYS	Level 2 NYS	Level 3 NYS	Level 4 NYS	BWCCS Cohort Lowest Scale Score	BWCCS Cohort Highest Scale Score	BWCCS Cohort Grade- level Mean	Std. Deviation
3	475-615	616-649	650-729	730-780	614	780	669.98	36.097
4	430-611	612-649	650-715	716-775	594	699	660.72	23.445
5	495-607	608-649	650-710	711-795	617	795	663.57	30.601
6	480-597	598-649	650-704	705-785	604	696	655.56	21.087
7	470-599	600-649	650-711	712-790	611	700	656.28	22.357
8	430-601	602-649	650-714	715-790	615	726	655.13	30.261

Weighted Special Education Proficiency Levels in grades 3-8

To explain student achievement further, we look at absolute performance levels across subgroups as a way to determine if student characteristics are making a difference and/or to what extent our instructional practices and materials are supporting or hindering performance.

These weighted analyses allow us to make a more accurate comparison of subgroup performance. An analysis of disaggregated data from our Middle School special education population has disclosed that children with IEPs are scoring significantly below proficiency compared to children without IEPs. For example, we have found a 26% difference between general and special education for the Middle School on the ELA exam. We also have identified a 44% difference in proficiency attainment for grades 3-5.



The most dramatic area of differences were in grade 7 with just 20% of the seventh graders with IEPs scoring at the proficiency level and in grades 3 and 6 with only 30% of our IEP students scoring at or above proficiency. We do not use these figures to compare to other schools and districts unless we have used a similar weighting formula to calculate proficiency of other populations. This information allows us to think strategically about how to support each learner's unique needs which will increase his or her proficiency.

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

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.

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.

Results

BWCCS Performance Index: 2006 - 07 NYS ELA							
Year	Grades	Total N Tested	Percent of Students at Each Performance Level			PI	AMO
			Level 2	Level 3	Level 4		
2005-06	3-8	252	37%	54%	5%	154	122
2006-07	3-8	289	36%	60%	4%	163	NA

Evaluation

We met this measure for our 2005-06 data and, depending on the state's calculation of the 2006-07 AMO, fully expect to exceed it given our current index score. To date, BWCCS has been calculating its school level PI and evaluating to what extent we meet the expected AMO. While we have historically met this measure, our focus will be on how we identify challenges and provide early interventions that are appropriate to the diverse needs of our student population.

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

2006 – 07 New York State ELA Proficiency Rates: Comparative: Surrounding Districts				
	BwCCS	District 14	District 16	District 32
3rd	71.1%	56.3%	47.9%	42.6%
4th	72.0%	54.7%	42.9%	42.0%
5th	72.7%	56.5%	42.5%	48.0%
6th	57.8%	45.7%	29.3%	38.4%
7th	47.8%	39.0%	27.9%	40.3%
8th	50.0%	37.6%	26.6%	28.8%

Evaluation

BWCCS has met this goal.

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.A. 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.

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

2006 – 07 GRADE Scores				
Current Grade Level	Average NCE 2007	Average NCE 2006	Increase required to meet AP goal	Goal Met
1	57.1	49.3	0.4	Yes
2	53.2	59.4	*	No
3	53.2	47.2	1.4	Yes
4	53.6	51.8	*	Yes
5	53.8	55.4	*	No
6	50	49.9	0.1	Yes
7	50.8	47.5	1.3	Yes
8	46.4	46.6	1.7	No

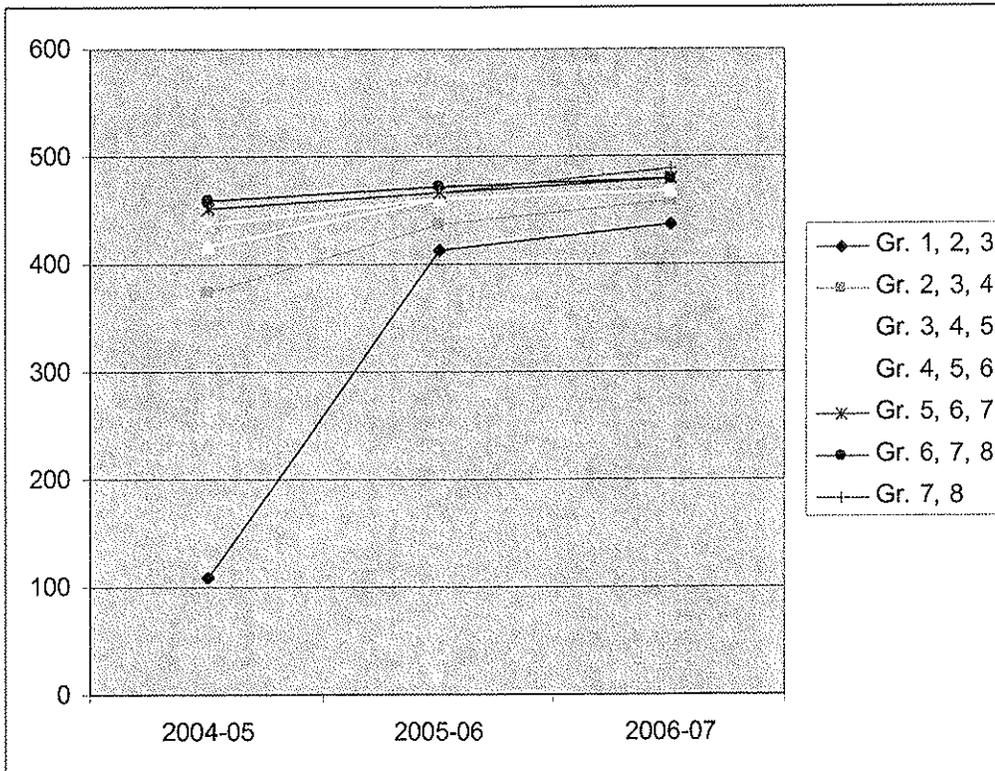
**Met goal in 2006 – no required target for 2007*

Evaluation

BwCCS students performed at or above the national norm across most areas for Spring 2007. Overall, they are demonstrating growth relative to peer norm groups over time. Most BWCCS grade-level scores are slightly higher than the national average. The GRADE assessment scores from May 2006 to May 2007 show an increase in the percentage of BWCCS students performing at or above the national norm (NCE = 50). The difference between the national average for the grade level not attaining an NCE equal to 50 (Grade 8) was small and solidly in the “average” range. For BWCCS, Grades 2, 4, and 5 scored at or above the average for the nation in both 2005-06 and 2006-07. The GRADE assessment scores from May 2006 to May 2007 show that the percentage of students performing at or above the national norm remained stable, meaning those grades which obtained an NCE at or above 50 have maintained this standing. This information serves as an indicator for our pacing, curriculum, and instructional approaches despite different teachers and students.

Additional Evidence

The Growth Scale Value is a scale that reflects a range of performance from very low to very high. GSV's were developed so progress could be followed over a period of years on the same continuous scale using increasingly difficult tests. Looking at three years of GSV's on the same group of students, we are able to see the progression in their expected learning rates. Compared to the national norm in annual growth, our students reflect consistent and steady progress toward knowledge and skills relative to national peers. The lines below represent different cohorts over time and their annual GSV averages.



We also study how our students' performance compares with the national mean. Although our students in grades 2 and 5 did not meet Measure 4, they obtained growth scaled value means parallel to the national norm.

Grade	National Mean	2007 BWCCS Mean	2006 BWCCS Mean	2005 BWCCS Mean
1	379	383.63	387	109
2	420	419.85	413	375
3	434	437.35	437	417
4	459	459.12	462	437
5	462	467.77	462	452
6	469	467.55	466	459
7	480	479.96	473	466
8	484	479.10	488	481

4.B 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.

Method

BWCCS used NYS 2005-06 and 2006-07 proficiency level percentages from the ELA exam to conduct this calculation. BWCCS had one grade level that did not meet or exceed the proficiency level of New York City: Grade 7.

Results

NYS ELA Proficiency Rate Increase from 2005 - 06 to 2006 - 07					
Grade Level in 2006 -07	% Proficient in 2005 - 06	Gain Required	% Proficient in 2006 - 07	Actual Gain	Goal Result
Grade 7	40%	2.1%	44.2%	4.2%	Met

Evaluation

BwCCS met this goal. While we are encouraged with the modest increase, we know that this is not where we expect our children to be. Looking at our special education population in the Middle School, we discovered that children with IEPs are scoring significantly below proficiency compared to children without IEPs across all subject areas. Our seventh grade had the largest number of students below proficiency who also were part of our special education program.

SUMMARY/ACTION PLAN

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

Goal 1 Measure	Type	Description	Outcome
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>	Close
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

BwCCS continued to refine and modify its ELA curriculum in the 2006-07 school year to build on the extensive work completed in the past two years. Crosswalks created during the renewal process in 2005-06 aligned the New York State standards with the Houghton Mifflin *Reading 2005* which is the core literacy resource for English Language Arts (ELA) instruction in grades K-5. The program, designed for differentiated instruction using appropriate texts and leveled reading material, brought coherence and cohesion to the instructional program and provided a scope and sequence to support a comprehensive ELA program that has been successfully implemented in K-5 classrooms. In 2006-07 we hired a full time staff developer as the Director of Instruction to work with teachers on the implementation of all new initiatives. We attribute the continuing success of our students to the changes we have made this year.

In the summer of 2006, the ELA curriculum was revised for our Middle School students to include the Holt, Rinehart and Winston *Elements of Language* program. The Director of Instruction assisted the Middle School ELA teachers in implementing this program and we expect its implementation to greatly improve the literacy skills of our students in grades 6-8 so that we will see comparable patterns of achievement between the Lower and Middle School. The K-8 ELA curriculum was aligned with state standards to ensure that students will be able to meet and exceed the standards of the NYS assessment. This curriculum contains a more thorough scope and sequence which includes behavioral objectives, relevant texts and assessments for all grades K-8.

In the Lower School, classroom teachers are well versed with the literature series and support materials that accompany the ELA curriculum and they are able to supplement their classroom program with additional notes, trade books and poetry. Teachers meet weekly in grade level teams and bi-monthly with school leadership and staff developers to plan and monitor the effectiveness of the ELA curriculum and modify their teaching accordingly. A range of other activities and initiatives also supported the strong links between ELA and the development of literacy skill across the curriculum. Monthly assemblies promoted themes within literacy such as Poetry and Celebration of Heroes.

Classroom teachers utilized a variety of instructional practices and strategies to effectively teach literacy in K-5 classrooms including: literature circles, Socratic method of questioning, student led discussions, instructional

and procedural charts and graphs, vocabulary development, author studies, graphic organizers, and comprehension development. The Special Needs Coordinator spearheaded a K-5 implementation of the *Hand Writing with Tears* handwriting program. Although this program had a slow and shaky start this year, we have undertaken a lengthy review and have developed a number of strategies to support teachers' implementation of this program next year and to carefully monitor its progress.

The Special Needs Coordinator, special education teachers, classroom teachers, and the guidance counselor meet on a weekly basis to address the needs of at-risk learners in the Lower and Middle School. The group discussed action plans, IEPs, and strategies for supporting students struggling with literacy. Remediation opportunities were provided for students in K-5 grade. The READ organization provided one-to-one reading tutorials for students in K-2 grade; extensively trained high school and middle school students provided tutorials for lower grade students four days a week from October to January. Additionally, after-school remedial literacy classes taught by BwCCS staff and leadership were provided for students in third to fifth grades three days a week during the same time period. We also conducted a series of Saturday Academy sessions to address student needs and provided students in grades 3-5 with a familiarity with the NYS ELA test structure, eased student test anxiety and gave informative data for teachers to address student deficiencies. Enrichment opportunities were provided for advanced learners on the Monday afternoon extended day program. Teachers offered advanced literacy courses for students in grades K-5; these courses ranged from creative writing to "publishing" works in Microsoft Word.

All Lower School classes were assigned a library period with our Library Media Specialist. Students were allowed to take books home on a regular basis and the librarian taught literacy lessons to each class on a consistent basis. All classrooms (K-5) conducted two Publishing party celebrations during the school year. This gave all students an opportunity to showcase their writing to their classmates, parents and school community. Middle School students worked with the second grade classes on a special program entitled, "Literacy Incorporated." Once a week second grade students visited the Middle School literacy classes and studied a common theme/ subject area together with Middle School students.

Several cross curriculum connections also were made with classroom teachers and specialist teachers. The Lower School art teacher conducted a unit on political cartoons and integrated a writing lesson with the fourth grade literacy teacher. One of our science teachers collaborated with the fifth grade literacy teacher and led the students through a research project on Frogs. The Technology Coordinator worked with the Lower School teaching staff to integrate technology into the literacy curriculum. This included using PowerPoint and Microsoft Word to publish student writing and using Inspiration and Kidspiration to publish student poetry and to illustrate literacy brainstorming sessions. Additionally, students in grades 2-5 grade were given opportunities twice a week to learn the skill of keyboarding on the *Type to Learn* software program, thus enhancing their writing skills when working with various genres.

Interim assessments of literacy skills based on the Houghton Mifflin program were administered to students in grades K-5 for the first time during this past school year to provide more immediate feedback to teachers and the administration. Teachers administered four assessments over the course of the year approximately every six to eight weeks and scored and analyzed these assessments to help inform instructional decisions. Student results provided teachers and the administration with data on individual students as well as whole class progress. Spreadsheets that documented individual results and results by item were developed and these enabled teachers to pinpoint areas of student proficiency in relation to curriculum goals. These goals are aligned to specific NYS Learning Standards and content performance indicators and provide data to drive instructional decisions, both for individuals and classes.

BwCF's new Director of Content provided outreach and technical assistance to the school leadership and to teachers in the analysis of assessment results. Teachers were able to draw conclusions about student learning by either looking at the results of an individual student or by looking at specific items and making judgments about

the level of understanding for specific skills and concepts. The assessments helped staff differentiate instruction through flexible groupings and targeted tutoring to address the needs of struggling learners and to provide enrichment opportunities for advanced learners. Teachers discussed ways to provide support to students based on interim assessment data at grade level meetings and with members of the Leadership Team including differentiating instruction, re-teaching methods, class projects, homework support, and re-testing. They also kept faculty and administration focused on the quality of their instruction. We look forward to refining the process during the 2006-07 school year.

In the Middle School we implemented several changes to our ELA program in order to address the needs of our students. With support from our staff developer and the new BwCF Director of Curriculum and Professional Development, who has over 35 years of experience in curricula and professional development work, teachers designed interim assessments for each of the units taught. The assessments focused on content taught through each unit, comprehension skills and the use of reading strategies. The results of these assessments were analyzed during content meetings with the teachers. These assessments helped the ELA teachers make decisions about their teaching for the subsequent unit. All members of the learning community were held accountable to the standards set by the curriculum and the units of study. We believe that this helped us deliver an ELA education that was consistent and rigorous for all Middle School classes. It is our plan to continue developing these interim assessments as a way to meet the needs of our students. Teachers will continue to receive support in this process.

Independent reading was a focus of this year's reading work. The importance of building stamina as readers was emphasized during the year. In the Middle School, we purchased additional classroom libraries for the different genres that students were studying at different skill levels for our students. With the supplemented libraries, there were enough books for students to study genres at their independent reading levels. Similar books were purchased for our special education teachers so that they could support students through small group work. Independent reading allows for teachers to assess and address the needs of individual students. During individual reading conferences, teachers assessed their students' strengths and weaknesses. This allowed them to plan mini lessons that helped students overcome their difficulties. Our special education teachers followed a push-in model for part of the day which allowed both teachers to give students individual attention as needed.

The Holt Reading series was used as a support for the Middle School ELA curriculum. Each child had a copy of the reading anthology as well as a copy of a student workbook. Teachers selected material that enhanced their teaching of the genre or skill the class was studying. The teachers used the Holt material as a way to introduce a concept to the whole class. During this time, teachers used shared reading, guided reading and read aloud strategies. Students spent much of their time reading independently from self selected novels that represented the genre being studied. In order to meet the needs of our adolescent learners, it was crucial to have students take an active role in their learning process. The ability to select books in which they were interested was a huge success for the reading program. Students were more likely to be engaged with the reading since they were making the decisions about the text. This also gave students the opportunity to practice reading strategies and to develop skills at an independent level. We were very successful in increasing the time students spent reading during class time.

Our Middle School students made progress in ELA despite our losing a teacher at the end of October and our other teacher being new to the profession. Having a staff developer on site at all times allowed the staff to receive individual support as needed. The professional development that teachers received from the Director of Instruction and the BwCF Director of Curriculum was invaluable to the development of our teachers and the achievement of our students. These students also benefited from the after school remediation and Saturday Academy supports that were offered in the Lower School for literacy.

Whole school initiatives to support staff in literacy instruction included professional development sessions on the following literacy topics: differentiation instruction, foundations of learning, the Orton Gillingham literacy program, response to intervention; and analyzing GRADE and GMADE assessment data. In addition, BwCCS implemented monthly New Teacher Support workshops. Dr. Lydia H. Soifer PhD, from the Windward School, also made a presentation to staff on how to address the learning needs of specific students with special needs. A special “Walk Through” team consisting of seasoned teachers and school leaders conducted a series of school wide observations to help in the development of school-wide procedures and instructional practices. The team noted and discussed school-wide trends that highlighted best practices around literacy and instruction. Additionally, the leadership used the team’s findings to complement and address specific teachers within the area of literacy instruction.

Next year we plan to continue building on the strengths of our ELA curriculum. We will purchase more books for classroom libraries and keep moving our independent reading program forward. As we assessed our work for this year, we identified a need for students to work more on non-fiction reading and writing. One of our goals for next year is to include more of this kind of work in our school wide curriculum. To support teachers in this effort, we will revise the Director of Instruction’s schedule to allow for an increase in the amount of her time spent with Lower School teachers. We also will purchase additional non-fiction books for each grade level. Teachers will receive training specific to developing the necessary writing skills for selected genres. We will implement a school wide system for assessing and collecting published pieces for student writing folders. We will further develop our work with interim assessments and continue to support our teachers in the use of information from these assessments to identify student learning needs and to inform their teaching.

Independent reading and building stamina as readers will continue to be a focus as will the use of individual reading conferences that enable teachers to assess their students’ strengths and weaknesses. Our classroom libraries have been supplemented and our intent is to have enough books to support not only genre study but the development of Literature Circles as part of our reading curriculum. The development of Literature Circles which focus on small, peer-led reading discussion groups will enable teachers to differentiate instruction for our students based on their reading level and interests. It will also enable students to engage in texts at higher levels of thinking and teachers to support student learning through group conferences that assess their students’ strengths and learning needs and to plan group activities that target student achievement.

Goal 2: 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 Mathematics 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 New York State 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 for Cohort				
	2006 – 07		2005 – 06	
	BwCCS	NYC	BwCCS	NYC
3rd	73.3%	82.2%	92.1%	75.3%
4th	68.0%	74.1%	74.0%	70.9%
5th	72.7%	71.1%	66.7%	61.3%
6th	84.4%	63.2%	69.6%	52.7%
7th	63.0%	55.5%	52.0%	43.9%
8th	66.7%	45.6%	80.0%	38.9%

Evaluation

BWCCS did not fully meet this measure. Grades 5-8 met the measure and increased their performance compared to the previous year. Grades 3 and 4 fell short of the city average and dropped from their standing for the 2005-06 administration.

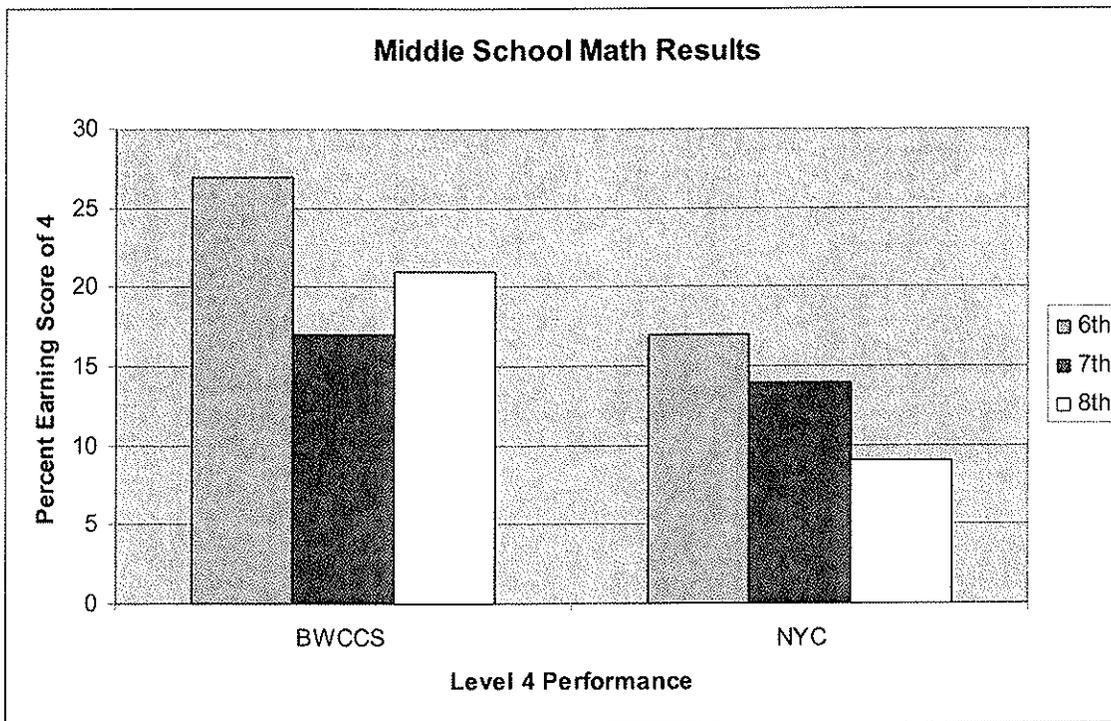
We have begun to analyze the number of students performing below proficiency, particularly in the Lower School, and identify why this occurred and what interventions should be in place for 2007-08. Unlike the case with ELA, there were no significant differences among subgroups (IEP, LEP, socio-economic status) and their performance levels on the state math exam. However, we looked at our subgroups and applied a weighted average formula to determine percent proficient differences among general education and special education populations. In Middle School, we found close to a 44% difference in proficiency rates between students with IEPs and general education students.

In addition to studying proficiency levels, BwCCS identifies students who fall below the proficiency level. The following is a breakdown of the percentages of proficiency levels across grades for all students.

BwCCS Cohort Proficiency Rates by Level: 2006 - 07 NYS Math					
grade	% 1s	% 2s	% 3s	% 4s	% 3 and 4s
3	0.0%	26.7%	51.1%	22.2%	73.3%
4	2.0%	30.0%	56.0%	12.0%	68.0%
5	2.3%	25.0%	54.5%	18.2%	72.7%
6	2.2%	13.3%	57.8%	26.7%	84.4%
7	2.2%	34.8%	45.7%	17.4%	63.0%
8	4.2%	29.2%	45.8%	20.8%	66.7%

Additional Evidence

The NYS math results showed over 20% of our Middle School students earning a level 4. Looking at the Middle School performance across the city, the percentage of our students achieving level 4's far exceeds other citywide students after accounting for the unequal numbers tested.

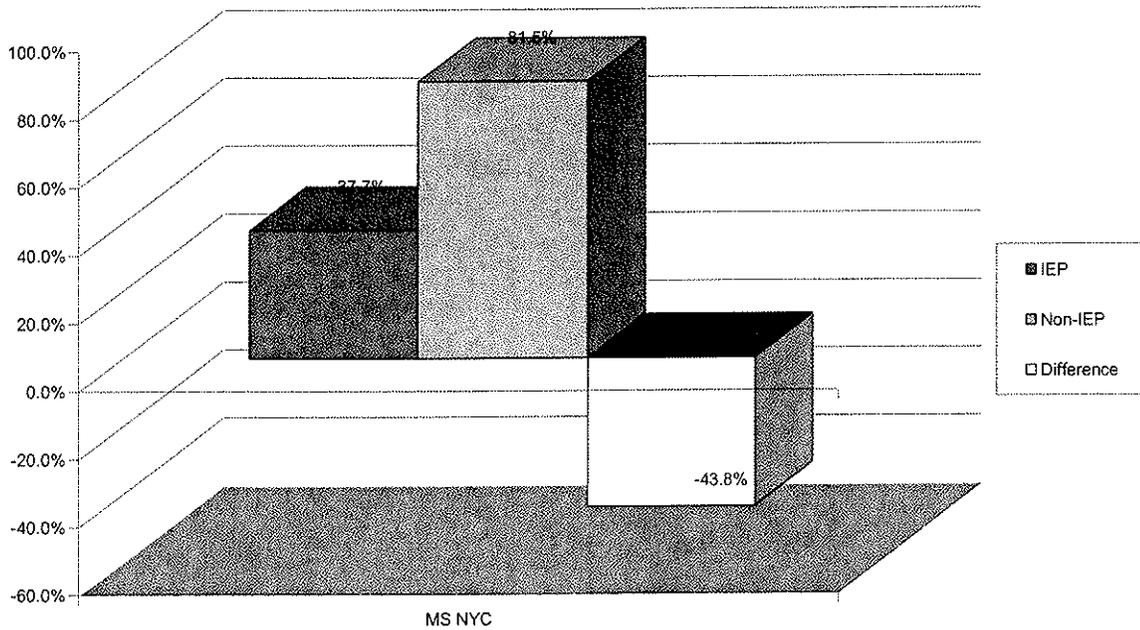


BwCCS falls within the target range of mean scale score range expected by grade-level for Grade 3 and 4 as well as the others.

Grade	Level 1 NYS	Level 2 NYS	Level 3 NYS	Level 4 NYS	BWCCS Cohort Lowest Scale Score	BWCCS Cohort Highest Scale Score	BWCCS Cohort Grade- level Mean	Std. Deviation
3	470-623	624-649	650-702	702-770	625	770	678.33	36.381
4	485-621	622-649	650-701	702-800	603	800	667.92	32.824
5	495-618	619-649	650-698	699-780	594	755	668.80	33.266
6	500-615	616-649	650-695	696-780	615	752	675.11	30.192
7	500-610	611-649	650-692	693-800	608	720	665.02	27.041
8	480-615	616-649	650-700	701-775	615	775	670.85	39.295

We have begun to analyze the number of students performing below proficiency, particularly in the Lower School, and identify why this occurred and what interventions should be in place for 2007-08. When we analyzed this data and applied a weighted average formula to determine percent proficient differences among general education and special education populations, we found close to a 44% difference between these two groups in our Middle School but not in the Lower School. In the Lower School, students who did not score as proficient on the state test were an equal number of general and special education students. In this case, while we keep student characteristics in mind, we need to look at the instructional sequence, pacing, and pedagogy and alignment to standards and development needs of our children.

2006-07 BWCCS Cohort Math Test Results Middle School Special Education



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.

Results

BWCCS Performance Index: 2006 - 07 NYS Math							
Year	Grades	Total N Tested	Percent of Students at Each Performance Level			PI	AMO
			Level 2	Level 3	Level 4		
2005-06	3 rd -8th	252	24%	61%	13%	172	86
2006-07	3rd - 8th	295	27%	52%	19%	168.47	NA

Evaluation

This measure was met. We met this measure for our 2005-06 data and, depending on the state's calculation of the 2006-07 AMO, fully expect to exceed it given our current index score.

Measure 3 (Comparative): BWCCS student proficiency rates on New York State Math Exams.

3.1 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

2006 – 07 New York State Math Proficiency Rates: Comparative: Surrounding Districts				
	BwCCS	District 14	District 16	District 32
3rd	73.3%	78.5%	72.1%	78.9%
4th	68.0%	71.4%	58.9%	67.2%
5th	72.7%	72.2%	58.3%	66.1%
6th	84.4%	58.9%	42.1%	59.4%
7th	63.0%	48.0%	35.3%	44.2%
8th	66.7%	41.1%	30.3%	34.6%

Evaluation

BWCCS did not meet this measure in Grades 3 and 4. Grade 5 slightly outperformed District 14 and exceeded the others. Our Middle School students performed above proficiency to a far greater extent when compared to our peer districts.

Additional Evidence

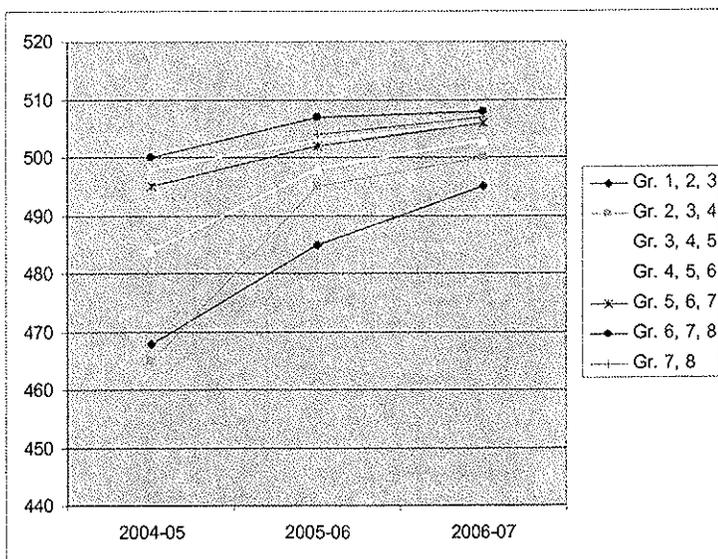
BWCCS 2007 Cohort GMADE GSV Report

Grade	Mean	N	Std. Deviation	Minimum	Maximum	National Mean
1	477.42	48	8.705	453	495	481
2	488.00	50	9.398	465	510	488
3	494.81	48	10.103	475	526	498
4	499.45	51	7.752	484	515	501
5	503.15	47	7.641	487	522	503
6	505.73	48	7.900	492	523	NA
7	507.80	46	7.073	494	525	NA
8	506.40	48	8.039	495	527	NA

The following shows grade to grade each year:

BwCCS Cohort Grade-Level	GMADE GSV 2004 - 05	GMADE GSV 2005 - 06	GMADE GSV 2006 - 07
1	468	480	477.42
2	465	485	488.00
3	484	495	494.81
4	495	498	499.45
5	500	502	503.15
6	504	507	505.73
7	505	507	507.80
8	509	512	506.40

We monitor each cohort as they develop math skills over time. All are making individual gains annually and are following a similar developmental curve as the national norm.



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: 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 2005-06 and 2006-07 proficiency level percentages from the math exam to conduct this calculation.

Results

Student performance on the 2006 NYS Math exam in Grades 3-8 exceeded the NYC average proficiency levels.

Evaluation

We did not have to meet this section of our goal for 2006-07 since all of our students were above proficiency the year before.

Measure 4.2: 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

2006 – 07 GMADE Scores				
Current Grade Level	Average NCE 2007	Average NCE 2006	Increase required to meet AP goal	Goal Met
1	38	43.4	3.3	No
2	46.6	44.5	2.8	No
3	51.4	42.1	4	Yes
4	48.4	48	1	No
5	48.6	47.5	1.3	No
6	53.1	46	2	Yes
7	51.1	55	*	No
8	39	48	1	No

**Met goal in 2006 – no required target for 2007*

Evaluation

The GMADE assessment scores from May 2006 to May 2007 show an increase in the percentage of students performing above the national norm [NCE = 50] for Grades 3, 6, 7. First grade students scored below the target level and below the average range compared to the national norm for the May 2007 administration which may be a factor of inexperience with standardized testing. Grade 8 scored much lower compared to their performance in seventh grade and as compared to the national norm. However, their results are not congruent with state and school-level assessment findings. It is interesting to note that teachers expressed concern about the time in the year when GMADE is administered since they believed motivation played a factor in Grade 8 results and think an earlier administration might make a difference. Another interesting finding is that Grade 3 compared slightly above the national norm, which is not consistent with their 2007 state test performance in terms of relative standing in comparing performance with grade-level peers in other districts.

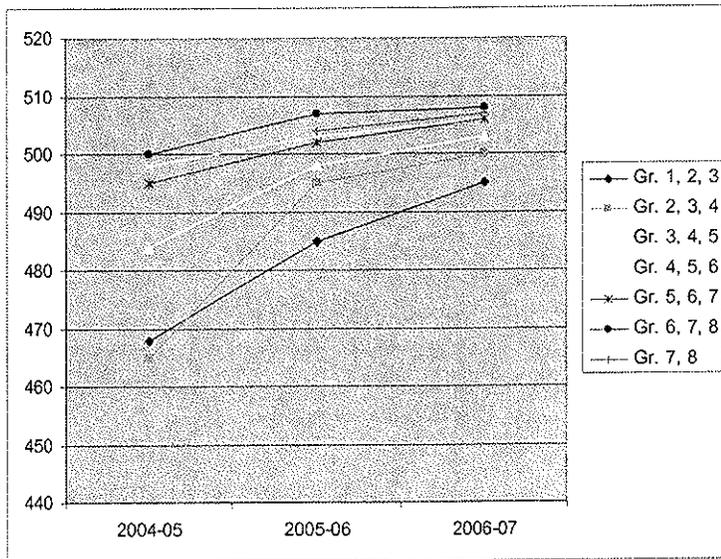
While we are using GRADE-GMADE data in many ways as a “barometer” reading and are using this information to gauge where we fall nationally and from year to year with respect to grade performance, our target is obtaining and sustaining NCE’s of 50 and striving toward zero-positive increases each year. We feel that the early grade performances reflect a lack of experience in taking a formal, standardized exam. We will study whether teaching some targeted test taking strategies before the 2007-08 administration will assist their performance next year.

Additional Evidence

The following shows Growth Scale Value mean averages produced by different students on the GMADE at the end of the same grade each spring:

BwCCS Cohort Grade-Level	GMADE GSV 2004 - 05	GMADE GSV 2005 - 06	GMADE GSV 2006 - 07	GMADE National Mean
1	468	480	477.42	481
2	465	485	488.00	488
3	484	495	494.81	498
4	495	498	499.45	501
5	500	502	503.15	503
6	504	507	505.73	504
7	505	507	507.80	505
8	509	512	506.40	506

We look at sustaining or increasing the mean each year and monitor performance along the curriculum. We can gauge how our students are developing as compared to the national average and we see that parallel typical performance appropriate for the end of each grade. Additionally, we monitor each cohort as they develop math skills over time. We can follow individual grade cohorts over three years. All cohorts are making individual gains annually and are following a similar developmental curve as compared to the national norm.



SUMMARY/ACTION PLAN

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>	Close
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>	Close
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>	Not Met
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>	Not Met

At BwCCS math concepts are taught using a variety of methods. In the Lower School, teachers use the McGraw-Hill Mathematics series as the core material for direct instruction. BwCCS supplements the program with a variety of math resources and materials such as math manipulatives, math skills workbooks, and measurement tools. Manipulatives are used to help students make concrete connections with concepts that they are taught. Students collect, sort, classify, graph, measure, predict, and interpret statistical information. In addition to pencil and paper drills, students are asked to estimate and create algorithmic theories and use numbers in problem solving exercises.

Teachers use a variety of instructional practices and strategies to effectively teach math in our classrooms including math games, scaffolding, reasoning and problem solving, and using meta-cognition, opening and closing questioning techniques. Students participate in math centers and work on math tutorials with the Pearson *Successmaker* software program twice a week. The Technology Coordinator also works with the Lower School teaching staff to integrate technology and support students' understanding of mathematics by using programs such as Power Point to visually display teacher lessons, procedures and formulas and Microsoft Excel Spreadsheets to create graphs and charts and help support students' understanding of concepts. In grades 4 and 5, BwCCS departmentalizes math instruction. One teacher per grade teaches the subject to all students for a focused instruction period of 90 minutes.

The Lower School Director supports all lower school staff, conducting bi-monthly meetings with teachers to review grade level student progress, obtain curriculum updates and review interim assessment results in the subject. Additionally, grade level teacher teams in grades K-3 and subject teams in grades 4 and 5 meet on a weekly basis to discuss instructional strategies and curriculum issues.

This past year, substantial resources were deployed in the Lower School to provide additional methods to ensure mastery of math skills for students in grades K-5. An experienced Middle School math teacher who is finishing a Masters program in Math Leadership at Teachers College provided professional development for teachers in K-2 this past year focusing on how to use math competency-based checklists and how to monitor student performance, identify evidence of and define mastery of skills and communicate performance using student portfolio data. Next year she also will work with teachers in grades 3 and 4 to further integrate the math curriculum K-8.

This past year teachers in grades 3-5 focused on developing an interim assessment program for the math curriculum. They gave four summative assessments throughout the school year and analyzed student results to address struggling learners and provide enrichment opportunities for advanced learners. Teachers were supported by the BwCF Director of Content. Together with the Lower School Director, they analyzed school data, including GMADE results, and discussed differentiating instruction, re-teaching methods, class projects, homework support and re-testing techniques to ensure students' mastery of skills. The teams also used GMADE data to identify students in need of additional remediation and supports including Saturday Academy sessions to work on specific math skills. The use and analysis of these assessments helped keep the staff focused on the importance of improving the quality of their instruction.

Our third and fourth grade students did not perform as well as expected on the NYS assessments this past year. The third grade cohort had approximately 20% students with IEPs. When Special Education results were disaggregated from the general cohort in this grade, we discovered that children with IEPs scored significantly below proficiency compared to children without IEPs. Next year we plan to add a Special Education teacher in the mathematics block to "push into" the classroom during math instruction. This will give support to the students and allow for more targeted small group intervention. The lower performance in fourth grade may in part be attributable to the fact that one of our teachers was new and did not have experience teaching in a departmentalized environment. We have planned additional professional development opportunities for him including scheduling time for him to plan collaboratively with the Special Education teacher next year. He also will benefit from the K-4 professional development sessions which will be supervised by our successful Middle School math teacher.

It is significant to note that we did not have any students who scored a Level 1 on the third grade mathematics exam and only one that scored Level 1 on the fourth grade test. We are using the data from the GROW reports to assist us with the analysis of the Level 2 students. As we examine performance in the Number Sense and Operations, Algebra, Geometry, Measurement and Statistics and Probability strands we will have a better sense of the strengths and weaknesses of this cohort. This will be a valuable aid in grouping for instruction. In addition to the interventions we are planning during the school day, we will also seek parental permission to enroll these children in our extended day academic support program and Saturday Academies. We will focus on raising these students' proficiency through group instruction and with additional professional development for teachers.

The percentage of students scoring Level 4 in the 3rd to 8th grade ranged from 12% to 26%. Our extended day program also will include a component for children meeting learning standards with distinction. We realize that this is a critical opportunity to challenge students in a small group setting focused on their academic skills and potential. In addition, we plan to offer as part of our new after school instructional program next year a class to support students preparing for specialized high school tests.

We also plan to implement closer links between the 5th and 6th grade math programs. The goal is to create a seamless integration of the K-8 curricula and to develop a scope and sequence that builds on previous knowledge, develops new concepts and skills and spirals to reinforce and revisit concepts and skills introduced in previous grades.

Many of the substantive changes in the NYS learning standards last year were for grades 6-8. In order to address the new emphasis on algebraic concepts, we implemented the necessary modifications to the Middle School mathematics curriculum including supplementing the Scott Foresman texts with the Glencoe series. Our sixth grade class had an especially strong start on the NYS test scores. This may be due in part to the fact that this is our first cohort to benefit from two years of departmentalized mathematics in Lower School. We plan to monitor future cohorts to see if there is a pattern of success or if this performance is unique to this group of students.

Middle School students recommended by their math teachers are invited (with parental consent) to participate in a Math Regents class in 7th and 8th grades which provides an additional daily block of math instruction. This year the entire class passed the Math Regents exam. In addition, six of our eighth graders and one of our seventh graders submitted award winning essays to the Raytheon Math Moves U Grants and Scholarship Program. Each student will receive a one thousand dollar college scholarship. Our school's math department also will receive matching grants.

Teachers integrate mathematics into all subjects taught at BwCCS such as technology, science and ELA. Students worked on math problems while improving their keyboarding skills with the *Successmaker* software program in technology. They also worked on computation skills such as measurement and analyzing data in charts in Science and Social Studies. Through our collaborations with Literacy, Inc. and READ we have established literacy activities that support cross-campus relationships. We will be looking for a way to strengthen these ties with a basis in mathematics. One strategy is to repeat our highly successful Metrics Day that was held last year. We also plan to re-institute the "Math Buddies" program where a Middle School class pairs up with a Lower School class and has regularly scheduled sessions built around mathematical themes.

In addition to the programs discussed above, students in grades 3-8 also received additional math instruction at BwCCS in after school remedial math classes taught by staff and leadership three days a week from October to April. In addition, students attended Saturday Academy sessions to help them become familiar with the NYS math test structure and ease any potential test anxiety. This program also provided informative data for teachers to address individual student's strength and weaknesses.

Goal III: BWCCS students will become proficient in Science.

Measure 1 (Absolute): Student performance on the New York State 4th and 8th grade Science Exam.

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 specialist teacher to administer and score the 4th and 8th grade Science statewide assessment.

Results

Grade	2006 – 07 NYS Science Proficiency Rates	
	BwCCS Cohort	NYC
4 th	98.2%*	
8 th	**	

*unofficial score.

**not yet released.

Evaluation

Results are preliminary since we have not had an official ATS release.

SUMMARY/ACTION PLAN

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>	

BwCCS continues to offer our students a strong constructivist approach to science instruction. We provide a rich, hands-on and experiential approach to physical, social, earth and life sciences. Teachers use discovery and experiential learning practices within their classes. Students in each grade work in hands-on labs that promote higher order thinking, critical thinking and collaboration.

Our innovative and rigorous Lower School program has produced impressive results as reflected in the 4th grade proficiency rate on the New York State examination. Teachers also incorporated technology into their instructional practices. To extend learning activities outside the classroom we offer fieldtrips. Newly added this year were overnight camping trips for our fourth graders at Alley Pond in Queens.

We also added a Young Explorers unit created by one of our science teachers for grades K-2. This program extended the science curriculum with enrichment activities around themes such as ecosystems and paleontology.

Our second annual Science Exploratorium was held in March and was well attended by students, staff and parents. The Science Exploratorium allowed our Lower School students the opportunity to become scientists for a day. Students showcased their science skills and vocabulary by walking their parents and community members through the science experiments that they learned throughout the school year. On the day of the event, an entire floor in the Lower School was transformed into science labs. Student teams were assigned to work in various instructional stations. Over 300 parents and invited guests conducted student-led scientific experiments and ultimately answered hypotheses. One notable guest was State Assemblyman Joseph R. Lentol.

This year we welcomed to our Middle School a new Science teacher who came to BwCCS through the Teach for America program. She worked extensively with the Coordinator of Instruction and the BwCF Director of Curriculum to revise the Middle School Science curriculum so that it is more closely linked with our K-5 program and also with other subjects taught in the Middle School. Our Middle School students were taught in 70 minute blocks of instruction with a corresponding lab component every other day. In addition to working on content knowledge and experiential learning in the labs, a major focus this past year has been on helping our students to improve their critical analysis and non-fiction writing skills.

Our Middle School science teacher made an effort to understand individual learning styles and differentiated assessment strategies. Students were given opportunities to participate in group debates, engage in role playing, produce thematic art pieces, and respond to questions which had been tailored specifically for auditory, visual, and bodily-kinesthetic learning preferences. For example, after determining their personal learning style, the teacher grouped students of like styles and assigned them projects that would enhance their knowledge and skills for content and further engage them as learners. For example, students who preferred learning through physical interaction with the material were given the following assignment relating to movements of the earth in the solar system:

What do you think would happen if the Earth stopped rotating? Explain to the class using the vocabulary and concepts from the textbook chapter on Motions of the Earth. You may present a skit, a model of the solar system or anything else that reflects your learning style.

Students whose strength was identified as auditory were given the following assignment when the class investigated underlying causes of season formation:

If the Earth were not tilted in its orbit, would we still experience seasons in New York City? Explain to the class in a presentation that may be a song, poem, rap, verbal explanation or anything else that reflects your learning style.

Visual learners were assigned the following during a study on time zones:

What would the world be like if everyone used solar time instead of standard time? How would this affect the life of a Middle School student at Beginning with Children Middle School? You may present a poster, diagram, picture, overhead or white-board presentation to explain your response to the class.

Over the summer and during the upcoming year, our science team will be working with the science specialist who authored our K-5 curriculum to restructure the Middle school program and enable us to offer a more seamless K-8 Science program for our students.

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

Measure 1 (Absolute): Student performance on the New York State 5th and 8th 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 team to administer and score the Social Studies statewide assessment.

Results

2007 NYS Social Studies Scores BWCCS Cohort		
	N	% at 3 or 4
5th grade	44	82.0%*
8th grade		**

*unofficial.
**not yet made available.

Evaluation

Results are preliminary since we have not had an official ATS release.

SUMMARY/ACTION PLAN

Goal 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 Available

The BwCCS social studies curriculum covers history, economics, geography and civics, citizenship and government. The BwCCS social studies program is anchored with the Horizons and Holt text series and provides students with rich subject matter and content knowledge through the following experiences and studies: critical analysis of primary and secondary resources, grade appropriate field trips and presentations, exposure to non-fiction writings and texts, United States and world historical studies, and real world connections with content themes. Social studies guides students to make connections with the past in order to understand current events.

In the Lower School, students learn about the community, workforce, connections to family, and diversity within and among cultural groups that span across time and geographical locations. The focus is global in nature with

opportunities to further explore concepts at the local and regional levels. Some of the many project-based learning activities include:

- Creating a class quilt which reflects themes from the book, *The Drinking Gourd*;
- Building models representing New York City landmarks seen during field trips;
- Presenting argument via a mock debate created by students playing members of the Federalist and Loyalist parties;
- Reenacting the trial of Peter Zenger; and
- Researching and participating in colonial recreation for Colonial Games Day at Prospect Park where students played Squat Tag and Hoop Roll.

In the Middle School, our social studies program prepares students to ask questions, solve problems, consider other interpretations, form opinions, apply concepts, reason critically, think creatively, and make judgments based on evidence. As with the Lower School, our approach involves working with primary documents and using research skills to dig deeper into a particular topic or concept. Technology is a critical tool supporting the teaching and learning and links multiple perspectives in a richer, more content-specific way.

The experiential learning also continues in Middle School. Every year a seventh grade social studies class participates in a Moot Court competition in collaboration with the Phillips Nizer law firm. Students are provided a copy of the case, which they read and analyze in preparation for a visit from the attorneys. Students meet with the attorneys and learn about the basic tenets of our legal system and some of the common terminology and practices of the American legal system. They are then separated into two "teams" and begin to prepare their case as the plaintiffs or defendants. This year the students studied a case that dealt with the constitutionality of single gender public schools. Each side was partnered with a lawyer from the firm and prepared their opening statements, arguments, and closing statements based on the rulings of certain courts and the Constitution.

Next year we plan to reinforce the connections between ELA and social studies by enlarging our nonfiction classroom libraries and structuring more collaboration for professional development across the disciplines. As we revise the curriculum, our social studies committee will vertically align the curriculum to standards, behavioral objectives, and across grades. We will seek multiple opportunities to make meaningful connections between the ELA and social studies performance indicators K-8. We also will look for resources and partnerships which will allow our students to continue developing skills and values essential for effective citizenship. A basic understanding of history, government, geography, and other social studies are essential to the maintenance and enhancement of our representative system. We seek to strengthen a K-8 social studies framework that is differentiated at the elementary and middle levels yet falls along one continuum.

Goal V: BWCCS will maintain its “Good Standing” Accountability status under the NCLB Accountability System.

Method

Each year we have received notification that our school is in good standing via the Department of Education.

Results

According to the NYS Accountability Status Report, BwCCS is a “Charter School in Good Standing” for the 2005-06.

Evaluation

BwCCS met this measure for 2005-06.

SUMMARY/ACTION PLAN

Goal Measure	Type	Description	Outcome
V	Absolute	<i>BWCCS will maintain its “Good Standing” Accountability status under the NCLB Accountability System.</i>	MET

For every assessment required by the state to meet NCLB mandate, we attained at least a 95% participation rate. Each year we have received notification that our school is in good standing via the Department of Education. BWCCS continues to remain a school in Good Standing based on the definition under No Child Left Behind. BWCCS is committed to monitoring the progress of all learners. The K-8 student body profile is comprised of 16% with documented disabilities and 11% limited English proficiency. A further analysis of the BWCCS cohort reveals that a higher percentage of the students with special learning needs score below the proficiency level as compared to their non-disabled peers which may impact future AMO calculations. With current NCLB and state regulations, we know that we will be disaggregating our data in Math and ELA by accountability subgroups so we can report out each group’s PI in comparison to the set AMO. We currently study the performance of target subgroups and have learned about strengths and challenges among all groups. For example, 68% of students with an IEP scored a 1 or 2 compared to their non-disabled peers. Over 60% of students with disabilities scored below proficiency on the Math exam compared to a little over 22% of general education students in Grades 3-8. There were similar findings with students who have been categorized as having Limited English Proficiency. Over two-thirds of the LEP students scored below proficiency on the ELA exam. While slightly less were below proficient on the math assessment, the percentages of LEP students scoring a 1 or 2 reflected a similar pattern. We will need to monitor this to remain in good standing.

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

Measure: At least 75% of students will receive a Proficiency rating on their spring report cards in Technology, Art., Music, and Physical Education.

Method

Specialist teachers collect data on individual student performance and submit a number of 1-5 for each of the competency a child is supposed to master over the course of the academic year. Specialists work with K-8 children and frame their evaluation criteria within a developmental context while remaining content-area standards based.

Results

	<i>Technology – Percentage of students earning Proficiency status</i>	<i>Art – Percentage of students earning Proficiency status</i>	<i>Music – Percentage of students earning Proficiency status</i>	<i>Physical Education – Percentage of students earning Proficiency status</i>
K-5	Not applicable	99%	99%	99%
6-8	83%	98%	98%	100%

Evaluation

BWCCS has met this measure.

SUMMARY/ACTION PLAN

After discussing each measure included under the goal, summarize the results and then indicate whether or not the school met, came close to meeting or did not meet the overall goal.

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

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

Technology

This past year BwCCS made great strides in integrating technology as a learning tool to enhance the curriculum of our core subjects. We created a new position for a Technology Coordinator to oversee the implementation of the subject throughout our K-8 curriculum. We were fortunate to hire a seasoned teacher and technology staff developer to oversee the operation of technology initiatives and support teachers'

delivery of technology-integrated lessons in the classroom. She also helped support the implementation of a new technology curriculum which was introduced during the school year.

We continued to strengthen the technology infrastructure at BwCCS to ensure that students and teachers had access to the hardware to enable them to become technologically savvy. This past year BwCCS added a laptop cart of 26 computers at each campus as well as 75 additional computers, including a Smart Board in one of the Middle School math classrooms and a new computer lab for the Middle School.

A technology coach from the educational technology consulting firm Teaching Matters, Inc. (TMI) worked with our Technology Coordinator and with the school leadership and teachers to create a suite of age-appropriate technologically integrated academic projects into the core curriculum for grades K-8. These projects were supported by personalized professional development for teachers including workshops, in-class support, project planning, coaching, and technical support. The projects are aligned with the New York State Learning Standards and International Society for Technology in Education's National Educational Technology Standards.

At the end of the school year, the Technology Coordinator organized a Technology Fair as a culminating celebration and all-school forum for students to share their multi-media projects with their classmates, friends, and family. During the Technology Fair, students from each class manned display booths and explained what they had learned. The Tech Fair was a resounding success. Among the guests visiting the fair were community stakeholders, parents, friends, siblings and relatives of BwCCS students and their peers from surrounding schools.

BwCCS is in its third year of the federal Enhancing Education through Technology grant. The school recently purchased a nationally accepted technology literacy assessment test aligned with the National Educational Technology Standards (NETS). We will use this test to assess students' technology literacy skills in grades 5, 7 and 8 and plan the grade-by-grade technology curriculum. Over the summer funds from this grant have enabled our staff to be further supported with professional development opportunities which will benefit our students next year.

Art

BwCCS welcomed two new and enthusiastic art teachers this past year. Our art teachers facilitated many interdisciplinary projects which allowed students to make connections between art and other core academic subjects. For example, the Lower School art teacher and a fourth grade literacy teacher integrated writing and art lessons in a unit on political cartoons. In addition, our art teachers spearheaded several school beautification endeavors. One teacher collaborated with The After School Corporation after school program to create a series of murals for the Lower School campus. Students created an array of visual displays that represented the theme entitled "Home away from Home." The first phase of this project is currently displayed in the Lower School Multi-Purpose room and the lobby and several hallways will be adorned for the second phase. In addition, our partnership with Pratt Art Institute remained an important part of our after school and summer programs.

Music

The BwCCS music program once again benefited from our partnership with the Brooklyn Philharmonic. This year the organization collaborated with several classroom teachers to integrate music themes into the core curriculum. Students worked on projects such as acoustic poetry in the second grade. Fourth graders created and performed historical based songs that reflected the 4th grade history units on the Federalists and Loyalists, and the Boston Tea Party. Additionally, fifth grade students created songs to address social issues such as sexism, racism, and homophobia. The students showcased and performed these songs at their fifth

grade promotional ceremony in June.

This school year our music teacher and an NYU student intern trained a group of fourth and fifth graders in our Lower School band. Students received individualized instruction on wind and percussion instruments. Students learned how to read music via the computer music program entitled *Music Ace*. Students showcased their skills at two school-wide concerts in the spring and winter. As an alumnus of Columbia University, our music teacher collaborated with the Mighty Columbia University Marching band this year. The band provided an informative and entertaining performance for Lower School and Middle School students and has become a committed partner with us for future events. Selected BwCCS band members were invited to perform in a special concert at Columbia University.

Physical Education

In Physical Education, students learn to apply concepts, rules, and strategies while performing specialized movements in multiple developmentally appropriate physical activities. They analyze information about the relationship between fitness components and principles that govern their personal fitness development. They engage in physical activities that meet requirements for improving their health and assessments based on the New York State Learning Standards.

The organization, “Teach Your Child to Ride a Bike” came to our school in June during the children’s Physical education classes. This group promotes and encourages bicycling and bicycle safety through education, public events, and collaboration with community and government organizations. Children in grades kindergarten and first grade brought their bikes to school and learned a safe, easy, effective way to learn how to ride their bikes. The class taught the basics of balancing, starting, stopping, and steering a bike. Many children learned to ride their bikes while taking the class; for those who did not, parents left with an easy, hands-free, crash-free, and low-stress way to teach their child to ride.

Students in third and fourth grades participated in the Metro Soccer Club held during after school hours by their physical education teacher. Metro Soccer NY is an organization that runs youth soccer leagues which play throughout the year in the NYC area. A metro soccer coach and the physical education teacher team-taught students the fundamental skills of the game. The students played weekly scrimmages against other schools in our community. Metro soccer provided each student with a uniform and equipment for the season.

In addition to providing rigorous fitness experiences, our physical education department also has nutrition and health content strands. Students in the fifth grade receive gender based instruction about the human body and their own development. This type of instruction is supplemented with an instructional video and our social worker aids in the classroom discussions. Students also are taught about healthy eating habits. For example, an entire unit in the 4th grade curriculum is devoted to the subject. This past year, students used technology and created digital documentaries to promote and inform others about the benefits of healthy eating. Healthy eating also was promoted by the sugar-free fresh fruit smoothie sales which were spearheaded by our physical education teacher on a monthly basis as a school-wide fundraiser. This past year she also spearheaded a series of school-wide events to promote physical fitness for the community such as the Staff versus Family Football Game and a Family Field Day event which welcomed over 700 families and friends to our school yard for a series of carnival style games and food.

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

Measure 1: Each year, responses on the Annual Parent Survey on the school's program will show that a majority of families are satisfied by selecting 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 survey from our alumni to get their feedback on how they were prepared and what they have gone on to do.

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. 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 Folder and families had one week to share their input through this method.

Results

Not only did respondents either "agree" or "strongly agree" with statements at the 75% level, but there were several items which garnered over 90% agreement in their satisfaction levels. For example:

- 93% agreed BwCCS has high standards for academic performance.
- 95% of families are aware of the learning expectations at BwCCS.
- 95% of families agree that BwCCS effectively communicates with families, including extending invitations to attend key events.
- 96% agree that teacher-student interactions are supportive and respectful.

There was a 42% response rate for families.

Evaluation

BWCCS met this measure.

SUMMARY/ACTION PLAN

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

The majority of items from this year's parent survey yielded strong, positive agreement in the 80-90% range. This type of feedback allows decision-makers and school leadership to recognize that families are satisfied with many programs, services, and school-wide efforts underway that support the overall educational experience.

We modified this survey for the 2006-07 school year because parents the previous year had complained that the other measure was too long and not concise enough. While we feel that the tool is a good length and we will use this information as part of our strategic planning and data reflection sessions, we need to examine ways to increase participation. We only obtained a 42% response rate using this take-home and end-of-year methodology compared to the 70% response rate in 2005-06. We will examine how we conduct survey evaluation for 2007-08 and work toward increasing this response rate and getting more representative information. We also will be looking at providing incentives such as a drawing or raffle, communicating results via our family newsletter, and a friendly reminder via phone or email during the week it is due.

This year we have taken major steps to strengthen our meaningful partnerships with the BwCCS parent body. The school implemented a policy of sending home weekly communications through a Tuesday Folder communication program. Each Tuesday, we distributed a folder to each student with a letter from the school leadership updating the school community about upcoming events and programs. This system also became the school-wide communication instrument for classroom teachers and specialists. Our Family Handbook also has been a useful tool to communicate our school-wide policies and procedures. Updated handbooks were distributed and reviewed at our parent Open House in October which is called "Curriculum Night." At Curriculum Night parents also had an opportunity to meet their child's teacher to review classroom policies and portions of the grade level curriculum. Many teachers added a technology component to the evening's presentation using PowerPoint presentations. The sessions were interactive and informative.

This past year each Lower School classroom was assigned a class parent to support teachers with parent communication and organizing classroom trips and events. This volunteer position was often shared by two or more parents. Additionally, the Learning Leaders organization provided trained volunteer parents and guardians that supported classroom teachers by completing many classroom responsibilities such as grading student work and organizing classroom libraries. Similarly, the Senior Activities Committee was formed by parents to support the Middle School. The group met regularly to plan events and communicate progress and expectations in order to ensure that each eighth grader's final year at BwCCS would be a special and memorable time. The committee planned a school wide Potluck and Raffle Dinner that brought families together for an evening of food, fun and prizes. The proceeds helped to finance Ring Day, Prom and Awards Night festivities.

Finally, the Parent Teachers Association (PTA) has mobilized a core group of parents to support a variety of school-wide events throughout the school year. Smoothies sales, School-wide book sales, fundraising dances,

“Publishing” parties, potluck dinners, the Science Exploratorium, Technology Fair, Family Field Day, Staff Appreciation Day, Moving Up and Promotional Ceremonies and the Eighth Grade Graduation were all spearheaded or supported by the PTA this year.

School trips continue as a source of parent and staff partnerships. Parents chaperone trips with kindergarteners and went on overnight ventures with students in higher grades, including Middle School. They accompanied fourth graders on a camping trip, toured Philadelphia with the fifth grade, dorned at Cornell University with our sixth graders, traveled to Washington D.C. with the seventh grade and accompanied the eighth grade to the Rocking Horse Ranch for the Senior trip.

BwCCS is one of twelve finalists for four slots in the Computers for Youth initiative. This program hosts a Saturday Family Learning Workshop for interested parents which awards all participants with a free refurbished computer with software and technical assistance. The program targets students in the sixth and seventh grades. It helps train parents how to better support their children’s academic development.

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

A total of 13 students or slightly less than 4% were students from returning families who were discharged before the end of September. One family reported dissatisfaction as the primary reason for leaving. A majority of those who were discharged before the end of September 2006 either moved from the area or were accepted into a specialized middle school.

Evaluation

BWCCS met this measure.

SUMMARY/ACTION PLAN

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 chose to withdraw their children as students from the school because they are dissatisfied with the school's program.</i>	Met

Survey results from prior satisfaction surveys and items from our 2006-07 Family Satisfaction surveys continue to produce data on very high levels of satisfaction with our efforts in Family/Community Relations and the overall educational program at both the Lower and Middle School. In looking at our data over the remaining academic year, reasons for leaving our community typically range from moving out of state to requiring a special education placement.

Goal IX: BWCCS 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

BwCCS's student attendance rate for 2006-2007 school year was 93%.

Evaluation

BWCCS met this goal.

SUMMARY/ACTION PLAN

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

BWCCS has met the goal. Family satisfaction, retention, and student attendance data indicate we are providing a high quality educational program with benefits beyond the classroom walls.

We will continue to identify and study what is it about BWCCS that creates high levels of satisfaction for families as well as ways to increase participation rates on feedback surveys so we have a more representative parent voice. We also have begun to investigate strengthening our existing Family-School Contract based on other charters' success with a school wide policy. Additionally, as we strengthen our data system, we will seek more effective ways to collect and store data on our parents, including assessing their needs, participation, background characteristics, skills with respect to supporting their children's learning at home, and knowledge about our curriculum.

Goal X: BWCCS is 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 ByLaws. 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. Although the school has not received written results from the most recent oversight visit on May 4, 2007, school leaders were told during the verbal "debrief" that the school appeared to be in compliance with all requirements. Last year during the Renewal process, the NYC DOE ONS found in its February 2006 Renewal Report that BwCCS was in compliance with applicable laws and regulations pertaining to its current charter and recommended that it be awarded a full five year renewal.

Results

BWCCS has met this measure. For example, the school follows the procedures set forth in the above referenced statutes for informing families about their right to know information about their children's school files and certification status of their teachers. The school's Policies and Procedures Manual, Staff Manual and Operations Manual have been revised to include more specific directions to staff about student and family rights pursuant to the Freedom of Information Law and Federal Family Educational Rights and Privacy Act.

The Board recently amended its By-Laws to reconstitute itself to better serve the school and its community. Previously the Board's make up was constituency based. The original Bylaws contemplated four representative groups: three staff members (including the Principal), three parents (including the PTA President), three Beginning with Children Foundation employees, and the community. Under these Bylaws, the Board only elected the 5 community seats. After discussing the issue during the school year, the Board determined that its constituency based make up presented the possibility of real or perceived conflicts of interest that did not serve the best interests of the school, its students and families.

Last fall a charter board expert, Joey Gustafson, of JM Consulting, was retained to work and help develop the Board. It was her strong recommendation that the Board needed to reconstitute itself and base its membership on the skills needed by the school instead of the needs of specific constituencies. In addition, the NYC Center for Charter School Excellence conducted a report on the effectiveness of Charter School Boards in New York City and rated BwCCS one of only six charter schools that was "weak" in governance criteria. The Center found that it was "imperative that the BwCCS governing board looks internally, rethinks its optimal structure and focuses more on skills and less on specific constituencies."

Trustees on a skills-based board are selected based on the particular skills that they would bring to the board, rather than the interests of a specific constituency. During meetings this past year, the Board discussed specific areas in which it required additional expertise. Among the areas identified which needed to be represented by community members were development, strategic planning, marketing and communications, government relations, human resources and facilities management.

At its meeting in May 2007, all constituency based Board members agreed to voluntarily resign so that the remaining Community members could rebuild the Board's capacity to be better support and enhance the school's current program. The consensus was that a "skills" based board would objectively listen to the views of the parents, faculty and foundation in determining how best to move the school forward. The Board is in the process of interviewing prospective candidates. It is actively looking at potential candidates.

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 **Method** discussion above.

Results

BWCCS also has met this measure. When necessary, the school consults with outside counsel to assist in legal matters and to interpret charter requirements. This past year the school has revised its Operations Manual, updated its Policies and Procedures Manual and is in the process of re-writing its Staff Manual to clearly communicate school wide policies, protocols and controls to ensure legal and charter compliance. The Board monitors a "dashboard" of metrics for its monthly meetings relating to the school's operations. This "dashboard" covers an array of critical information such as enrollment information, identification of the special education population and English Language learners, test scores, interim assessment data, and other indicators of student achievement and activities at the school. This tool allows the Board to closely monitor the school's progress on a variety of fronts, and to strategize early around any necessary interventions and additional supports or resources.

The Board recently adopted a revised Financial Policies and Procedures after the State Comptroller's Audit Report was issued. It also adopted a Whistle Blower Policy which provides information about the procedures for making a good faith report about violations of the Code and information about what BwCCS will do if an employee is threatened or retaliated against because he or she made a report.

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 in private practice with the Tannenbaum, Helpert, Syracuse & Hirschtritt firm for legal advice relating to its operations, including its policies and procedures, documents, and particular incidents.

Results

The school has made revisions as necessary and also has benefited from the legal expertise of one of its Board members.

SUMMARY/ACTION PLAN

Goal Measure	Type	Description	Outcome
1	Absolute	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.	Met
2	Absolute	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.	Met
3	Absolute	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.	Met

As mentioned above, the Board is in the process of electing new members whose skills will include legal as well as development, strategic planning, marketing and communications, government relations, human resources and facilities management. Such expertise will better enable the Board to provide governance to the school on many issues and help ensure future compliance with its charter and relevant laws.

Goal XI: BWCCS will make 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.

Evaluation

For the fiscal year ended 6/30/07, 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 Goldstein Golub Kessler LLP 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.

Evaluation

Each year for the years ended 2001-2006, 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

The NYS Comptroller's Office audited BwCCS during the 2005-06 school year.

Evaluation

During 2006-07, BwCCS received the final audit report from the NYS Comptroller's office for an audit performed during the 2005-2006 school year. All recommendations were addressed with action items and implemented in a timely fashion.

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.

Evaluation

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 2007-2008 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. At this time adjustments are made to the long-range financial plan according to programmatic needs.

Evaluation

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 Trustee’s direction and laws, regulations, grants and contracts.

Method

See above under Measures 1 and 3. The Board reviews the school’s Financial Policies and Procedures on a regular basis. Each year, the business office presents financial procedures to staff to ensure compliance with these policies.

Evaluation

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

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

Method

See above under Measure 1.

Evaluation

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

Measure 8: Each year 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.

Evaluation

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

SUMMARY/ACTION PLAN

Goal Measure	Type	Description	Outcome
1	Absolute	<i>Each year BWCCS will operate on a balanced budget.</i>	Met
2	Absolute	<i>BwCCS will receive unqualified opinions from its annual auditor.</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, authorizer, or the New York State Department of Education.</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

As set forth above, BwCCS is continually monitoring its finances and seeking improvements to our financial practices and policies. The recent audit by the State Comptroller's Office enabled us to improve our practices.

NYS DOE Request. Value-Added Cohort Analysis

Analysis of Test Performance Levels for the Entire Cohort of Students, 2006 to 2007

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				Total
		1	2	3	4	
2007	1	3	0	0	0	3
	2	10	53	26	0	89
	3	0	24	101	10	135
	4	0	0	3	2	5
	Total	13	77	130	12	232

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				Total
		1	2	3	4	
2007	1	1.3%	0.0%	0.0%	0.0%	1.3%
	2	4.3%	22.8%	11.2%	0.0%	38.4%
	3	0.0%	10.3%	43.5%	4.3%	58.2%
	4	0.0%	0.0%	1.3%	0.9%	2.2%
	Total	5.6%	33.2%	56.0%	5.2%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test		Total
		1 & 2	3 & 4	
2007	Level			
	1 & 2	28.4%	11.2%	39.7%
	3 & 4	10.3%	50.0%	60.3%
Total		38.8%	61.2%	100.0%

Chart 4: Changes in Proficiency Levels from 2006 to 2007						
Movement	1	2	3	0	Totals	
Positive	15.9%	0.0%	0.0%		15.9%	
Negative	15.5%	0.0%	0.0%		15.5%	
No Difference ---->				68.5%	68.5%	
100.0%						
↑ Becoming Proficient	2 to 3	1 to 3	2 to 4	1 to 4	10.3%	
	10.3%	0.0%	0.0%	0.0%		
↓ Falling Below Threshold	3 to 2	3 to 1	4 to 2	4 to 1	11.2%	
	11.2%	0.0%	0.0%	0.0%		
◇ No Difference	1 to 1	2 to 2	3 to 3	4 to 4	68.5%	
	1.3%	22.8%	43.5%	0.9%		
Other Changes:	Positive		Negative			
	3 to 4	1 to 2	2 to 1	4 to 3		
	Above Threshold	1.3%		4.3%	5.6%	
	Below Threshold		4.3%	0.0%	4.3%	
Cohort Total						
100.0%						

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress?	
Cohort Size =	232
Percent at Levels 3 & 4 in 2005-06	61.2%
Proficiency Target Point in 2006-07	68.1%
Percent at Levels 3 & 4 in 2006-07	60.3%
Gain or Loss from Last Year	-0.9%
Did This Cohort Meet Its Target?	NO

2007 Cohort Results					
Cohort	Num. in Cohort	Percent at Levels 3 & 4			Met the Target?
		2005-06 Results	2006-07 Results	2006-07 Target	

3 - 4	50	72.0%	72.0%	73.5%	NO
4 - 5	44	81.8%	72.7%	Gain	NO
5 - 6	43	60.5%	60.5%	67.7%	NO
6 - 7	47	51.1%	46.8%	63.0%	NO
7 - 8	48	41.7%	50.0%	58.3%	NO
Total	232	61.2%	60.3%	68.1%	NO
In 2007, in how many grades did each cohort in this school reach its target?					0 of 5

Taking into consideration the performance of each cohort, did the school make sufficient progress?	NO
---	-----------

According to the guidelines, if a single grade cohort within a school does not reach its target, then the school cannot be deemed to have made sufficient progress.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO. According to the guidelines, if that should happen, the school cannot be deemed to have made sufficient progress as a whole.

Section II. Report of Fiscal Performance

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

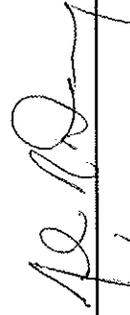
CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/07

Charter School Code:
331400860825

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

REVENUES

	<u>SALARIES</u>	<u>EXPENDITURES OTHER</u>	<u>TOTAL</u>
A. STATE SOURCES	94,927	300,270	395,197
B. FEDERAL SOURCES	282,453	-	343,153
C. PUBLIC SCHOOL DISTRICTS	-	185,752	2,210,754
1. BASIC OPERATING REVENUES	4,514,024	53,649	324,282
2. STATE AID-PUPILS WITH DISABILITIES	63,184	96,931	260,021
3. FED. AID-PUPILS WITH DISABILITIES	109,169	27,781	27,781
4. OTHER REVENUE FROM PUB SCH DISTRICTS	-	-	-
D. ALL OTHER REVENUES	166,962	96,776	211,205
E. TOTAL REVENUES FROM ALL SOURCES	5,135,792	-	1,171,411
S. ENROLLMENT	442,725	-	-
T. EXPENDITURES PER PUPIL	11,170.18	-	1,516
		<u>R. GRAND TOTAL EXPENDITURES</u>	<u>4,945,320</u>

Signature of Chief School Officer: 
 Date: 7/26/07

Section V. Other Reporting Requirements

**Charter School Student Attrition Rates
2006-07**

Grade	Enrollment	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Kdg.	# Enrolled	48	50	50	50	50	49	48	49	50	50
	# Leaving	2	0	0	0	0	1	4	0	0	0
	% Attrition	4%	0%	0%	0%	0%	2%	8%	0%	0%	0%
1st	# Enrolled	50	50	50	51	51	50	49	49	50	50
	# Leaving	3	0	0	0	0	1	1	0	0	0
	% Attrition	6%	0%	0%	0%	0%	2%	2%	0%	0%	0%
2nd	# Enrolled	50	50	50	50	50	50	50	50	50	50
	# Leaving	1	0	0	0	0	0	0	0	0	0
	% Attrition	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
3rd	# Enrolled	50	49	49	49	49	49	48	49	49	49
	# Leaving	3	2	0	0	1	0	1	0	0	0
	% Attrition	6%	4%	0%	0%	2%	0%	2%	0%	0%	0%
4th	# Enrolled	52	51	51	51	51	51	51	51	51	51
	# Leaving	2	0	0	0	0	0	0	0	0	0
	% Attrition	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%
5th	# Enrolled	47	48	48	48	50	51	50	49	49	49
	# Leaving	4	0	0	0	0	0	0	1	0	0
	% Attrition	8.5%	0%	0%	0%	0%	0%	0%	2%	0%	0%
6th	# Enrolled	48	49	49	49	49	48	47	47	47	47
	# Leaving	4	0	0	0	0	1	1	0	0	0
	% Attrition	8.3%	0%	0%	0%	0%	2%	2%	0%	0%	0%
7th	# Enrolled	52	50	50	50	50	49	48	47	47	47
	# Leaving	0	2	0	0	0	1	1	1	0	0
	% Attrition	0%	4%	0%	0%	0%	2%	2%	2%	0%	0%
8th	# Enrolled	49	48	47	47	47	47	47	47	47	47
	# Leaving	0	0	1	0	0	0	0	0	0	0
	% Attrition	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%

Charter School Teacher Attrition Rates 2006-07

Subject	Teachers	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Science	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Art	# Employed	1	1	1	1	2	2	2	2	2	2	2	2	2
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Music	# Employed	1	1	1	1	1	1	1	1	1	1	1	1	1
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Tech	# Employed	1	1	1	1	1	1	1	1	1	1	1	1	1
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
PE	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
SPED/ ESOL	# Employed	5	5	5	5	5	5	5	5	5	5	5	5	5
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Grade	Teachers	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1st	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2nd	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
3rd	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	1	1
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	50%
4th	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
5th	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	# Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
MS	# Employed	5	5	5	5	4	4	5	5	5	5	5	5	5
Core	# Leaving	0	0	0	1	0	0	0	0	0	0	0	2	2
	% Attrition	0%	0%	0%	20%	0%	0%	0%	0%	0%	0%	0%	40%	40%

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Cynthia Bailey
Cynthia Bailey
Principal
Beginning With Children Charter School

7/24/07 Cynthia Bailey
Signature and Date

[Signature]
Notary Public Signature and Seal

BRIAN STEMMER
Notary Public
Essex County
My Commission Expires May 9, 2011

John R. Day
John R. Day
Board of Trustees Chair
Beginning With Children Charter School

[Signature] 7/26/07
Signature and Date

[Signature]
Notary Public Signature and Seal

BRIAN STEMMER
Notary Public
Essex County
My Commission Expires May 9, 2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Cynthia Bailey
Name of Charter School Beginning with Children Charter School
Home Address 166 N. 25 Street Wyandanch NY 11798
Business Address 11 Bartlett street Brooklyn, NY 11206
Daytime Phone 718-388-8847
E-Mail Address cbailey@bwccschool.org

1. List all positions held on board (e.g., chair, treasurer, parent representative): school representative

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

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.
Principal, instructional and managerial school oversight
8/04

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

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

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

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

Cynthia Bailey
Signature

7/9/07
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Mimi Clarke Corcoran

Name of Charter School Beginning with Children Charter School

Home Address 858 Carroll St Brooklyn, NY 11215

Business Address _____

Daytime Phone 718-789-7736

E-Mail Address MClarkeCorcoran@gmail.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): foundation representation

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

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

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Beginning with Children Foundation	Organizational Partner	Per Memorandum of Understanding and approved budget with end of year adjustments \$377,078	Self Executive Director Beginning with Children Foundation

Mona Parker Cremona
Signature

6-29-2007
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) JOHN R. DAY
Name of Charter School BEGINNING WITH CHILDREN
Home Address PO BOX 527 MYSTIC CT 06355
Business Address N/A
Daytime Phone (CELL) (860) 885-9890
E-Mail Address john.r.day@comcast.net

1. List all positions held on board (e.g., chair, treasurer, parent representative): CHAIR

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

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

N/A

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

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

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

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

R R Day

 Signature

7/15/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) ^{DIONNE} (Joy) DELANCY

Name of Charter School BEGINNING WITH CHILDREN

Home Address 919 TROY AVE, B'KLYN, NY 11203

Business Address 11 BARTLETT ST, B'KLYN, NY 11206

Daytime Phone 718-388-8847

E-Mail Address jdelancy@bwcschool.org

1. List all positions held on board (e.g., chair, treasurer, parent representative):

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

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

LS/MS Librarian
\$64,500
9/02

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

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

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

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

Dorrie De Lancy

 Signature

7/13/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Lizette Encarnación

Name of Charter School Beginning with Children Charter

Home Address 87-13 90 Street, Apt. 1

Business Address N/A

Daytime Phone (718) 850-1513

E-Mail Address lizencar@yahoo.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):
parent representative

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

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

N/A

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

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

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

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

Lizette Encarnación

 Signature

7/18/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Alma N. Tannotto
Name of Charter School Beginning with Children Charter School
Home Address 64-49 74th Avenue, Glendale NY
Business Address _____
Daytime Phone (718) 541-8860
E-Mail Address Supermami905@aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): PTA President - parent representative

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

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

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

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

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

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

Albert R. Gaussois

 Signature

7/21/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Carol Matthews

Name of Charter School Beginning with Children

Home Address 141 E 88th St NY, NY 10128

Business Address 575 Lexington Ave. NY NY 10022

Daytime Phone 212-318-9122

E-Mail Address CMatthews@bwcf.org

1. List all positions held on board (e.g., chair, treasurer, parent representative): Secretary

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

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

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Beginnings with Children Foundation	Organizational Partner	Per - Memorandum of Understanding and approved budget with end of year adjustments \$377,078.	Self COO Beginnings w/ Children Foundation

Carol Matthews
Signature

July 26, 2007
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Benet O'Reilly
Name of Charter School Beginning with Children Charter School
Home Address 199 Dean St. #3, Brooklyn NY 11217
Business Address One Liberty Plaza, New York, NY 10006
Daytime Phone (212) 225-2746
E-Mail Address boreilly@cask.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Treasurer

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

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

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

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

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

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



 Signature

July 6, 2007

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) DAVID ORTIZ

Name of Charter School BEGINNING WITH CHILDREN

Home Address 1392 WILLOUGHBY AVE. BROOKLYN NY 11237

Business Address N/A

Daytime Phone (CELL) 917-415-0042

E-Mail Address d.ortiz321@verizon.net

1. List all positions held on board (e.g., chair, treasurer, parent representative): PARENT REPRESENTATIVE, NOMINATING COMMITTEE CHAIR

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

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

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

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

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

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

David [Signature]

 Signature

7/19/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Sonia Ortiz-Gulardo
Name of Charter School Beginning with Children
Home Address 142 E. 16 St #6C NY NY 10003
Business Address 575 Lexington Ave. NY NY 10022
Daytime Phone 212-318-9106
E-Mail Address Sogulardocool.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Vice-Chair

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

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

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

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

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

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

James Dely-Pulacado

 Signature

6/27/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Gail Sims Bliss
Name of Charter School Beginning with Children Charter School
Home Address 410 Second Street Brooklyn NY 11215
Business Address 11 Bartlett Street Brooklyn NY 11206
Daytime Phone 718 388 8847
E-Mail Address gsbliss@verizon.net

1. List all positions held on board (e.g., chair, treasurer, parent representative): Secretary

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

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

Position Science teacher #3-5th grade
Salary 3,069.00 bi Weekly (Gross)
Start date - 2/95

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

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

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

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

Paul Sims Bliss
Signature

7/17/07
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) AMY Brook Snider
Name of Charter School Beginning With Children Charter School
Home Address 90 Gold St. #27D NY NY 10038
Business Address Pratt Institute 200 Willoughby Ave. Brooklyn, NY 11205
Daytime Phone (718) 636 3637
E-Mail Address absnider@pratt.edu

1. List all positions held on board (e.g., chair, treasurer, parent representative): Head of Academic Excellence Committee

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

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

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Art + Design Educ. Dept. Pratt Institute	Summer Design Program	\$20,600.	Amy Brook Snider, Chair Art and Design Educ.

Amy Brook Snider
Signature

7/8/07
Date