



BERGEN ARTS AND SCIENCE CHARTER SCHOOL (BASCS)

200 MacArthur Ave, Garfield, NJ, 07026

2008 ANNUAL REPORT

This report is transmitted to the Commissioner of Education, the county superintendent and the board of education of the district residence

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SCHOOL DESCRIPTION

School Name: Bergen Arts and Science Charter School (BASCS)

Startup and Current Year. Bergen Arts and Science Charter School commenced implementation in the 2007-2008 school year and just completed its first year of operation.

Address (List all Locations). The school is located at 200 MacArthur Ave. Garfield, NJ 07026.

Facility. The school is located in a three story building that formerly served as a private/public school. The facility is leased by the school, for a total annual cost of \$444,000.

Number of Students, Grades and Classes. The school's charter authorized a maximum enrollment of 360 students in 2007-08 in grades K,1,2,3,4 and 5. The enrollment at the beginning of the school year was 293 students. At the end of the year the enrollment was 306 students. Except two classes of Kindergarten, there are three classes at each grade level.

Maximum Class Size. Class size is approximately 20 students per class.

School Day: The school day begins at 8 a.m. and ends at 3:30 p.m. for a total time of seven and one-half hours. Total instructional time is five hours and twenty-five minutes per day.

School Year: School began September 10, 2007 and ended June 26, 2008, for a total of 183 school days.

Student/Teacher Ratio: 10:1

Planned Expansion. In the 2008-09 school year, the school will add three sixth grades and expand to 420 students.

Approved District(s) or Region of Residence. The school draws its students from the following districts: Garfield, Lodi and Hackensack.

Employees. The school employs a lead person, 28 classroom teachers, 6 aides, 3 special education teacher, a nurse, business administrator, and a physical education teacher.

Lead Person. The school's lead person is Mr. Bekir Duz (Tel. 973 253 0002), (Fax 973 253 0110), (email: bekir.duz@bergencharter.org).

Theme/Defining Attributes. The defining attributes of the school are its emphasis on science technology, and character education.

1. REVIEW OF STATE AND LOCAL ASSESSMENT ACTIVITIES AND STUDENT ACHIEVEMENT RESULTS IN THE CONTEXT OF THE SCHOOL'S GOALS AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS

1.1 Academic Goals and Objectives:

All students tested upon entry to the school. Test results utilized to determine individual needs as well as overall school performance, integrated into students' educational plans. Test results utilized by teachers to modify and individualize the classroom activities. All students participated in a period of individualized attention, whether working on remedial projects or working on challenging self-selected projects, as evidenced on the daily schedule. Students with special needs received individualized goals, and as appropriate, students suspected of being eligible for special education referred for evaluation, evaluated, and if classified received Individualized Educational Plans developed and implemented, according to the timelines outlined in the NJAC. Students entering with IEPs accommodated according to the IEP in place. Language barriers eliminated through the infusion of ESL programs, as reflected in the daily class schedule. All students received some form of computer instruction, varying according to achievement level, grade level, and appropriateness of technology use for the specific lessons. Eventually all students were able to utilize the computer for word processing, data collection and maintenance, research and use of the Internet, as reflected in student records, report cards and portfolios. All students were included in classrooms with no more than 20 students per teacher. **Students were given the opportunity to expand their knowledge in the subject of their interest beyond curriculum level.** All students encouraged to become self-directed learners and competitors, through encouragement, provision of choices. BASCS students took place at local Science Olympiads and won the first place.

1.2 Assessment Results

Students took standardized tests required of all public school students. Since it was the first year, the third grade NJ ASK 3, fourth grade NJ ASK 4 and fifth grade NJ ASK 5 tests were applied as these were the only grades with students attending, wherein testing is required. NJ ASK 5 test results have not been received yet during the preparation of this report.

NJASK 3 2007-08 LANGUAGE ARTS LITERACY	# Tested	Proficiency Percentages		
		Partial	Proficient	Advanced
ALL STUDENTS	53	18.90%	77.40%	3.80%
GENERAL EDUCATION	42	11.90%	83.30%	4.80%
SP. ED.	9	55.60%	44.40%	0%
LEP	3	33.30%	66.70%	0%
FEMALE	25	12%	80%	8%
MALE	28	25%	75%	0%
ASIAN	2	0%	100%	0%
BLACK	15	13.30%	80%	6.70%
HISPANIC	26	23.10%	73.10%	3.80%
WHITE	10	20%	80%	0%
ECO. DIS	24	20.80%	79.20%	0%

NON ECO. DIS	29	17.20%	75.90%	6.90%
MIGRANT	1	100%	0%	0%

NJASK 3 2007-08 MATHEMATICS	# Tested	Proficiency Percentages		
		Partial	Proficient	Advanced
ALL STUDENTS	54	5.60%	66.70%	27.80%
GENERAL EDUCATION	42	2.40%	66.70%	31%
SP. ED.	9	22.20%	77.80%	0%
LEP	4	0%	50%	50%
FEMALE	25	0%	76%	24%
MALE	29	10.30%	58.60%	31%
ASIAN	2	0%	0%	100%
BLACK	15	6.70%	80%	13.30%
HISPANIC	26	3.80%	69.20%	26.90%
WHITE	10	10%	60%	30%
ECO. DIS	24	4.20%	75%	20.80%
NON ECO. DIS	30	6.70%	60%	33.30%
MIGRANT	1	100%	0%	0%

NJASK 4 2007-08 LANGUAGE ARTS LITERACY	# Tested	Proficiency Percentages		
		Partial	Proficient	Advanced
ALL STUDENTS	46	32.60%	65.20%	2.20%
GENERAL EDUCATION	33	33.30%	63.60%	3%
SP. ED.	8	37.50%	62.50%	0%
LEP	7	42.90%	57.10%	0%
FEMALE	23	26.10%	73.90%	0%
MALE	23	39.10%	56.50%	4.30%
ASIAN	2	0%	50%	50%
BLACK	8	37.50%	62.50%	0%
HISPANIC	25	36%	64%	0%
WHITE	10	30%	70%	0%
ECO. DIS	26	38.50%	61.50%	0%
NON ECO. DIS	20	25%	70%	5%

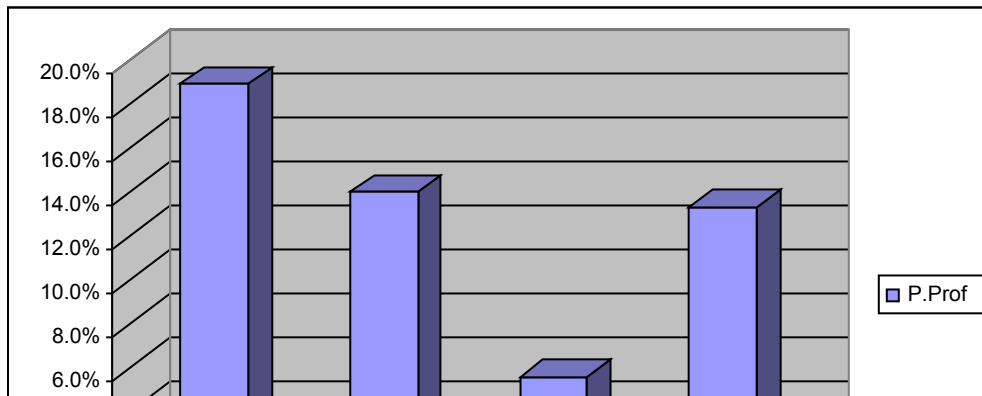
NJASK 4 2007-08 MATHEMATICS	# Tested	Proficiency Percentages		
		Partial	Proficient	Advanced
ALL STUDENTS	46	13%	52.20%	34.80%
GENERAL EDUCATION	33	6.10%	60.60%	33.30%

SP. ED.	8	50%	37.50%	12.50%
LEP	7	28.60%	14.30%	57.15
FEMALE	23	13%	56.50%	30.40%
MALE	23	13%	47.80%	39.10%
ASIAN	2	0%	50%	50%
BLACK	8	37.50%	62.50%	0%
HISPANIC	25	8%	52%	40%
WHITE	10	10%	50%	40%
ECO. DIS	26	19.20%	46.20%	34.60%
NON ECO. DIS	20	5%	60%	35%

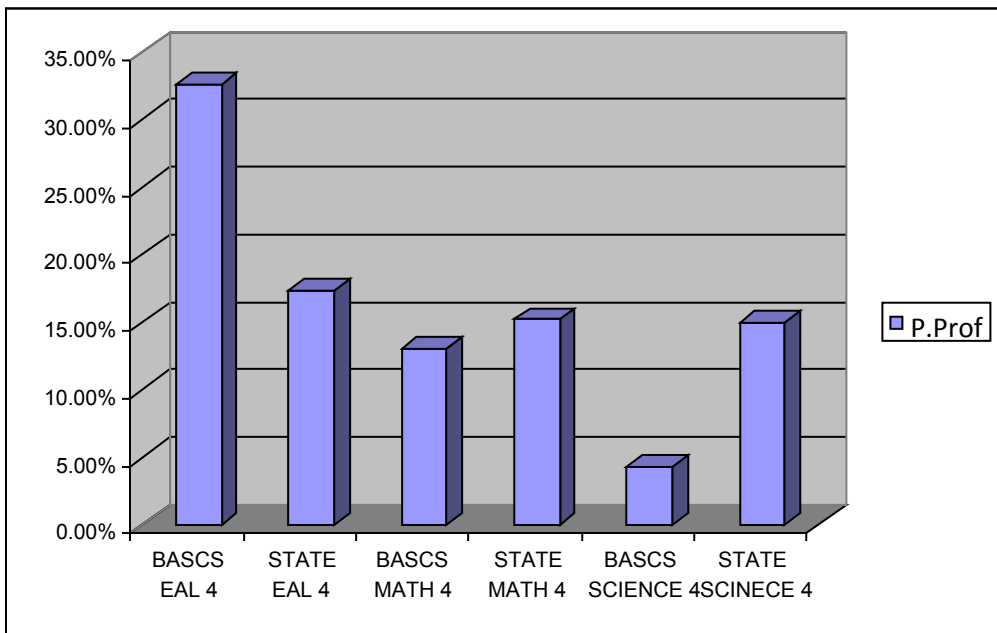
NJASK 4 2007-08 SCIENCE	# Tested	Proficiency Percentages		
		Partial	Proficient	Advanced
ALL STUDENTS	46	4.3%	30.4%	65.2%
GENERAL EDUCATION	33	0%	27.3%	72.7%
SP. ED.	8	25%	62.5%	12.5%
LEP	7	14.3%	14.3%	71.4%
FEMALE	23	8.7%	26.1%	65.2%
MALE	23	0%	34.8%	65.2%
ASIAN	2	0%	0%	100%
BLACK	8	0%	62.5%	37.5%
HISPANIC	25	4%	28%	68%
WHITE	10	10%	20%	70%
ECO. DIS	26	7.7%	42.3%	50%
NON ECO. DIS	20	5%	15%	85%

1.3 Discussion of Progress

State vs BASCS	Proficiency Percentages		
	Partial	Proficient	Advanced
NJ ASK GRADE 3			
BASCS EAL 3	18.9%	77.4%	3.8%
STATE EAL 3	14%	81.4%	4.6%
BASCS MATH 3	5.60%	66.70%	27.80%
STATE MATH 3	13.3%	53.4%	33.3%



<u>State vs BASCS</u> NJ ASK GRADE 4	Proficiency Percentages		
	Partial	Proficient	Advanced
BASCS EAL 4	32.60%	65.20%	2.20%
STATE EAL 4	17%	78.0%	4.6%
BASCS MATH 4	13%	52.20%	34.80%
STATE MATH 3	15.2%	44.4%	40.4%
BASCS SCIENCE 4	4.3%	30.4%	65.2%
STATE SCINECE 4	15.0%	45.7%	39.3%



As can be seen in the graphs, BASCS's EAL scores are slightly lower than state scores. However, math and science scores are higher than state averages. There will be more emphasis on EAL for coming years. In the grades from 4 through 6, subject matter will be taught by teachers specializing in specific subject matter. For example, a math teacher will teach math. This method will ensure that teachers are acutely aware of students' abilities in specific areas.

1.4 Non-Academic Goals and Objectives:

BASCS students learned citizenship through taking responsibility and working in teams. In addition to the standardized tests, continuous assessment carried out as part of every class. Teachers gave tests on subject matter, and students maintained a portfolio of accomplishments, including written works, art, and electronic data.

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

2.1 Summary of Curriculum Development Progress

Bergen Arts and Science Charter School formed a Curriculum Committee, composed of the curriculum supervisor and teachers. Members of the Curriculum Committee meet on a regular base to examine the effectiveness of the curriculum and its impact on the students achievements. The academic programs updated by this group. BASCS provided professional development for its staff in the areas of curriculum development, utilizing effective instructional strategies, using data to improve instruction.

2.2 Delivery of an Educational Program Leading to High Achievement for all Students

BASCS mission is to provide the ideal environment for the intellectual and social development of its students by utilizing a combined effort of students, educators, families, and the community as a whole. Bergen Arts and Science Charter School believes an effective and adequate education necessary for the citizens of the future relies heavily on a multidimensional academic curriculum in which all core subjects will be blended together through various teaching methods while promoting the development of a strong character that supports and respects society.

In 2007-2008 academic year BASCS started implementation of branch study groups. The teachers of each subject matter such as mathematics, science and reading formed

a branch group. Every branch group has a leader. The board of trustees considers qualities such as experience, knowledge of the subject and leadership qualities to select a teacher as the group leader. The purpose of the branch groups is to build a high standard of teaching and classroom leadership independent of any individual. By establishing such a standard the school can ensure that all of its students are getting the best education possible in every branch of knowledge regardless of their particular teacher. The main motivation behind branch groups is the belief that the teacher plays the most crucial role in providing education to the student. The effectiveness of teachers translates into student interest and motivation. The benefits of the branch study groups include the following:

- Enables self-control for maintaining and improving quality.
- Facilitates sharing of knowledge and experiences of good and bad practices among peers. These practices include use of classroom equipment, computers and Internet.
- By adding conferences and workshops and disseminating this information to the group members the group leader enables members to follow the latest developments in education in their field.
- Enables teachers to renew and refresh their skills and knowledge through increased communication.
- Recording of discussion and presentations in the group enables the school to establish and improve high standards.
- Motivation: the branch groups fulfill an important need by making teachers highly effective in delivering their education material and hence keeping student interest and motivation high at all times.

Branch groups meet weekly or bi-weekly after class hours. The group leader serves as the host of each session. The following is a typical agenda for a branch group session:

- Review of past week's experiences.
- Model presentations, experiments and sample lectures for the material to be taught the coming week.
- Preparation/review of daily plans.
- Determination of homework assignments.
- Preparation of exams and establishment of evaluation criteria.
- Evaluation of highly successful and highly unsuccessful students.
- Proposals for individual tutoring, special care and advanced tutoring for respective students.
- Discussion of techniques, methods and resources to be used for contest/Olympiad preparation, science projects and extra classes.
- Scheduling of such activities.

Other than effective "branch groups meetings" different mechanism were employed for professional staff training.

2.3 Delivery of Services to At-Risk Students

BASCS supports and enhances the social and emotional functioning of all its students, as well as their academic growth. It provides a large learning environment that promotes a strong sense of self and a community that fosters positive relationships among peers and staff, and practices effective communication and peaceful conflict resolution. Its small size allows for personal relationships between students, staff, administration and families ensuring that no student ever falls between the cracks.

The staff assess each student as early as when they enter school to determine his or her particular style of learning, academic strengths and weaknesses. The staff also conducts a student and parent interview. They review records from previous schools, along with any relevant evaluations such as CST, speech and so forth. From this information, they develop a Personal Education Plan. The plan reviewed with the parent(s), student, and the Head of Student Affairs, or the class teacher, and will include specific learning and social and emotional goals for each student that correlates with the Core Curriculum Standards established at each grade level. The staff, parent, and student review the plan at least three times a year.

When a student is identified as at-risk of not completing his or her education based upon factors such as poor school attendance, poor academic performance, behavioral difficulties, or economic or environmental disadvantages, they are referred to a school pupil assistance committee. This committee recommends any available additions to the personal education plan that are designed to provide appropriate interventions, which may include, but not limited to:

- 1) Tutoring
- 2) Counseling
- 3) Mentoring
- 4) Apprenticeship programs
- 5) Family outreach

Family involvement is recognized as a crucial factor in school success. BASCS tries to provide financial resources that will allow for creative, individualized approaches to meeting the needs of the at-risk population. Referrals to outside resources are made on an as-needed basis to address more complex and difficult issues.

2.4 Innovative/Exemplary Programs and Practices

BASCS has started Project Based Teaching and Learning specifically for Science and Math classes. This method promotes individual responsibility, and helps students take charge of their own learning. It ties theoretical learning to practical, concrete

experiences, and through individual success, promotes students' seeking additional academic challenges. Students can take advantage of their individual learning styles, as well as incorporate various alternative methods. We are also proud of all our students and dedicated teachers at our school, becoming the first place in North Jersey Science Olympiad. Our students are encouraged to make additional contact with other students by participating in academic Olympiads. All science talented students are encouraged to be involved in science Olympiads. BASCS science team studies for Olympiads with a special guide teacher.

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

3.1 Board of Trustees

The board's ultimate responsibility is to uphold the mission of the school by providing for the well-being of the institution in the present as well as in the future. The board protects the public interest and upholds the public trust by applying the highest standards of service in governing the school according to the school's Charter, bylaws, and relevant state and federal statutes. It is the duty of the Board of Trustees to make plans, establish policies, and assess the performance of the school as a whole. The board also bears ultimate responsibility for the finances and physical plant of the school. The board must also identify, select, work with, support and evaluate the lead person of the BASCS, who is the professional educational and financial leader of the school and the administrators.

Last year BASCS Board of Trustees major accomplishments are as follows;

- Creating the general policies of the school;
- Ensuring that the activities of the school are in full alignment with the mission of the school;
- Ensuring adherence to all pertinent state and federal regulations;
- Approving and monitoring the school's annual budget;

BASCS Board of Trustees meetings are held the 4th Thursday of each month.

BASCS 2008-2009 Board of Trustees Members

NAME: BOARD MEMBER, ADMINISTRATOR	AFFILIATION: COMPANY, ORGANIZATION, SCHOOL	DATE of APPOINT- MENT	POSITION: NAME of OFFICE; MEMBER; ADMINIS-TRATOR	BOARD STATUS: VOTING or NON- VOTING	*OBM, NBM, TBM OADM, NADM, TADM
OSMAN OZTOPRAK	CHIEF EDUCATIONAL OFFICER in PIONEER ACADEMY OF SCIENCE	2006	PRESIDENT	VOTING	OBM
REGINA OTUN	SCIENCE TEACHER AT DON BOSCO PREP. HIGH SCHOOL	2006	VICE PRESIDENT	VOTING	OBM
CEM KARADENIZ	WIRELESS RETAIL STORE MANAGER 700 PLAZA DR. SECACUS NJ 07094	2006	BOARD MEMBER	VOTING	OBM
STEPHANIE LUCZKA	HARTMAN&WINNICKI, PC 201 967 8040	2007	BOARD MEMBER	VOTING	NBM
MEHMET SECILMIS	DEWBERRY-GOODKIND INC. ENVIROMENTAL ENGINEER	2007	BOARD MEMBER	VOTING	NBM
CENAB TATAR	WALL STREET FINANCIAL, FINANCIAL CONSULTANT	2007	BOARD MEMBER	VOTING	NBM
OZGUR DOGRU	RUTGER STATE UNIVERSITY REASEARCH ASSOCIATE PHSYICS DEPARTMENT	2007	BOARD MEMBER	VOTING	NBM
EMIR H. DENIZ	BERGEN ARTS&SCIENCE CHARTER SCHOOL SCHOOL BUSINESS ADMINISTRATOR	2006	BOARD SECRETARY/ BUSINESS ADMINISTRATOR	NON VOTING	OBM
SELCUK OZYURT	NEW YORK UNIVERSITY DEPARTMENT OF ECONOMICS PHD CANDIDATE	2007	TREASURER	NON VOTING	NBM
BEKIR DUZ	BERGEN ARTS&SCIENCE CHARTER SCHOOL LEAD PERSON	2006	ADMINISTRATOR LEAD PERSON	NON VOTING	NADM
MEHMET DURGUN	CITY BANK FINANCIAL ANALYST	2006	VICE PRESIDENT	VOTING	TBM
ERSIN ELBASI	LECTURER AT THE CITY UNIVERSITY OF NEW YORK	2006	BOARD MEMBER	VOTING	TBM

3.2 School Administrators

Throughout the year Lead Person worked constantly for analyzing periodic evaluations of programs and operations to establish improvements needed to attain goals of school. School administrators were also very successful in managing, and resolving conflicts during its first year of operation of BASCS.

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

4.1 Parent and Community Involvement Activities and Outcomes

As a BASCS we believe that Parent and Community Involvement are very important. The BASCS encourages local police department, fire department, businesses and individual residents, who are can be part of the BASCS

Parents/guardians of BASCS will form a parent/guardian organization for which they are responsible. All parents/guardians will be eligible to participate. The members will develop their own bylaws and elect officers. The membership will be voluntary. The organization will be invited to work closely with the Board of Trustees.

The school/home/community partnership will provide parents with information on students' behavior and development, as well as the learning opportunities that encourage language and intellectual growth, and physical and social skills development. On-going parent-teacher meetings will provide periodic screening of overall development of language, social and physical skills of the student. The goals of these meetings will be to provide early detection of potential problems and to provide individual attention to specific cases. The counselor and the consulting psychologist will assist on an as-needed basis.

BASCS will reserve and maintain an area of its facility for use by parents/guardians on the days that they volunteer time at the school. This parent/guardian resource center will provide the parents with space in which to perform related tasks, and to spend time between volunteer activities. Parenting and educational services, including books, journals, videos, audiotapes, and pamphlets will be available. This space will serve as a motivational factor in encouraging parental involvement.

As a school, our future goal is to have greater Parent and Community Involvement in our school.

BASCS reached out to the parent and community:

2007-2008 SCHOOL YEAR

- Open houses for parent and community
- Parent teacher conference
- Parent orientation session
- Back to school night
- PTO meeting
- Field trips
- BASCS News mailed to parents
- Using school web site
- Book fair
- Principle list breakfast for students ,parents and relatives
- Thanks giving dinner for community members
- Halloween party/parade for students ,parents ,relatives and community members

- Study center information session for parent
- Winter Concert and Art Show.
- Math club social activity bowling game for teachers ,parents and students
- Winter /hat day
- Celebrated National Native American Heritage
- Basketball and volleyball games
- Multi cultural nights
- Movie nights
- Out door science fair
- Inviting community members police department ,fire department , US army to our school for information session
- Pasta nights
- D.A.R.E program
- Visiting The Garfield Mayor and City Council

Outreach Procedures; BASCS's administration, teachers and our board members are responsible for orchestrating parents and community involvement. The BASCS will visit the local fire department, police stations, and health departments and invite them to the school in order to give lectures to our students about their duties. The school will also invite community members and parents to the school to share their input with the students about a career, or a country they have visited. The school will ask the community to help set up an internship or a community service opportunity for students at their businesses or organizations. The school will also ask the community or parents to be volunteer for field trips with teachers or a group of students. We have initiated partnership programs with the following institutions. Upon approval of the charter school, the partnerships will be finalized and formalized.

- Local Libraries
- Local Police

- Fire Department
- Rutgers University
- Fairleigh Dickinson University and several other private entities and community groups.
- Felician College

Parent Satisfaction; BASCS believes that parent satisfaction is very important. For first year parents were very happy We had many different activities for parent s and we had great formal and informal feedback from parents During the school year we had surveys about communication ,school safety, character education.etc. Parents suggest new ideas such as;

- Using school library more efficient
- Environmental programs
- Drugs and alcohol
- Child abuse

Parent Information ; BASCS will notified parents with school news letter, using www.bergencharter.org to put all annual report to BASCS web site.

Training /Support; BASCS will train every single new student and parent by school administrator. Before school opened we had parent information sessions for each grade level and school will give training about school philosophy, expectation and how to use school data base BASCS has extended school ours policy for parents so they can be involved and participated and get more support .

Plans;

- The founders have contacted many community agencies and organizations obtaining their support and working on the plans for application. Community members will comprise several members of the board of trustees.
- Gaining community and media as well as the audio video and print media.
- Press release
- Web site is available.

4.2 Public Relation and Outreach Activities and Outcomes

- Post notices in the local libraries, stores, public places, doctors' offices, dentists' offices, frequented by the parents of prospective students.
- Issue press releases in English as well as ethnic newspapers and other local publications.

- Organize a press conference to announce the Charter School award, the dates for the lottery, enrollment procedures.
- Attend and speak at local school board meetings, PTA meetings, and at school open houses.
- Visit all elementary and middle schools in the area.
- Post notices in local access public cable television, radio programs as public service announcements.
- Visit and speak at churches of all religious denominations.
- Mail or deliver flyers with information to community based organizations, clubs, social organizations.
- Post notices in condominiums, apartment buildings, public housing (housing projects), day care centers, Head Start Programs, etc.
- Develop an information packet with information about the charter school, mission, admission procedures, etc.
- Develop mailing lists.
- Recruit volunteers to distribute information door-to-door.
- Organize a speaker forum of at least three people who will be fully cognizant, organized and fluent in the language spoken in the community, to speak at meetings, schools, radio, television, etc.

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

5.1 Admissions Policies

The Bergen Arts and Science Charter School is open to all students in the resident districts (Lodi, Garfield, and Hackensack) and the students from non-resident districts if space available. The school does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, or athletic performance. Students who use English as a second language and students who are classified as eligible for special education are welcomed as all. A broad approach to outreach is utilized to seek the initial enrollment, including distributing flyers throughout all three districts that have been targeted for enrollment. This effort crosses all areas of socio-economic status, diversity of racial and ethnic background.

Additionally, the school utilize bulletins, media, mailings, and workshops at schools and other public institutions, throughout the identified districts. The process is also include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates.

The students are not evaluated or assessed in any prior to the opening of the school. Students assessed after the beginning of the academic year in order to determine their

needs and strengths and to provide them with proper instruction, including remedial assistance and additional resources as appropriate.

The charter school have the same requirements and procedures followed by the district schools in regard to health records, immunization records, birth certificates, verification of residence (rent or lease receipt, electric or phone bill with one or both parents' names listed), student educational records, IEPs, etc. A written application should be submitted by each interested student and at least one adult (parent/guardian), including any necessary documentation such as adoption or guardianship papers.

The admissions policies of the charter school are non-discriminatory in that they comply with the directives of N.J.S.A.18A:36-20 and N.J.A.C. 6A:11-4.13.

Furthermore, data pertaining to the admission application process and subsequent student enrollment are being collected and reviewed annually to assess and document that the application of the admission policies and subsequent outcomes are compliant with applicable statutes and administrative codes.

Throughout the recruitment periods, the Bergen Arts and Science Charter School accepts applications for admission from prospective students who are either residents or nonresidents of the districts. As applications are received they are classified and separated as "resident" or "non-resident" per grade level. First priority for enrollment is given to resident students who are residents of the City of Hackensack, City of Garfield and Lodi Borough school districts. At the end of each enrollment period, if there are more applicants from resident and non-resident districts than allotted seats in each grade level, the random lottery drawing in accordance with N.J.S.A. 18A:36A-8(a) become necessary for resident and/or non-resident students for that grade level.

The random public lottery process is as follows:

- A numbered lottery slip are filled out for each family.
- All resident students participate in the same lottery according to their grade level.
- The date, time and place of the public lottery are being announced in advance by phone or mail.
- The lottery drawing are being held publicly
- An individual who has no interest in the outcome of the drawing , such as the school's accountant or attorney, oversees the lottery
- The random lottery is being held by each grade level, until the apportioned number of students is drawn. The order of the lottery is from Kindergarten to 8th grade.
- The first names drawn fill available slots; all other names retain in the sequence of the drawing, and placed on a waiting list.

If there are fewer applicants from resident districts, the non-residents students can be enrolled; if there are more non-resident applicants than available seats, then the random lottery for non-resident students will become necessary and all the above steps will be followed for them.

All enrolled students are eligible for re-enrollment the following year, until they graduate from the 8th grade. In the event that a student withdraws, the next name on the list for the corresponding grade are being contacted and offered enrollment. In the event that a student drops out after the academic year begins, the same procedure applies: the next name on the list is being contacted.

Beginning at the end of the initial enrollment period (and every year thereafter after the end of the first enrollment period and the first random selection process, the charter school will maintain a waiting list of all eligible students who have applied for enrollment

BASCS started its first year of operation with 293 students. By the end of 07-08 academic year the number of students has reached to 306. Brochures were mailed to prospective parents and several open houses were held during June 08. Public Lottery was held by July the 3rd. We expect total of 390 students attend for 08-09 academic year. We maintain a waiting list for all student openings.

As of July 15, 2008

Grades	Application for 08-09	Registration
K	98	40
1	32	1
2	40	5
3	30	6
4	32	12
5	20	9
6	28	16
Total	280	89

5.2 Staff Recruitment

The Lead Person is responsible for advertising available jobs and soliciting applications from qualified candidates. All applicants are asked to submit a cover letter that states their qualifications and their educational philosophy, as well as a resume and names of three references. A search committee screens all applicants and makes recommendations from the candidate pool and possibly interview a small subset of candidates. The search committee (Two members of the board of trustees and the Lead Person) participates in the hiring process of all teaching staff and recommends for

hiring his/her choices to the board for hiring. The search committee calls candidates and arrange for a first interview. The interview consists of conversation and question and answer exchange. General provisions of all contracts and benefits are provided to the candidates.

The search committee recommends to the board one or more candidates for hiring. The search committee nominates only candidates who meet the qualifications required by law or are eligible to meet such qualifications. It is the search committee's responsibility to obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status. The BASCS is committed to hire the individuals who are best qualified for the job without regard to race, sex, religion or handicap unrelated to the job. The school will adhere to relevant New Jersey laws in its hiring practices.

The Lead Person makes the presentation of all recommended teaching candidates to the board for a vote. By a majority of votes, the board approves employment and the initial salary. The figure for the initial salary depends on the academic degrees of the employee and on his/her previous professional experience. In the event of future vacancies, the Lead Person present candidates to the board for a vote. All candidates submit resumes and letters of application along with appropriate diplomas, certification and licenses.

BASCS advertised all available positions in NJ Hire, the Star Ledger and Herald News, during 07 summer. For the first year of its operation BASCS hired 28 classroom teachers, 6 aides, 3 special education teacher, a nurse, business administrator, and a physical education teacher.

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN

Self-Evaluation and Accountability Plan

The largest measure of the school's success is the success of its students. The school believes that the achievement must be documented and that requires good record keeping. All record keeping computerized and kept in the administrative offices. Records include: attendance, demographics, retention records, statistics needed for the violence and vandalism report, records for he state report card. Student achievement test scores for state required as well as school wide standardized tests, as well as information pertaining to Titles I, II, IV and VI as well as bilingual and special education and scheduling information are maintained. Performance objectives and scores are also kept.

As progress is tracked by the various groups and individuals responsible for keeping the school on target, the mission, goals and objectives are central to all efforts. Keeping in mind the mission to capitalize on the natural diversity and talents brought to the school by the unique group of students, the evaluators are focusing on the four areas of concentration identified, which include language, technology, language, academic competition and personal-social development. Each area are given special attention and scrutiny to determine that the school is fulfilling its pledge in these arenas. This is in addition to the overall pledge of the school to reach academic excellence in all areas defined in the NJCCCS.

As part of the self-evaluation process the six broad goals and Objectives are being reviewed as follows:

1. Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the New Jersey Core Curriculum Content Standards;
2. All students will be educated in an environment of mutual respect;
3. All students will become computer literate so that they can eventually adapt to the dazzling technological changes as they will inevitably continue to occur, and so that they will become part of the digital revolution;
4. All students will benefit from a smaller class size;
5. A large number of parents will be involved in the school; and Multicultural and multiethnic diversity will be considered valuable attributes; will be scrutinized, and both positive outcomes and concerns for improvement reported.
6. Action will be taken to improve any deficiencies

BASCS were successful in all these goals and objectives at its first year of operation.

APPENDICES

- A. Copy of Board Resolution Approving the 2007-2008 Annual Report

- B. Copy of Board Resolution Naming the Lead Person of the Charter School
- C. Copy of Academic and Non-Academic Goals and Objectives
- D. Copy of Admissions Policy and School Application Form(s)
- E. Copy of Board Resolution Naming the Affirmative Action Officer, the Section 504 Officer and the Title IX Coordinator
- F. Copy of the School Student Recruitment Plan
- G. Copy of the School Staff Recruitment and Retention Plan
- H. Copy of Self-Evaluation and Accountability Plan
- I. Receipts from the District(s) of Residence
- J. Other Appendices at the Charter School's Discretion

Appendix

A

Appendix B

Appendix C

Appendix D

Appendix

E

Appendix

F

Appendix G

Appendix

H

Appendix

I

Appendix

J