



# BERGEN ARTS AND SCIENCE CHARTER SCHOOL (BASCS)

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200 MacArthur Ave, Garfield, NJ, 07026

## 2010 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 has completed its third 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 \$467,534.

**Number of Students, Grades and Classes.** The school's charter authorized a maximum enrollment of 480 students in 2009-10 in grades K,1,2,3,4,5,6 and 7. The enrollment at the beginning of the school year was 430 students. At the end of the year the enrollment was 428 students. With the exception of two classes of Kindergarten, first and second grades there are three classes per 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 3:00 p.m. for a total time of seven hours. Total instructional time is 5 hours and 40 minutes per day.

**School Year:** School began September 8, 2009 and ended June 16, 2010, for a total of 181 school days.

**Student/Teacher Ratio:** 10:1

**Planned Expansion:** In the 2010-11 school year, the school will add three eighth grades and expand to 480 students.

**Approved District(s) or Region of Residence:** The school draws its students from the following districts: Garfield (49%), Lodi (27%), Hackensack (15%), Others (9%).

**Employees:** The school employs a lead person, 32 classroom teachers, 4 aides, 2 custodian, 2 security, 2 secretaries, an ESL teacher, 2 special education teachers, a nurse, a librarian, and a business administrator.

**Lead Person:** The school's Lead Person is Mr. Nihat Guvercin (Tel. 973 253 0002), (Fax 973 253 0110), (email: [nguvercin@bergencharter.org](mailto:nguvercin@bergencharter.org)).

**Theme/Defining Attributes:** The defining attributes of the school are its emphasis on Arts, 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**

**A. BASCS 2009 Annual State Report Card Results**

**i. NJASK scores of grades 3, 4, 5, and 6 for Language Arts Literacy and Mathematics and Grade 4 Science for the 2009 School Year:**

New Jersey Assessment of Skills and Knowledge (NJASK3)** LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	BASCS	2008-09	55	9.1%	85.5%	5.5%
	BASCS	2008-09	55	9.1%	85.5%	5.5%
	DFG	2008-09	1606	54%	42.8%	3.2%
	State	2008-09	101040	37.1%	57.1%	5.8%
<p>*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.  **New test administered in spring 2009.</p>						

New Jersey Assessment of Skills and Knowledge (NJASK3)** MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2008-09	55	16.4%	63.6%	20%
	District	2008-09	55	16.4%	63.6%	20%
	DFG	2008-09	1610	40.3%	40.7%	18.9%
	State	2008-09	101351	24.6%	43.4%	32%
<p>*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.  **New test administered in spring 2009.</p>						

It is clear from the data table that BASCS student's performances in both subjects are higher than State and DFG. Only 16.4% in MATH and 9.1% in LAL performed partial proficient and we are getting closer to hit the target of 100% proficient or above.

New Jersey Assessment of Skills and Knowledge (NJASK4)** LANGUAGE ARTS LITERACY	Year	Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced

All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2008-09	59	20.3%	74.6%	5.1%
	District	2008-09	59	20.3%	74.6%	5.1%
	DFG	2008-09	1529	59.6%	38%	2.4%
	State	2008-09	101643	36.8%	56.4%	6.8%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

\*\*New test administered in spring 2009.

New Jersey Assessment of Skills and Knowledge (NJASK4)** MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2008-09	59	23.7%	52.5%	23.7%
	District	2008-09	59	23.7%	52.5%	23.7%
	DFG	2008-09	1529	50.9%	37.3%	11.8%
	State	2008-09	101987	26.8%	45.5%	27.6%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

\*\*New test administered in spring 2009.

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Science</a>	School	2008-09	59	0%	28.8%	71.2%
		2007-08	45	4.4%	31.1%	64.4%
	District	2008-09	59	0%	28.8%	71.2%
		2007-08	45	4.4%	31.1%	64.4%
	DFG	2008-09 2007-08	1527	17.1%	54.8%	28.1%
	State	2008-09	101873	8.9%	44%	47.1%
		2007-08	100529	15%	45.8%	39.2%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

Again it is clear from the data table that BASCS student's performances in all subjects are higher than State and DFG. Only 23.7% in MATH, 20.3% in LAL and 0% in Science performed partial proficient. We were able to hit the target of 100% proficient or above in Science.

New Jersey Assessment of Skills and Knowledge (NJASK5) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2008-09	54	29.6%	66.7%	3.7%
		2007-08	45	51.1%	48.9%	0%
	District	2008-09	54	29.6%	66.7%	3.7%
		2007-08	45	.%	51.1%	48.9%
DFG	2008-09 2007-08	1828	55.6%	41.7%	2.7%	
State	2008-09 2007-08	101457 100304	33.9% 39.9%	57.4% 55.9%	8.8% 4.2%	
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.						

New Jersey Assessment of Skills and Knowledge (NJASK5) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2008-09	54	14.8%	68.5%	16.7%
		2007-08	46	15.2%	58.7%	26.1%
	District	2008-09	54	14.8%	68.5%	16.7%
		2007-08	46	15.2%	58.7%	26.1%
DFG	2008-09 2007-08	1823	42.2%	42.1%	15.7%	
State	2008-09 2007-08	101769 100714	22.4% 23.3%	45.4% 48.7%	32.2% 28%	
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.						

BASCS student's performances in both subjects are higher than State and DFG. Only 14.8% in MATH and 29.6% in LAL performed partial proficient, and again we are getting closer to hit the target of 100% proficient or above.

New Jersey Assessment of Skills and Knowledge (NJASK6) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced

All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2008-09 2007-08	57	21.1%	71.9%	7%
	District	2008-09 2007-08	57	21.1%	71.9%	7%
	DFG	2008-09 2007-08	1920	44.3%	52.2%	3.4%
	State	2008-09 2007-08	101751 100791	29.9% 42.6%	62.9% 55%	7.2% 2.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.						

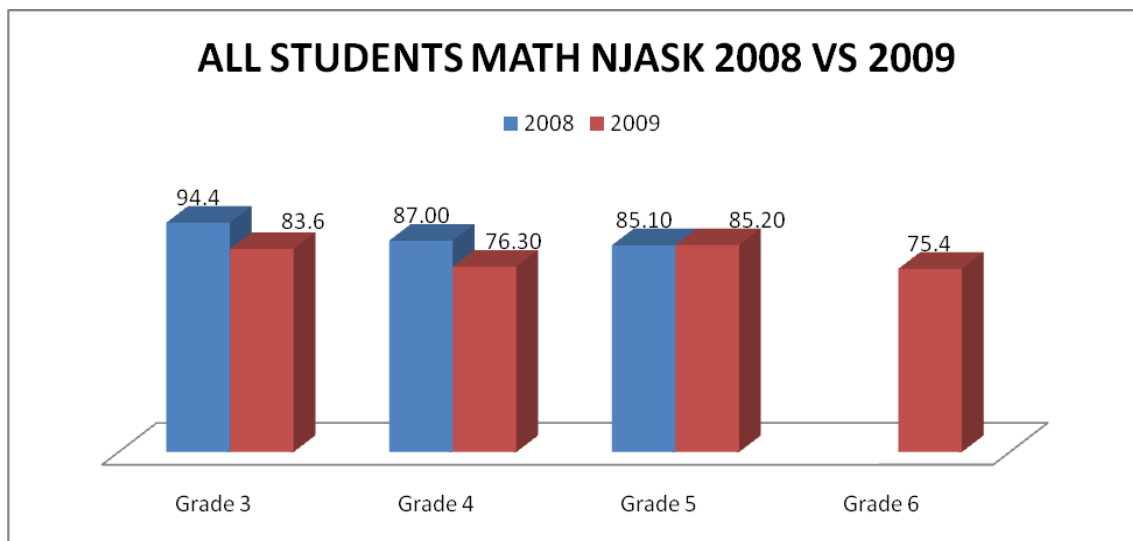
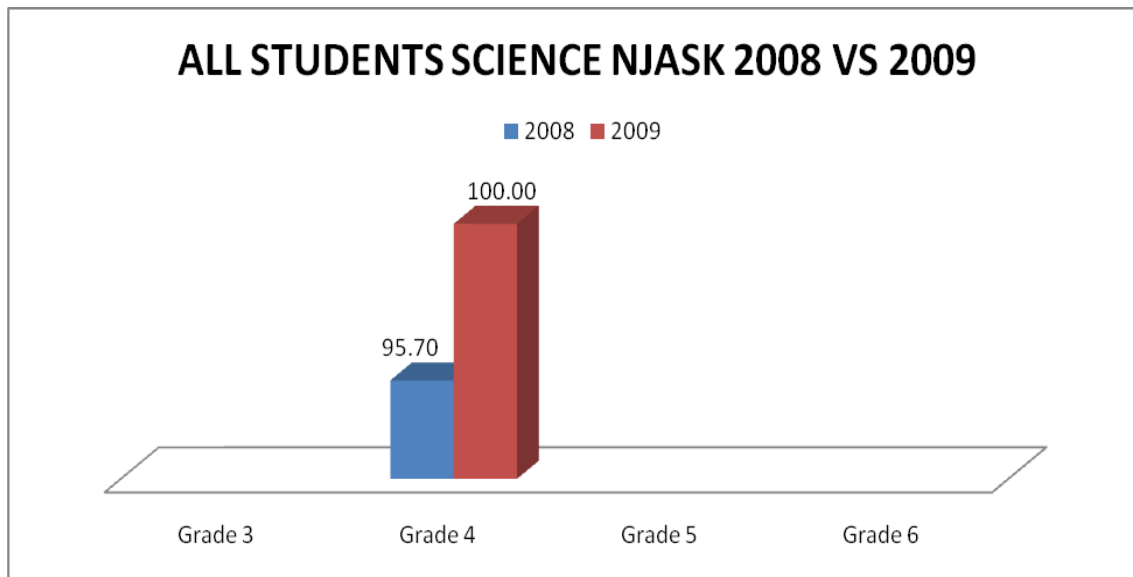
NJASK6) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2008-09 2007-08	57	24.6%	52.6%	22.8%
	District	2008-09 2007-08	57	24.6%	52.6%	22.8%
	DFG	2008-09 2007-08	1917	45.2%	40.2%	14.7%
	State	2008-09 2007-08	101962 101202	28.8% 27.7%	45.7% 52.1%	25.5% 20.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.						

Once again, BASCS student's performances in both subjects are higher than State and DFG. Only 24.6% in MATH and 21.1% in LAL performed partial proficient.

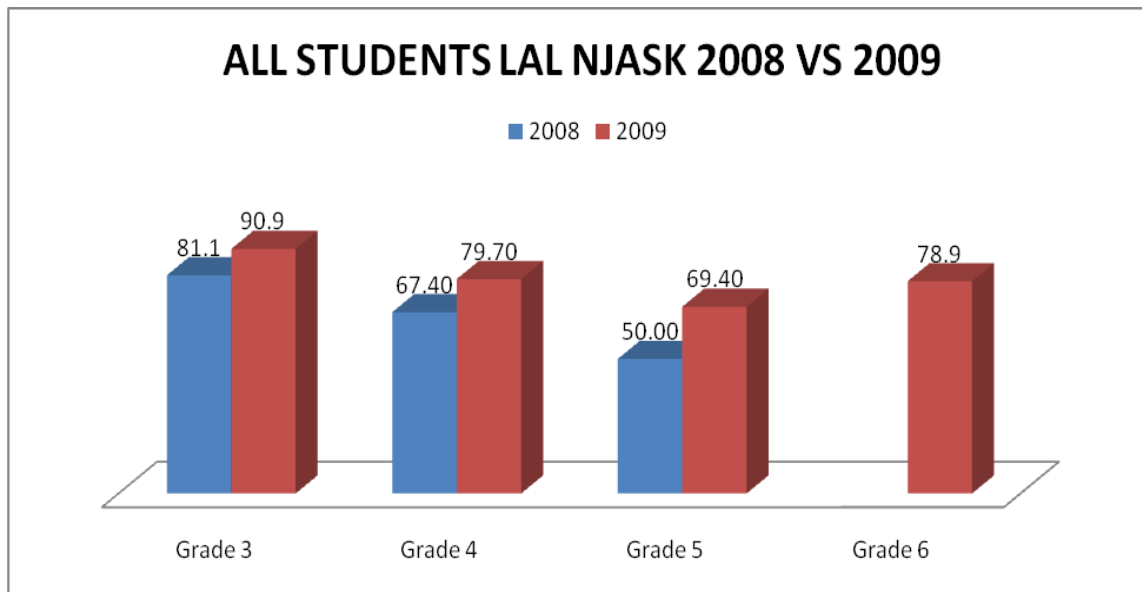
ii. **Compare NJASK 2009 3, 4, 5 and 6 in Mathematics, Language Arts Literacy and Grade 4 Science to 2008 LAL, Mathematics and Grade 4 Science**

Numbers show passing percentages (Proficient + Advanced Proficient)

Grade	NJASK 2008 VS 2009					
	LAL		Math		Science	
	2008	2009	2008	2009	2008	2009
Grade 3	81.1	90.9	94.4	83.6		
Grade 4	67.40	79.70	87.00	76.30	95.70	100.00
Grade 5	50.00	69.40	85.10	85.20		
Grade 6		78.9		75.4		







Eventhough 3<sup>rd</sup> and 4<sup>th</sup> grade Math scores decreased small amounts, over all student performance data show that there is a considerable increase of student performances in all grade levels and subjects.

## B. BASCS Assessment Data

### i. Description of Quarterly Benchmarks and Semi -Annual Mock Tests in Language Arts Literacy, Mathematics and Grade 4 Science

#### Quarterly Benchmark Assessments:

The BASCS Quarterly Benchmarks were designed by BASCS teachers in grades 3 through 7 in Language Arts Literacy, Mathematics and Grade 4 Science under the direction of the Curriculum Supervisor and the Principal.

The purpose of the Quarterly Benchmark is to assess the taught curriculum in LAL, Mathematics and Grade 4 Science; inclusive of the NJCCC Standards that are paced and sequenced for each marking period.

The Quarterly Benchmarks are administered in-district four times a year at the end of each marking period.

The analyzed results provide class to class and across grad data on how well the students comprehended the quarterly curriculum i.e. the NJCCC Standards. The results serve to maintain and or redirect and differentiate instruction in classrooms.

(Please see attached examples **Appendix J**)

## **Semi-Annual Mock Test**

The Mock Tests were also designed by BASC teachers under supervisory and administrative direction; inclusive of a Literacy Coach who served as a second scorer for the writing section.

The Mock tests are a simulation of the NJASK, administered to grades 3 to 6 students twice a year in Mathematics, Grade 4 Science and Language Arts Literacy.

The analyzed results serve as the comprehensive data used to restructure in-district programs in academic core areas, building-wide and or individual classrooms.

Again, grades 1 and 2 were administered the New Jersey Pass; a simulation of the NJASK 3. We now have a complete comprehensive host of assessments which includes the NJ State Assessments and our own in-district assessments that complete the appraisal and accountability system for students and teachers.

### **ii. Data Analysis of Quarterly Benchmarks and Semi-Annual Mock Tests**

## **Appendix J**

### **C. Discussion of Progress Related to Mission/Goals and Objectives**

#### **i. Academic Goals and Objectives**

**Goal 1: Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the New Jersey Core Curriculum Content Standards.**

Teacher lesson plans included writing performance tasks at Bloom's Taxonomy application level or higher. Therefore, the level of rigor and high expectations resulted in higher levels of student performance demonstrated on quarterly benchmarks and increased performance from Mock Test 1 to Mock test 2.

The taught curriculum was measured using quarterly benchmarks and semi-annual mock tests. Both assessments measure student achievement based on the NJCCCS; the data was analyzed using bar graphs and student achievement was measured. A score of 80% was considered proficient. Any scores below that were deemed below proficient and all student plans, both individual and group, were designed to reach 80% or better on the reassessment. The reassessments were administered immediately following the reteach/reinforcement of NJ core content knowledge and skills.

BASCS insured that all of the students received a well-rounded education by providing a multitude of academic and non-academic experiences during and after school as mentioned in the previous sections: 1a, 1b, and 1c.

Many of the teachers regularly visited the homes of students and parents as a part of the outreach to establish a strong home-to-school connection. The children are exposed through principal meetings and assemblies to members of outside governmental, community, and social agencies as well, with the intent of connecting school to higher education and the eventual world of work.

**Goal 2: All students will be educated in an environment of mutual respect.**

The BASCS culture has been elevated, whereby everyone is expected to uphold a set of shared values and expectations for all those within the school and community, regardless of race, creed, color, religion, gender, ethnicity or socio-economics. Everyone is expected to leave personal judgments and evaluations before entry and foster the belief that no child is ever left behind; the level of student and teacher discomfort and frustration is monitored and if needed modifications and adjustments are made immediately. Students feel loved and cared about by everyone; tolerance is the norm. All students are required to take a character education course, where they officially learn the terminology and practice the art of mutual respect for one another's similarities and differences. There are over 27 different cultures represented in the school.

**Goal 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.**

There are currently two fully-equipped computer labs in the building and two full-time technology teachers. Every student in grades K-7 receives technology instruction at least once a week. The students also take on-line assessments to improve their mathematical skills and numeracy. This year, everyone was trained in how to use clickers, a device whereby students-can self assess.

At a glance, parents can see test data information regarding student assignments and homework, all in real-world time. There are kiosks around the building and two student information centers available for parents that are not on-line at home. There is no delay in getting information to and from parents about their child's academic and social behavior for the current day. Teachers are required to send their lesson plans electronically to the curriculum supervisor for analysis. Teachers create their own websites and communicate with parents using the on-line system; BASCS's technological systems are multidimensional and everyone is kept informed and up to date via technology.

What adds to the technology fervor is the principal is savvy with data. At a touch, he is able to retrieve multitudes of data related to student's teachers and parents. In addition, this year a partnership with Apple was created; so not only was the current system updated but mathematics teachers received additional mentoring and instructional support in technology from Apple consultants.

BASCS is adding computers to all classes during the 2010 school year and purchasing a computer cart for each floor level, hence providing teachers with additional opportunities for students to learn on line.

**Goal 4: All students will benefit from a smaller class size.**

The average class size is 20. It is small enough for teachers to provide immediate feedback to students regarding their daily/weekly performance. Teachers are able to create developmentally appropriate groups for practice and reinforcement. Students and parents comment often on how much help, guidance and direction they receive from all of the staff at BASCS. The heartbeat of the classrooms and the school in general are child friendly and noted by all visitors.

**Goal 5: Students will be given the opportunity to expand their knowledge in the subject of their interest beyond curriculum level.**

BASCS provides a multitude of opportunities for students to engage in their interests beyond the classroom. Please refer to other sections within this document that refer to numerous exposure to activities and programs during the year that are both academic and non-academic.

**Celebration and Praise**

BASCS added to the climate a definitive approach to celebrating everyone and everything large and small throughout the year, whether academic or non-academic and intends to further attempt to add to what is already in place as part of the ongoing cycle of improvement.

**Using data to drive instruction.**

The faculty meetings and professional development days were devoted to training teachers on how to examine and analyze school and classroom data. Hence, teachers learned how to use that data to better differentiate to achieve higher levels of student achievement.

**Improve communication and demonstrate a transparent set of values that are fair and equitable for everyone in the BASCS community.**

Department meetings, grade level meetings, breakfast and/or lunch with the principal for teachers and parents, articulation dialogues across content and grade levels, professional learning communities, faculty meetings, home visits, computers in every classroom, parent information centers, the website, kiosks, assemblies, flat screens etc. are a list of the many communication vehicles. There will be continuous ongoing need to emphasize and highlight multicultural and multiethnic similarities and differences so that the BASCS community and all of its members may eventually evolve into oneness.

**ii. Description of Progress with goals and objectives with regard to state and in school assessments across the year and how that data is used to drive professional development/Modifications/Refinements**

The quarterly benchmarks and semi-annual mock test analyses' provide concrete data regarding teacher strengths and challenges in the areas of mathematics, science, reading, and writing. Low scores indicated a need to further evaluate a teacher's curriculum, instruction, assessment and pedagogical content knowledge, skill and process levels. The BASCS School Community was already offering after school tutorials in core subjects a few times a week; however after subsequent analyses tutorials were offered up to four times a week in mathematics and language arts and a certified instructional teacher team taught in the mathematics classes for additional student support.

**iii. Description of High Schools Students Will Be Attending:**

The children at BASCS will not be entering High School until the 2011/2012 school year. In the meantime, there is talk of opening a Science and Technology High School at that point.

**D. Non-Academic Goals and Objectives: Assessment Results**

**Goal 1: A large number of parents will be involved in the school (See Appendix J/School Calendar of activities involving parents highlighted)**

Involving parents was a major success at BASCS during the 2009/2010 school year. The success is largely contributed to a proactive calendar of events thoughtfully

scheduled by the activities coordinator and the outreach coordinator. They were responsible for ensuring that all events were posted on the website and appeared on the many flat screens in the building for parents to view. In addition, Wednesday folders were sent home weekly and the activities calendar was included and updated in the packets. Therefore, the multidimensional system of communication from school to home was consistent and ongoing throughout the year.

- a. The activities calendar, photo album and video album can be viewed on the BASCS website and evidenced all parental events.
- b. Some of the activities involving parents during the 2009/2010 included: welcome back to school, back to school night, student information center attracts parents that do not have access to a home computer; this way they can obtain all academic and non-academic information related to their child at the school site. In addition, parents attended parent breakfasts, grandparent's night, award ceremonies, contests, field trips, competitions, principal breakfasts, trips out of the country included Turkey and Canada, talent shows, concerts, plays, field day, kindergarten graduation, PTO meetings, parent picnic, fairs (art and science), muffins with moms, donuts with dads, cultural night etc.
- c. The number and quality of parent/community events doubled from the previous year and as a result the data evidenced a larger number of family and community members were involved in BASCS activities from the previous year. BASCS will maintain actual data statistics on the website during the 2010/2011 year to come.

## **Goal 2: Multicultural and multiethnic diversity will be considered valuable attributes**

Students at BASCS encompass a great diversity of cultures and ethnic backgrounds, including many families who are recent immigrants from many different countries and who speak a variety of world languages other than English. As a result, multiculturalism is not just a goal at BASCS, but a way of life.

- a. During the 2009/2010 school year, BASCS focused on increasing understanding, tolerance and appreciation of other cultures by introducing students to world languages; Turkish and Spanish are electives for students in grades 4 to 7.
- b. Students visited Canada and Turkey with their friends and families during the spring of 2010.

- c. BASCS held two multicultural festivals which represented over 27 countries. Activities and events were planned well in advance and involved everyone in the entire school, BASCS families and members of the BASCS Community attended. BASCS also celebrated Cinco de Mayo; a holiday devoted to acknowledging and celebrating the Latin and Hispanic culture. BASCS is especially proud of its 43% Hispanic/Latino population. A student at BASCS won 1st place at the National Competition in April and was therefore invited to compete internationally.
- d. The BASCS Community of teachers will be writing NJCCCS curricula during the summer of 2010. There will be a strong emphasis on including research best practice strategies for incorporating multicultural knowledge and skills through a variety of materials and resources other than the current texts. BASCS intends to maintain a thematic approach throughout the curriculum to better ensure that the ethnicities of the entire student/teacher/community/world populations are incorporated throughout the curriculum. The study of African American/Holocaust history will also be included in the curriculum as required by the NJCCCS.
- e. Teachers at BASC have recently received or are working towards their masters, and part of the program includes courses in multiculturalism. So BASCS now has a number of experts among the staff who can support BASCS multicultural and multiethnic goal.
- f. The 2010/2011 school year will include keeping online data and records of activities regarding parent/community attendance so the BASCS archives will be able to more accurately determine an increase or decrease in activities and tasks related to multicultural and multiethnic attributes from year to year.

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

### **A. Incorporation of the NJCCC Standards**

#### **Summary of Curriculum Development Progress**

The curriculum at BASCS is a living document; it is a multidimensional transparent cycle of improvement communicated to everyone through a variety of technological systems. Department meetings, grade level meetings, staff meetings, articulation dialogues across grade/content cohort meetings, professional learning communities, and semi-annual self-evaluation accountability meetings with the principal are the vehicles used to connect the BASCS community of learners, and maintain open, clear, transparent line of communication.

Teachers were trained to effectively use and write lesson plans using the conceptual Framework of UbD; Grant Wiggins backward design, during the 2009 Summer Institute for Teaching and Learning. Over 90% of the staff is now proficient or above using Grant Wiggins and Jay McTighe's model.

Teachers worked diligently and collaboratively together with the curriculum supervisor during the school year to coordinate the educational programs within and across the grade level and content areas.

Next year will be year four for BASCS and teacher mastery and expertise are evident, therefore the next step of continual improvement and progress involved the selection of lead teachers who will play a greater role in coaching and supporting novice teachers. A full-time curriculum supervisor was hired for the next school year to ensure that the measureable success of both teachers and students is sustained and institutionalized.

The curriculum development and delivery system for the 2009/2010 school year included having all teachers at BASCS design Annual Plans. Annual Plans consisted of listing the NJCCCS/indicators taught by week/month and assessed by week/month/quarterly and semiannually. (Assessments included in-class assessments, quarterly benchmarks and semi-annual mock tests, which are a simulation of the NJASK) Also, the resources, materials and instructional methodologies were aligned to the standards. As mentioned in the beginning, the Annual Plan is a living document that was modified often by teachers and those modifications were based on how well the students were achieving; for example, sometimes particular standards took longer to teach than others, therefore the document was adjusted to better meet the needs of all students.

The annual plans were reviewed weekly by the Curriculum Supervisor to ensure they were aligned to unit /lesson plans and that all standards/indicators would be covered 30 days prior to the administration of the NJASK. District benchmarks and mock tests revealed core content/skill areas where students scored 80% or below. Subsequently, teachers knew exactly what content/ skill areas they needed to reteach and have students repeatedly practice before the NJASK administration began.

Teachers received instructional support, mentoring, coaching and daily feedback from the curriculum supervisor, who scored the plans using an analytical rubric. This process was ongoing throughout the entire year. The culture at BASCS fosters the celebration of all accomplishments large and small, therefore the principal celebrated the top planners monthly and high scoring teachers received a small token of appreciation, gift cards for example.



Plans for the 2010/2011 school year include hiring 75% of the BASCS teaching staff to design curriculum during the summer of 2010 in their content/grade level areas of expertise under the supervision of Lead Teachers, Curriculum Supervisor and an outside consultant/specialist in Curriculum and Instruction.

The curriculum will include the incorporation of the study of the arts, humanities and concepts from sciences. The art Program at BASCS is taught by a gifted and talented master teacher. The teacher uses a multi-sensory approach, making it possible for every child to have an opportunity to be successful and achieve at high levels, whether it be through artistic talent or a love for the well-designed thematic approach to art education, which has an across-the-board appeal to an even larger number of students.

Student's progress will be monitored from the onset of the year and the results of the testing will determine modifications or additions to the curriculum.

Rather than being an add-on, computer technology is integrated into every classroom. Educational Streaming is one example of software used in the classroom to connect learning content and skills to the technology.

World language is introduced to all students. Students who demonstrate interest will be provided opportunities to participate in national and international academic competitions. The student's at BASCS are on the road to becoming lifelong learners. (Barth)

Learning mathematics and science principals and concepts are considered a means to being able to communicate with the world and careers in both are encouraged. It is believed that all disciplines help to provide an effective avenue for the study of mathematics and science.

At BASCS, the emphasis is on the whole child: individual, social, academic, and behavioral. Desirable character traits include leadership, independent thinking, problem solving, conflict resolution, peer interaction and the development of personal and social interaction such as participation in clubs, athletics, and community service.

Fortunately, in a relatively short period of time, BASCS synergistically has managed to create a curriculum that works effectively for all children: the struggling, the gifted and talented and everyone in between. The breadth and depth of the curriculum at BASCS is so vast that it manages to cover a multitude of desires and needs for all the children that attend. The culture thrives on the premise that all involved have a system of shared values and high levels of achievement are the norm.

## **B. Delivery of an Educational Program Leading to High Academic Achievement for All Students.**

Students at risk are identified through a battery of assessments administered throughout the year: DRA, Accelerated Reader, running records, NJCCCS benchmarks and mock test simulations. The results are used to design action plans that include reteaching core content, repeated practice of skills and reassessments to insure outcomes are at the mastery level of 80%. Tutorials are conducted before school, after school, during lunch and on some Saturdays. Academic support is provided whenever needed, from the hiring of additional staff to department chairs lending a hand. Teachers and administrators also visit the homes of students, soliciting parent input.

A strong emphasis is placed on teacher curriculum and pedagogical development within the context of the standards they teach.

Next year teachers will be trained to apply effective interventions by the Special Needs Coordinator as to how they should address the needs of at-risk students and minimize the number of students referred for further evaluation. The coordinator will adopt a team approach to training teachers to use best practice research based programs such as the Wilson Program and implement The Response to Intervention Model, an integrated approach to service and delivery.

Regularly scheduled parent meetings provide an opportunity for parents and teachers to discuss their child's needs, and next year will include many parent workshops as part of BASCS policy of continual improvement.

The 2010 school year will be the first year staff will set their own goals for the upcoming school year. Everyone was required to create exemplars, set the bar high and design objectives and timetables to meet their goals. Teachers were encouraged to be innovative in their design, keeping in mind the characteristics and outcomes of Extraordinary Teachers.

Milestone goals were evidenced by close observation of student academic progress throughout the year via benchmarks and mock tests in the areas of mathematics and LAL. Modifications were made to better support grade 3 teachers in mathematics and the mock test results evidenced growth. (LAL teachers were coached as to how to use the data to differentiate during guided practice and use effective pedagogical strategies during instruction.)

### C. Innovative/Exemplary Programs and Practice Description / Implementation / Areas of importance

- i. **Professional Learning Communities** Grade level and cross curricular Teachers met to address problems of practice regularly which started ordinarily and then blossomed, whereby teacher strengths materialized and groups of teachers formulated committees that were dedicated to the professional development needs. Sub - committees were designated to observe the culture of the school and proactively recommend moderations to avoid conflict among the school community.
- ii. **The Professional Development** Committee researched and modified 2 teacher surveys, administrated during a staff meeting, collected and analyzed to determine not only teacher needs but to identify teacher curriculum, instructional and pedagogical strengths for future in-district training during in-service days. Thereby building capacity within, leading towards eventually minimizing the amount of monies needed to hire outside of the learning environment unless a level of expertise was unavailable.
- iii. **Teacher made Quarterly Benchmarks, Mock Tests, and pacing and sequencing guides** led to synergistically accelerate new and first year teacher skill and process' to very high levels of achievement in relatively short period of time; thus improving student performance on Benchmarks and Mock tests. (See **Appendix J** /Compared Mock Test 1 and Mock Test 2 Results)
- iv. **The mentor/mentee** State approved plan was implemented in September 2008 and ran thru June 2009. Meetings were held weekly for 1 hour to develop, and address novice teacher concerns and needs. It also improved veteran teacher skills in the process. BASCS intends to survey parent and the board in September 2009.
- v. **The Appraisal and Accountability Cycle of Improvement** helped to ongoingly evaluate and monitor incremental improvement, or not in student performance. Additionally the teacher accountability and responsibility soared; they could see for themselves whether or not their instructional programs were successful. They were diligent in working towards better meeting the needs of children as the cycle of evaluation was always in motion.

- vi. **Technology in every classroom** Every teacher had a computer and an LCD in their classroom. The administration approved ordering Educational Streaming a software package that provides relevant extensions to the instructional program. Teachers were able to apply relevance in almost every content/standard/instructional area required by the NJCCC Standards. This increased student understanding and retention.
- vii. **A Literacy coach/consultant** will provide ongoing instruction and support in the area of LAL. State and in-district assessments revealed a need for more formal training and development of teachers.
- viii. **Creating Archives** of teacher videos demonstrating expertise in instructional methodologies.
- ix. **Teachers as Leaders;** train teachers to be future administrative leaders a strategic means of increasing retention.

### **3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS**

#### **A. 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;

- 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;
- Approving an Amendment of Charter for a High School. Amendment will be submitted by Mr. Nihat Guvercin.
- Approving the 'Race to the Top Application'.

- Approving Summer Enrichment Program.
- Approving enrolment of Mr. Guvercin to the '2010 Harvard Summer Institute on College Admissions', June 20-25 2010 Boston, MA Co-sponsored by Harvard University and the College Board.
- Approving new technology integration purchases.

BASCS Board of Trustees meetings are held at the 3<sup>rd</sup> Thursday of each month.

## BASCS 2009-2010 Board of Trustees Members

<b>NAME: BOARD MEMBER, ADMINISTRATOR</b>	<b><u>AFFILIATION:</u> COMPANY, ORGANIZATION, SCHOOL</b>	<b><u>DATE</u> of APPOINT- MENT</b>	<b><u>POSITION:</u> NAME of OFFICE; MEMBER; ADMINIS-TRATOR</b>	<b>BOARD STATUS  VOTING or NON- VOTING</b>	<b>*OBM, NBM, TBM  OADM, NADM, TADM</b>
MEHMET SECILMIS	DEWBERRY- GOODKIND INC. ENVIROMENTAL ENGINEER	08/2008	PRESIDENT	VOTING	OBM
REGINA OTUN	SCIENCE TEACHER AT DON BOSCO PREP. HIGH SCHOOL	09/2009	VICE PRESIDENT	VOTING	OBM
CEM KARADENIZ	WIRELESS RETAIL STORE MANAGER 700 PLAZA DR. SECACUS NJ 07094	09/2006	VICE PRESIDENT	VOTING	OBM
STEPHANIE LUCZKA	HARTMAN&WINNICKI, PC 201 967 8040	10/2007	BOARD MEMBER	VOTING	OBM
OZGUR DOGRU	RUTGER STATE UNIVERSITY REASEARCH ASSOCIATE PHSYICS DEPARTMENT	03/2008	BOARD MEMBER	VOTING	OBM
KADIR OKATAN	SAMSUN USA LLC OWNER, PARENT	08/2009	BOARD MEMBER	VOTING	OBM
ARZU KAYA-URANLI		08/2009	BOARD MEMBER	VOTING	OBM
SERDAR TUMKOR	STEVENS INSTITUTE OF TECHNOLOGY, POLO ELECKTRIC CORPORATION	09/2009	BOARD MEMBER	VOTING	OBM
ALI KEMAL KUCUKSELIM	MED ART INC., SALES REPRESENTATIVE	09/2009	BOARD TREASURER	NON- VOTING	NBM
RECEP ORNEK	BERGEN ARTS&SCIENCE CHARTER SCHOOL ASS.TO BUSINESS ADMINISTRATOR	07/2009	BOARD SECRETARY	NON VOTING	NBM
CHRISTOPHER LESSARD	BERGEN ARTS&SCIENCE CHARTER SCHOOL BUSINESS ADMINISTRATOR	07/2007	BUSINESS ADMINISTRATOR	NON VOTING	NADM
NIHAT GUVERCIN	BERGEN ARTS&SCIENCE CHARTER SCHOOL LEAD PERSON	08/2008	SCHOOL  LEAD PERSON	NON VOTING	NADM

Board members bibliography;

### **Mehmet Secilmis, M.S.**

Mehmet Secilmis, a resident of Garfield since 2001, is an Environmental Engineer at a private consulting firm in Parsippany, NJ. Mr. Secilmis holds Bachelor of Science degree in Chemistry Education in 1996 and Master of Science degree with distinction in Environmental Technology in 1999 from New York Institute of Technology. He is currently taking courses towards M.S. in Management from New Jersey Institute of Technology - School of Management (NJIT). He taught general chemistry one semester at Hunter College, New York. He holds an environmental investigation license, asbestos inspection and Geographic Information Systems Professional (GISP) certificates. He is an active member of Garfield Environmental Commission since 2003. He has been appointed by the Garfield Mayor & Council. He is an active board member of several engineering and GIS organizations in NJ. He is the father of two daughters and son: ten years old, five years old, and three years old, all attending schools in Garfield. He is one of the founders of Bergen Arts and Science Charter School (BASCS) and currently the Board of Trustees President.

### **Regina Moskal Otun**

Regina is a mother of three and has been living in Lodi for more than four years. She works as phlebotomist in Quest Diagnostics, while studying towards her B.S. in Biology at Felician College. One of her daughters attends a private school and the other attends Wilson Elementary School. Her distinguished essay "Team Work in Medical Professions" received the first place award amongst 2500 participants in the essay contest organized by Felician College in Lodi.

### **Cem Karadeniz**

Cem Karadeniz has been a resident of Hackensack for more than five years. He owns a retail store, selling telecommunication equipment. He is a father of two daughters; h one daughter attends Hackensack High School.

### **Kadir Okatan**

Kadir Okatan has been a resident of Clifton for more than 3 years. He owns a car retail business located on Route 46 in Clifton. He is a father of two sons and is a parent at Bergen Arts and Science Charter School.

### **Ozgur Dogru**

Ozgur Dogru is a resident of North Arlington for three years. He works at Ramapo College in Mahwah, New Jersey. He is married with no children. He is a voting board member of Bergen Arts and Science Charter School since 2008.

## **Stephanie Luczka**

Stephanie Luczka is a resident of Passaic for more than four years. She works as Paralegal at HARTMAN & WINNICKI, P.C., in Paramus, New Jersey. She holds a certificate from National Academy of Paralegal Studies, Inc. in 1992, and a degree from Essex County College, graduating with highest honors in 2009.

## **Serdar Tumkor**

Serdar Tumkor, a resident of Clifton, is affiliated as a research scientist and professor in the Mechanical Engineering Department at Stevens Institute of Technology. Dr. Tumkor received his PhD in Mechanical Engineering from Istanbul Technical University in 1994. His teaching interests are Machine Design, Engineering Design, and Engineering Graphics. His current research interests include Design of MEMS devices with polymeric nano-composites, computer integrated design, process planning and manufacturing, online design catalogs, and web-based collaboration. He is the father of one son and two daughters.

## **B. School Administrators**

Throughout the year, the Lead Person worked constantly for analyzing periodic evaluations of programs and operations to establish improvements needed to attain the goals of the school.

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

### **A. Parent and Community Involvement Activities and Outcomes**

At BASCS, we believe that parent and community involvement are an integral component of our school culture. Our goal is to continue fostering close and positive relationships and constant communication between school, family and community. Communication is a key element in maintaining the BASCS philosophy that frequent, clear and open interactions strengthen the bond between school and family. Our Parent-Teacher Organization (PTO) maintains a strong presence at the school, and they are a vital component of enriching the experience of students. In the 2009-2010 Academic Year, BASCS reached out to both the parents and the community with myriad programs and activities. A selection of these activities is listed below:

**(Appendix J: Activities Calendar)**



- **BASCS STUDENT INFORMATION SYSTEM**

We are proud to announce that, for those parents who do not have internet access at home, we now have available for use at the front entrance of the school, two custom-designed kiosk computers. Parents are able to monitor their child's grades, homework, attendance, progress results, discipline reports and schedule online. The kiosks are available to use for parents all times.

- **WEDNESDAY FOLDERS**

Every Wednesday, each student is required to bring home all school-related documents and forms for the week in a manila envelope. These envelopes must be signed by the parent/guardian and returned the following day with any completed school forms or paperwork. This ensures up-to-date communication between school and family.

- **BASCS HALLOWEEN COSTUME PARADE/CONTEST**

On Friday, October 30th at 10 A.M., BASCS held a spook-tacular Halloween parade! Students paraded around the block and end in the school parking lot for pictures, and many families joined in the fun!

Prizes were awarded by the PTO in the following three categories for two age groups - grades K-3 and 4-7: Best Home-Made Costume, Most Unique Costume, Silliest/Funniest Costume and students voted for the Best Staff Costume!

- **SECOND ANNUAL PTO PARENT PICNIC**

BASCS held its Second Annual PTO Parent Picnic at the Ross Dock Picnic Area on Saturday, October 10th. It was a wonderful day of food, friends, and family. Children enjoyed the new playground facility, playing games and jumping in the "bouncy castle", while adults played volleyball and sat at the picnic tables chatting, enjoying the great barbeque and taking in the beautiful scenery. Many parents, students and staff attended, and a good time was had by all.

- **GRANDPARENT'S NIGHT**

In the spirit of Grandparent's Day, BASCS was pleased to carry on the tradition with our 2nd annual Grandparent's Night, which was held on Wednesday, October 21st. We hope you enjoyed our student-written poems, songs and crafts, and we were pleased to have so many families join us for the evening.

We'd like to thank the Grandparents who accepted our BAKE-OFF challenge and shared some wonderful treats with us! The winners were: 3rd place – "Girlfriend's Apple Cake" - Evelyn Miller, Grandmother of Leah Walker, 2nd place – "Pumpkin Streusel Pie" - Pat Hold, Grandmother of Christian and Tatiana Hold and Janelle Lopez, and 1st place – "Coconut Cake" - Genetta Humes, grandmother of Malaysia Humes and Nyasia Hopkins. The winners were presented with a bouquet of fall flowers and a certificate of recognition.

Congratulations and many thanks to all the Grandparents who accepted our challenge and shared their culinary skills with us!

- **BASCS AWARDS CEREMONIES**

Bergen Arts and Science Charter School celebrated the success of K-7 students for their achievements in each quarter of the 2009-2010 academic school year. Parents were invited to help celebrate the success of our students. Awards were given to the students for distinguished and recognized honor roll achievements, as well as awards for outstanding performance in various academic disciplines and citizenship. BASCS students are truly the leaders of the future generations; these awards helped our students to continue achieving amazing goals.

- **BREAKFAST WITH THE PRINCIPAL**

Parent breakfasts with homeroom teachers and administrators were held on a weekly basis throughout the school year. Homeroom teachers selected parents to join them for breakfast with the administration. BASCS takes pride in working with a very diverse parent/student population and creating a family-like atmosphere.

- **WINTER CONCERT**

Our Winter Concert on Wednesday, December 9, 2009 was a great accomplishment for all the children. We could not have had such a successful concert without all our fantastic performers, staff, and audience members. The students gave wonderful performances all around, which included both vocal selections, and instrumental pieces performed by the school band.

- **ART FAIR**

Thank you to all students, families, staff and parent volunteers who attended the Art Fair on Thursday, December 3rd. We enjoyed several art activities, viewed beautiful artwork created by our talented students and were able to purchase artwork and art supplies. We had a great turn-out and raised funds for the Art Department.

- **MUFFINS WITH MOMS**

On Friday morning, January 15th, BASCS welcomed students and their mothers to enjoy breakfast at our annual "Muffins with Mom". This year, we introduced a muffin bake-off with much success. Many moms accepted the challenge, and we would like to congratulate our winners: 1st Place, Norma Smith, 2nd Place, Paola Leibowitz, and 3rd Place Anne Papianni. The winners were presented with flowers and a certificate.

- **DONUTS WITH DADS**

On February the 5th, 2010, BASCS's second Donuts with Dads has brought fathers and their children together at breakfast-time in the school gym. It was a

huge success. Not only were there many dads present, but also moms, grandparents and other family members joined us. All were welcome to celebrate our families.

- **MEMORIAL DAY WEEKEND TRIP TO CANADA**

This past Memorial Day weekend a group of BASCS faculty, parents, and students took a bus trip to Canada. The bus departed BASCS at around 1:00 AM. Our first stop was Montreal – A charming Canadian French inspired city. We ate in and toured that city for most of the day. From Montreal we headed to Ottawa – where we toured the grounds of the Parliament. Here we viewed some extraordinary architecture.

Back on the bus again we headed for Toronto. Most commented that Toronto was similar to a major city that all had visited one time or another. We toured, took pictures, ate on the waterfront of Lake Ontario, and went to the top of the CN Tower where the views were breathtaking. On Monday our bus headed for Niagara Falls bright and early! We are planning more trips in the future that bring staff, students and their families together.

- **SPRING MUSICAL**

The Bergen Arts and Science Charter School presented “Disney’s Alice in Wonderland, Jr.” on Friday, June 4th at 7 p.m. and Saturday, June 5th at 2 p.m. The cast was comprised of over 40 students in grades 4-7, and an additional 15 students worked behind the scenes as art crew and stagehands. BASCS is gaining notoriety for their budding theatre program, and most recently earned a featured performance spot at the New Jersey Charter School Convention in Long Branch this past April, as well as being filmed as part of a documentary by the New Jersey Charter Schools Association.

For BASCS, this is our second musical endeavor, and the performance represented the wealth of talent within our theatre program. This show has opened up many creative doors for our cast and crew, from the actors and singers who made each scene come alive to the young artists who painted our wonderful backdrops, built our castle and created our props. Parents volunteered to donate materials, serve dinners during dress rehearsals, and help backstage with costumes, hair and makeup.

- **BASCS CELEBRATES NATIONAL CHARTER SCHOOLS WEEK**

On Friday May 7<sup>th</sup>, BASCS celebrated the culmination of National Charter schools week with several special events. On this special day we had a visit from Senator Paul A. Sarlo, who represents the 36th Legislative District which includes Garfield.

Ms Guardino introduced the choir who performed *There Will Be Peace* by Mike Wilson, followed by the band which performed *Jump to It!* by E.M. Wightman After the performances, students from last year’s cast of *Annie* performed *It’s a Hard Knock Life* and *You’re Never Fully Dressed Without a Smile*.

Senator Sarlo was introduced and addressed the students, followed by a speech by Mrs. Psihoules, pointing out the strides charter school students have made over their neighboring conventional schools.

Parents were thanked for their exceptional contributions to our school and received certificates of appreciation. BASCS could not succeed as we do without the constant teamwork between school and family.

- **ORIENTATION FOR STUDENTS AND PARENTS**

On August 26<sup>th</sup> and 27<sup>th</sup>, BASCS will hold an orientation for all students and parents. This program is designed to welcome new students and their families, and allow returning students to pick up their schedule and books, and attend informational sessions to better prepare for the new school year.

## **B. Public Relations and Outreach Activities and Outcomes**

BASCS has cultivated an open relationship with the public, and regularly submits press releases to local and state newspapers and distributes materials and information to inform the public of all offerings at BASCS. We strive to partner with community agencies for the betterment of the school and community.

Mr. Nihat Guvercin, School Principal, assumes primary responsibility for public relations and outreach, supported by staff members. Proposed activities for the upcoming year include planned luncheons bringing community leaders, staff, students and parents together, and planned visits to local businesses, universities, community leaders and organizations.

A selection of these activities from the 2009-2010 academic year is listed below:

- **LEADERSHIP SERIES FOR STUDENTS**

Bergen Arts and Science Charter School invited remarkable leaders to speak to our middle-school students. Various community leaders prepared inspirational presentations for the fifth, sixth and seventh graders regarding leadership and core values. We were extremely fortunate to have these role models visit BASCS and interact with our future leaders. All of the presentations were held from 10am- 11am, and parents were invited to all events

Dr. Alan Markowitz (Director of Graduate Programs in Education)

Congressman Steven R. Rothman

Mr. Frank Scandale (Editor/Vice President at North Jersey Media Group)

Josephine E. Hernandez, NJDOE Board President

Leo P. McGuire, Bergen County Sheriff

Senator Paul A. Sarlo

- **BASCS COMMUNITY SERVICE**

On Saturday, October 24<sup>th</sup>, students from Bergen Arts and Science Charter School gave up some of their free time to perform community service at Our

Lady of Mt. Carmel Church in Passaic. With the help of some of our parents and church volunteers, our students acted as servers and friends to some less fortunate people at an Autumn Luncheon.

Students came from this experience feeling excited and fulfilled in the fact that they served their fellow man in a way that touched each and every one of them. We would like to keep our students involved and on the path of service to others.

- **“HOMES FOR OUR TROOPS” FUNDRAISER**

In observance of Veteran’s Day, BASCS participated in a fundraiser for “Homes for Our Troops,” a non-profit organization dedicated to building specially adapted homes for our severely injured Veterans, at no cost to them. In addition to the two homes they have completed in New Jersey, another four have already been started or are being planned. Nationwide, they have completed about 40 homes in just five years, with a similar number currently under various stages of construction. They rely on monetary donations as well as materials and labor donations to accomplish their tasks.

With the participation of several other school districts last year, Bergen County schools were able to raise close to \$30,000.00. In recognition of this Veteran’s Day, we asked each student in BASCS to make a donation of one dollar, or more if it is within their means, to this fine organization. Donations were collected by Monday, November 16th.

- **HAITI RELIEF FUNDRAISER**

BASCS organized “Dress Down to Help Haiti” for both the staff and the students on January 21st and 22nd. Students and staff bought a “Dress Down” day for \$2 per day/per person. Mr. Santiago also collected donations in the morning from families arriving to school. We were able to collect a total amount of \$1,615.08. All donations were given to the Red Cross Haiti Relief and Development Fund. We plan on continuing our efforts to aid the victims of the earthquake with upcoming events and fundraisers

- **LEUKEMIA AND LYMPHOMA CAMPAIGN FUNDRAISER**

Congratulations to all the students, parents and faculty who gave of their spare time and change for the Leukemia and Lymphoma Society’s annual fundraiser campaign. Bergen Arts & Science Charter School is proud to have raised a total of \$1,167.88! All funds raised will help people living in New Jersey with blood cancers by providing advocacy and patient aid, supporting research, community service involvement, and with public and professional education endeavors.

- **THIRD ANNUAL SCIENCE FAIR**

On Saturday, February 6th, 2010, BASCS celebrated our 3rd Annual Science Fair. Mayor Frank Calandriello, Garfield, Mayor Bruce T. Masopust, Lodi, Mayor

Lou D'Arminio, Saddle Brook, Mayor Marlin Townes, Hackensack, Mayor Dr. Alex Blanco, Passaic and Mayor James Anzaldi, Clifton honored us with their participation. BASCS's North Jersey Science Olympiad champions and FLL Robotics Team members were awarded certificates of achievement and medals from the Mayors.

- **BASCS HONORED BY GARFIELD CITY COUNCIL**

The Bergen Arts and Science Charter School's Science Olympiad Team was recognized at the February 9<sup>th</sup> meeting of the Garfield City Council with a ceremonial resolution for their academic success.

- **VISIT TO PASSAIC COUNTY COMMUNITY COLLEGE**

On Friday, March 5<sup>th</sup>, BASCS's Leadership Team of students took a trip to the Passaic County Community College and visited Ms. Josephine Hernandez. Ms. Hernandez, President of State Board of Education since 2008 to present, is the Vice President of Enrollment Management at Passaic County Community College.

- **NJCSA PERFORMANCE**

On March 18<sup>th</sup>, members of the choir and the cast of last year's musical, *ANNIE*, performed at the NJSCA Convention in Long Branch. Students in the choir joined students from charter schools across the state to sing before an audience of teachers, administrators, the NJ Commissioner of Education and Governor Christie. Students from the musical were selected to perform three song-and-dance numbers during the awards gala that evening.

- **NJCSA DOCUMENTARY**

The New Jersey Charter Schools Association visited our school on Tuesday, May 18<sup>th</sup>, and filmed our students and staff as part of a documentary on Charter Schools in New Jersey. We were honored to be part of this project to promote the charter school movement in NJ.

**VISIT TO UNITED STATES CONGRESSMAN STEVEN ROTHMAN**

- On Tuesday, June 15<sup>th</sup>, BASCS administrators, parents, and winners of the National ISWEEP competition were welcomed at the Washington, D.C. offices of Congressman Steven Rothman. They met with the Congressman and were given a tour of the building. We were happy to return the visit, as Congressman Rothman visited BASCS in the spring and gave a motivational speech to our middle-school students.

- **BASCS/NJIT PARTNERSHIP MEMORANDUM OF UNDERSTANDING**

NJIT and Bergen Arts & Sciences Charter School (BASCS) have signed Partnership Memorandum of Understanding. The partner organizations share the common goals of raising student interest, participation and performance in science, mathematics, and technology so that all students can meet challenging

national and state standards. This Memorandum of Understanding (MOU) sets forth a framework for collaborative action to enable the partners to achieve these goals.

The goals of the Partnership are to work collaboratively to:

- Make science, mathematics, and technology teaching and learning a priority.
- Create and implement a coherent approach for improving teaching and learning in science, mathematics, and technology.
- Build capacity to sustain and continuously improve science, mathematics, and technology teaching and learning at scale.
- Develop and manage a coherent science, mathematics, and technology curriculum.
- Staff members from both partner organizations will evaluate current course offerings and curriculum, and collaborate in the alignment of classroom practices and curriculum with the NJ Core Curriculum Content Standards.
- Provide professional development for teachers of science, mathematics, and technology.
- NJIT staff will provide content enhancements and enrichments that can be used in classroom lessons, and methodologies that align classroom practices and curriculum with the NJ Core Curriculum Content Standards.

## **5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES**

### **A. Admissions Policies/Admissions Timeline and Recruitment Activities**

As a public, open-enrollment charter school system, BASCS welcomes all students who meet state age and health requirements. BASCS is an open-enrollment charter school. Students who will attend K thru 8<sup>th</sup> grades for the next school year from all districts can apply for enrollment.

BASCS does not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language or any other basis that would be illegal if used by a district board of education. BASCS's admissions policy is, to the maximum extent practicable, to seek the enrollment of a cross-section of the community's school-age population, including racial and academic factors.

A charter school must enroll a student selected for admission to kindergarten based on the student reaching the age of five in that school year by October 1 in accordance with

N.J.S.A. 18A:38-5; or a date earlier than October 1st that is established by the district board of education in which the student resides.

In order to complete the application process, each student must fill out an application form to apply for enrollment. After completing the form, there are several ways that it may be submitted to the registration office: they may drop it off at the school office, they may mail it to our school address, they may fax it to our school fax number, or they may apply online.

### **Admissions Results / Enrollment Periods and Rules:**

Every year's enrollment for the following school year begins in December. At the end of each enrollment period, the following procedures will apply:

- During each recruitment period, Bergen Arts and Science Charter School will accept applications for admission from prospective students who are either residents in our sending districts (Lodi, Garfield, and Hackensack), or nonresidents of the respective districts.
- As applications are received, they will be classified and separated as "resident" or "non-resident" per grade level.
- The first priority for enrollment will be given to resident students in the City of Hackensack, the 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, there will be a random lottery drawing in accordance with school policy. This lottery will be necessary for resident and/or non-resident students for that grade level.

The random public lottery process is as follows:

- A numbered lottery slip is completed 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 announced in advance by phone or mail.
- The lottery drawing is 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 held by each grade level until the apportioned number of students is drawn. The order of the lottery is from Kindergarten to 8<sup>th</sup> grade.
- The first names drawn fill available slots; all other names retain in the sequence of the drawing and are placed on a waiting list.

If there are fewer applicants from resident districts, the non-residents students may 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..

All enrolled students are eligible for re-enrollment the following year, until they graduate from the 8<sup>th</sup> grade. In the event that a student withdraws, the next name on the list for the corresponding grade is 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 contacted.

Every year, at the end of the initial enrollment period (and every year thereafter 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.

3<sup>rd</sup> Graders will continue to have the option of being separated into three sections; we are adding one additional section to the 2<sup>nd</sup> graders who will be 3<sup>rd</sup> grade in the 2010-2011 school year.

Grades	Application for 10-11	Registration
K	178	48
1	55	2
2	60	4
3	57	13
4	47	2
5	51	5
6	50	0
7	22	5
8	19	0
Total	537	79

TOTAL	59	100%
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### Grade Ratios of Withdrawals

Grade Level	Count	Percentage
K	7	11.86%
1	1	1.69%
2	1	1.69%
3	13	22.03%
4	15	25.42%
5	6	10.17%
6	11	18.64%
7	5	8.47%
8	0	0%

TOTAL	59	100%
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**Gender Ratios of Withdrawals**

Gender	Count	Percentage
Male	30	50.85%
Female	29	49.15%
Unknown	0	0%
TOTAL	59	100%

**B. Staff Recruitment**

Bergen Arts and Science Charter School believes that focusing on overall high academic achievement includes providing opportunities for individual skills and talents to develop at higher levels. This will inspire in students a life-long love of learning and desire for self-improvement and creativity.

Because of the nature of its mission, Bergen Arts and Science Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

BASCS has advertised all available positions .During the 2009-2010 School Year, BASCS employed 54 staff members. In the 2010-2011 School Year, BASCS will continue to employ 94 % percent of these 54 staff members.

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 interviews 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 his/her choices to the board for hiring. The search committee calls candidates and arranges 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. BASCS is committed to hire individuals who are best qualified for the position 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 proposed 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 presents candidates to the board for a vote. All candidates submit resumes and letters of application along with appropriate diplomas, certification and licenses.

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

### **A. Major Areas of Self Evaluation**

The major areas of self evaluation include: student/teacher knowledge, student/teacher instruction, diverse learners/cross cultural learning, student/teacher communication, and student centered professional development.

### **B. Procedures for evaluating each area**

- a. Semi-annual accountability and self-reflection conferences are held between the administration and teaching staff by department. Under the direction of the department chair, each department is responsible for responding to a set of questions regarding curriculum, instruction, assessment, culture, climate, classroom and building management etc. Together, the collaborative process leads to an understanding of what is working well and what challenges the school and its members are facing. Necessary long-term and short-term modifications are made.
- b. School-wide performance against each of the areas stated above were also reviewed and discussed at the school's board meetings. The principal presented updates of performance and a description of the principal's assessment of why

performance moved in any given direction. The board considered this data and the trends in the data in its evaluation of the school year.

- c. BASCS uses the data to let us know what decisions need to be made across all grades, classes and students. As discussed in many previous sections of this report, BASCS teaches to the NJCCCS and administers simulations of NJASK 3 through 7 during the year. As a result, BASCS teachers and students are confident and well-prepared for the standardized tests and state assessments
- d. Professional development is linked to the PD plan, whereby teacher data from questionnaires, interviews and surveys are used to plan professional development in-service days throughout the year.

### **C. Current or Proposed Changes to SEAP**

There were no major changes to the metrics/plan during the 2009/2010 school year.

### **D. Summary of Progress in Achieving Strategic Improvement Plans and Milestone Goals**

This is the end of year three at BASCS. The margin of improvement from spring 2007 regarding state and in-district data evidence a steady stream of improvement in mathematics, language arts literacy across grades 3 to 7 and grade 4 science. Students continue to compete nationally and internationally in mathematics, science and language arts literacy due to the level of mastery and expertise on the part of the entire staff. It is safe to say and conclude that the BASCS community is dedicated and committed to supporting students towards the highest levels of academic achievement and personal satisfaction and success.

## **APPENDICES**

- A. Copy of Board Resolution Approving the 2009-2010 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

