



BERGEN ARTS AND SCIENCE

CHARTER SCHOOL

(BASCS)

200 MacArthur Ave, Garfield, NJ, 07026

2009 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 second 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 \$380,000.

Number of Students, Grades and Classes. The school's charter authorized a maximum enrollment of 420 students in 2008-09 in grades K,1,2,3,4,5 and 6. The enrollment at the beginning of the school year was 378 students. At the end of the year the enrollment was 373 students. Except two classes of Kindergarten and 1st grade 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 3:00 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 10, 2008 and ended June 30, 2009, for a total of 181 school days.

Student/Teacher Ratio: 10:1

Planned Expansion. In the 2008-09 school year, the school will add three seventh grades and expand to 430 students.

Approved District(s) or Region of Residence. The school draws its students from the following districts: Garfield (45%), Lodi (25%), Hackensack (12%), Others (18%).

Employees. The school employs a lead person, 25 classroom teachers, 4 aides, 2 special education teacher, a nurse, 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).

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 2008 Annual State Report Card Results (See Appendix J for NJASK 2008 Report Card)

i. NJASK scores for grades 3, 4, and 5 for Language Arts Literacy and Mathematics and Grade 4 Science for the 2008 School Year:

Grade	2008 NJ ASK								
	LAL			Math			Science		
	BASCS	DFG	STATE	BASCS	DFG	STATE	BASCS	DFG	STATE
Grade 3	81.1	74.6	86.1	94.4	71.5	86.8			
Grade 4	67.40	66.60	82.70	87.00	67.00	74.90	95.70	71.80	85.10
Grade 5	50	39.9	60	85.1	56.9	76.6			

2008 Grade 3. Mathematics

Summary: BASC is 5.6 percentage points from 100% proficiency or above for grade 3 students in Mathematics.

2008 Grade 3. Language Arts Literacy

Summary: BASC is 18.9 percentage points from 100% proficiency or above for grade 3 students in all.

2008 Grade 4 Mathematics

Summary: BASC is 13 percentage points from proficiency or above for grade 4 mathematics.

Grade 4 Language Arts Literacy

Summary: BASC is 32.6 percentage points from proficiency or above on grade 4 LAL

2008 Grade 5 Mathematics

Summary: BASC is 14.9 percentage points from proficiency or above on grade 5 mathematics.

2008 Grade 5 Language Arts Literacy

Summary: BASC is 50 percentage points from proficiency or above on grade 5 LAL.

2008 Grade 4 Science

Summary: BASC is 4.9 points from 100% proficiency or above in grade 4 Science.

After careful analysis of the 2008 Annual Report Card Results the following goals and objectives were developed:

Goal 1: To improve Language Arts Literacy, reading and writing across all grades.

Objective 1: To develop cohesive writing strategies across the curriculum.

Goal 2: To continue to support the efforts in the effective mathematics curriculum

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

2008 was the first year of the Bergen Arts and Science Charter School; therefore there is no prior year data. However when the 2009 Report Card Scores are received the data will be examined, analyzed and compared to the 2008 report card data.

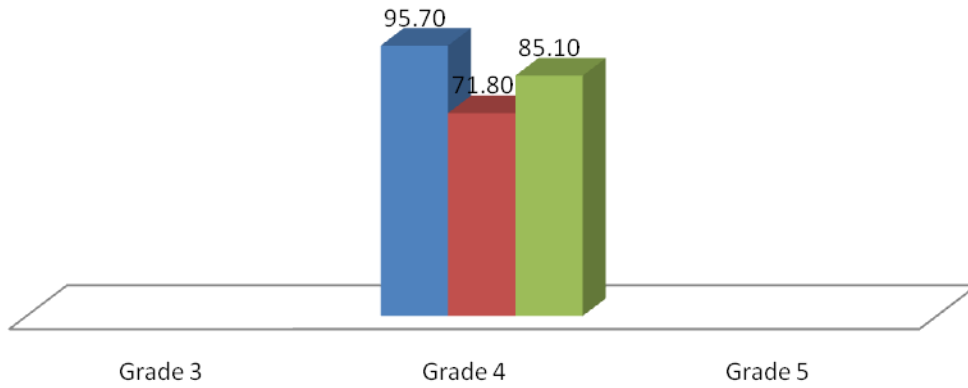
iii. Review Milestone Data

No Applicable for year one.

iv. Data Tables

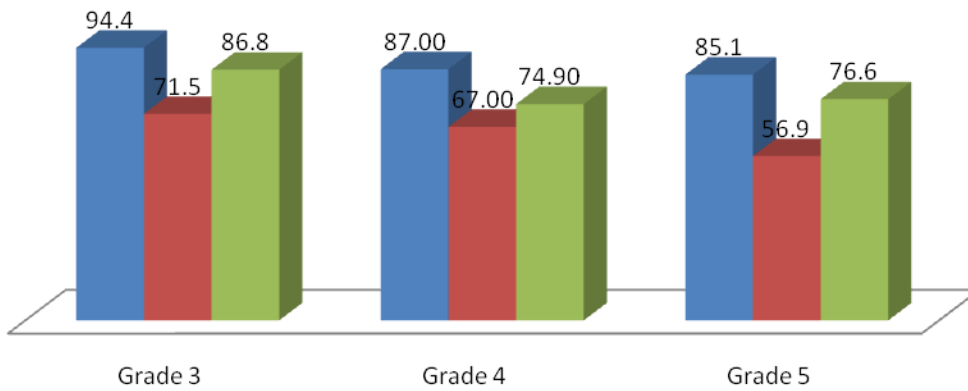
2008 NJ ASK SCIENCE

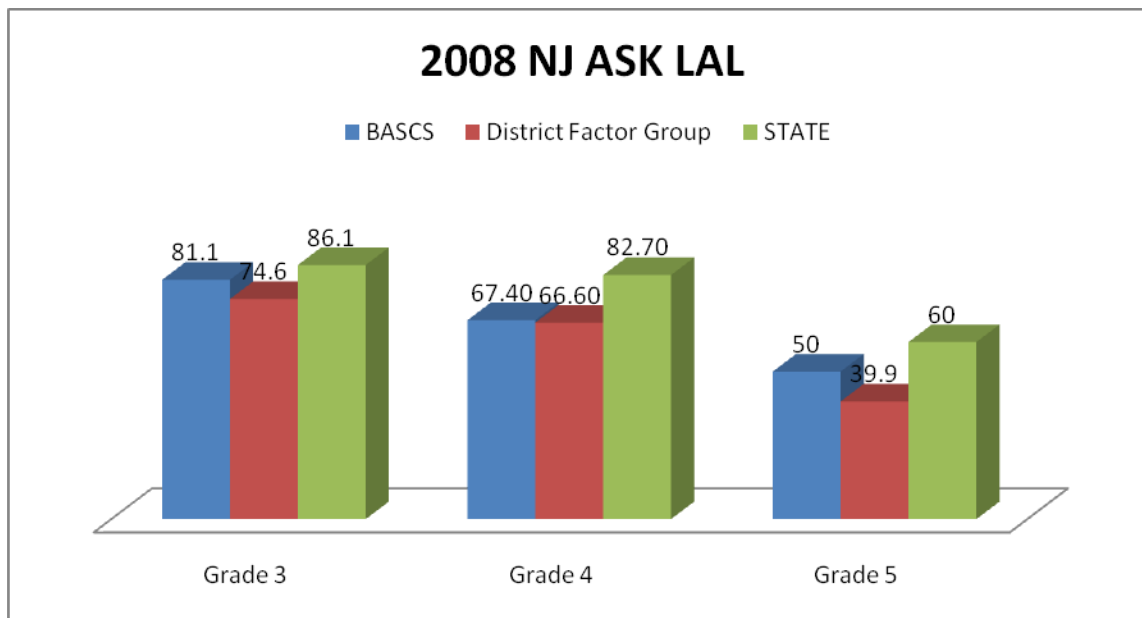
■ BASCS ■ District Factor Group ■ STATE



2008 NJ ASK MATH

■ BASCS ■ District Factor Group ■ STATE





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 grade 3 through 6 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.

Grades 1 and 2 were administered the New Jersey Pass; a simulation of the NJASK 3 in June of 2009 for the first time. They were sent to be scored and the results should be available at the end of August 2009.

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.

The students at BASC are taught the NJCCC Standards and are expected to perform and demonstrate knowledge and skill mastery at Blooms' Taxonomy higher order. Teachers are required to deliver instruction using Blooms' Taxonomy 4, 5 and 6 and note the level of Bloom's in their lesson plan objective. An analytical lesson plan rubric is utilized across the school to insure implementation and instructional delivery of Blooms' methodologies are applied in the classrooms.

The taught curriculum is measured using quarterly benchmarks and semi-annual mock tests mentioned in the preceding section. The data is applied and changes are made

with regard to academic programs depending upon the results of the analysis. The total school is responsible and accountable for achieving at high levels; parents, the board, students, teachers, personnel, everyone is included; every member of the BASCS community understands the high expectations and works diligently to achieve the articulated goals.

The Bergen Arts and Science Charter School insures that the students experience a well rounded education which is inclusive of social emotional and behavioral aspects of the school community. There are academic as well as student interest clubs provided every day after school. To enhance school spirit numerous activities have been instituted such as; student/teacher intramural basketball games, academic overnight camps for mathematics and science, science and Mathematics Olympiads, a science fair where most of the judges were board members and tutorials. Additionally BASCS has grandparent's day, cultural festivals, art shows, plays, and a host of trips monthly, as well as summer barbeques for the families to enjoy community interaction as well.

The administration has an open door policy and most of the teaching staff has visited the home of BASCS's principal. The administration also visits the homes of students and parents as part of the outreach to establish community relationships with all of the stakeholders. The children are exposed to members from outside the community as well; for example they had a chance to meet Senator Kean when he visited the school in this spring and Mr. Figgs, Director of Charter Schools when they visited Trenton NJ.

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

The principal and administration clearly set the bar high; everyone is expected to treat one another with mutual respect, it has become part of the culture. The principal takes the time to personally to listen to what teachers have to say and openly makes adjustments; he conducted end of the year self reflection conferences with every teacher demonstrating concretely that what they think is important to him and the organization at large. Each teacher was asked what went well and what recommendations they had for the following year to help the school operate more efficiently and improve interrelationships etc.

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 2 fully equipped computer labs at BASCS and an additional computer teacher will be hired this year to allow both labs to be fully operational throughout the day for students and teaching.

The BASCS Principal has an above proficient knowledge and understanding of how to utilize technology himself and therefore sets the expectations for everyone else. Teachers are required to electronically send their lesson plan, create a website, communicate with parents using the online system for posting homework, tests, grades, in-district and state assessments and classroom assignments etc.

At a glance parents can see test data information about assignments and homework all in real world time. There is no delay to getting information to or from parents. A large majority of the parent population participates in the technological advantages BASCS offers on the website. The state department visited the school in the winter of 2009 and commented on all of the multidimensional aspects of the website for parents and teachers.

Students receive computer lessons weekly and in addition take on line practice assessments in mathematics to improve their skills and numerical fluency.

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

The average class size at BASCS is 17 students. The smaller class sizes allow teachers to provide immediate feedback to students with regard to their classroom performance as well as immediate feedback on tests and assessments in and out of district. In addition teachers are able to provide one on one and small group support for low skilled and gifted and talented students in the classroom. Students comment on the support they receive from teachers and the administration. The pulse of the classrooms and school in general is 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.

The Bergen Arts and Science Charter School provide a multiplicity of opportunities for students to engage in their subject interests beyond the classroom. Mathematics staff offers after school support, mathematics overnight camps, computer generated mathematics activities, and many of the students participated in the statewide Mathematics Olympiad and did exceptionally well. Science staff offer overnight science camps, after school support, and a large and diversified in-house yearly science fair; students also scored 1st place in the statewide science competition 2 years in a row. The Language Arts Department hosted a gala event where the children of all ages acted out the play Annie; it was very well received and attended. The school is also fortunate to have a gifted Art teacher that hosted two Art Shows during the 2009 school year. The computer department will expand during the coming school year and will include after

school activities as well. The music teacher held 2 concerts and will offer band for interested youngsters in 2009/2010.

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. This year it was noted that the 3rd, 4th and 5th grade students did not pass AYP in LAL. A further study of in-house assessments revealed that students were struggling with the writing portion of the assessments. The school initiated and implemented a Writing Across the curriculum Plan from January to June. We are awaiting the state results; however the in-house assessment and subsequent plan revealed that the students were making incremental improvement each marking period. The plan included hiring a LAL team from a neighboring charter school, whereby they provided a writing workshop with follow-up activities at their school. In addition the principal approved hiring a Language Arts Coach who served as the 2nd reader for the writing portion of the in-house assessments as well. She also followed up with the teachers and extended additional clarification and support ongoing for the remainder of the year. The LAL Coach will serve as an outside consultant for the 2009/2010 school year to professionally develop teachers with regard to the DRA, Dibels, writing and guided reading.

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)

Parents are provided a comprehensive real time website so they can stay informed regarding school programs and occurrences. Teachers have websites whereby they daily/weekly update their parents on student progress.

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

A school wide multicultural festival is held yearly and photos can be seen on the website. The purpose is to coherently unite all of the different student, teacher and parental cultures and ethnicities in the school.

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

Teachers (Teachers in grade 3 to 6 who taught LAL, Mathematics and 4th Grade Science) were required under the supervision of the Curriculum Supervisor and the Principal to thoroughly review the NJCCC Standards and develop a Pacing and Sequencing Guide that identified the standards taught each marking period throughout the school year. They had to insure that all core standards and indicators would be sufficiently completed one month prior to the state assessment. Thereby providing time to review areas of need and insure proficiency. The textbook was used as a supplemental source to the guides. As per the State Charter School Director, Mr. Figgs, during the annual review at BASCS in the winter of 09 advised BASCS that we were to use the new NJCCC Standards 2009 and begin a Three Year plan to create comprehensive curriculums for each of the core areas taught. This process will begin August 24, 2009 and end in the summer of 2012.

The delivery of curriculum was monitored formally during the delivery of instruction three times a year via observations and evaluation conferences. (Qualitatively and Quantitatively) In addition walkthroughs were conducted daily/weekly using a shorter form to identify positives and need adjustments. Lesson plans were due via email to the principal by 8am each Monday and cc'd to the curriculum supervisor. She was responsible for examining the timeliness of the submittal, identify the Bloom's rigor and real world relevance of the plan, instructional methodologies, formal and informal

assessment practices, and pedagogy; an analytical rubric was used to rate the overall plan weekly. (Ratings were PP/Partially Proficient, P/Proficient and AP/Above Proficient). Teachers were provided a template of requirements to use as a guide. In 2009/2010 they will use a formal template for submittal for consistency across the school.

At the end of the year the principal created a bar graph for each teacher demonstrating timeliness of submittal and ratings throughout the year. Conferences were held with the principal and the curriculum supervisor for review. Recommendations were given for the following year if necessary.

Professional Learning Communities were created by grade and across grades and curriculum to insure rigor, relevance and readiness during the delivery during instruction using higher order Bloom's, for consistency and note compliance to state mandates and regulations.

Additional curriculum work included scheduled meetings with the Special Education teachers and the General Education teachers in LAL, and Mathematics. The purpose of these meetings was to address alignment with the classroom and the resource room curriculum. In addition they discussed and planned how lessons would be differentiated for the classroom teacher and modified for the resource room teacher.

The same process was used with the ELL teacher and the general education teacher. The number of meetings held per year will increase to once a week during the 2009/2010 school year.

The 2009/2010 school year will include a Curriculum Wheel; thematic unit for all none core teachers. They did meet twice during the 2008/2009 school year and realized the need for additional meetings around curriculum.

B. Delivery of Services to At-Risk Students (Identification procedures, # of students and program description)

Reading Recovery

The Reading Recovery Program was designed for students in grades Kindergarten to Grade 2. The purpose of the program was to provide after school tutorials, 4 times a week for students struggling to meet proficiency levels in the classroom on the NJCCC Standards/Indicators; phonemic awareness, phonics, reading, writing, comprehension and fluency. The students were placed in flexible skill groups based on classroom assessment scores. Students could exit out if they achieved mastery via an assessment that was administered semi-monthly. (The classes were averaging 6 at a time)

After School Tutorials

After school tutorials were held twice a week (Increased to 4 times a week prior to state testing based on mock test results) Tutorials were designed to better meet the needs of students in grades 3 through 6 in LAL and Mathematics, who had difficulty reaching mastery in skill areas in reading writing and mathematics with NJCCC Standards/ Indicators. The groups were held to no more than 6 at a time except just prior to the state tests when they then increased greatly. Instruction was differentiated based on classroom performance on formal and informal assessments and in-house benchmarks and mock testing. The groups were also flexed and the students were able to exit out once they reached mastery level for a particular skill area.

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;

BASCS Board of Trustees meetings are held the last 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
VELI ALTAS	BERGEN ARTS&SCIENCE CHARTER SCHOOL SCHOOL BUSINESS ADMINISTRATOR	2008	BOARD SECRETARY / BUSINESS ADMINISTRATOR	NON VOTING	OBM
SELCUK OZYURT	NEW YORK UNIVERSITY DEPARTMENT OF ECONOMICS PHD CANDIDATE	2007	TREASURER	NON VOTING	NBM
NIHAT GUVERCIN	BERGEN ARTS&SCIENCE CHARTER SCHOOL LEAD PERSON	2008	ADMINISTRATOR LEAD PERSON	NON VOTING	NADM

Board members bibliography;

Osman Oztoprak, Ed.M.

Osman Oztoprak holds a Master of Education Degree form Rutgers University (New Brunswick). He is the principal of the Pioneer Academy of Science located in Clifton, NJ. He has been the principal of PAS since 2002. He was one of the two founding teachers of Pioneer Academy of Science.

Mehmet Secilmis, M.S.

Mehmet Secilmis, a resident of Garfield, is an Environmental Engineer at a private consulting firm, Parsippany, NJ. Mr. Secilmis holds Bachelor of Science degree in

Chemistry Education and Master of Science degree with distinction from New York Institute of Technology. He taught general chemistry one semester at Hunter College, New York. He holds an environmental investigation license and asbestos inspection certificate. He is an active member of Garfield Environmental Commission since 2003. He has been appointed by Garfield Mayor & Council as Garfield Brownfields Coordinator. He is a father of two daughters, six year old and one year old.

Regina Moskal Otun

Regina is a mother of three and has been living in Lodi for more than 4 years. She works as phlebotomist in Quest Diagnostics, while studying towards her B.Sc. in Biology degree at the Felician College. One of her daughters attends to a private school and the other attends to the Wilson Elementary. 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 2 daughters. His one daughter attends the Hackensack High School.

B. 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.

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

A. Parent and Community Involvement Activities and Outcomes

As a BASCS we believe that Parent and Community Involvement are very important. As a school, our goal is to have greater Parent and Community Involvement. In 2008-2009 Academic Year BASCS reached out to the parent and community with variety of activities. Some of them are:

(Attachment C: Activities Calendar)

GRANDPARENTS` NIGHT

BASCS celebrated Grandparents' night on Wednesday, October 22, 2008. The experience was enjoyable for students, grandparents, and teachers. Elizabeth Keene followed with the pledge of allegiance. Leah Walker and Jonique Stevenson sang the National Anthem. Kindergarden and 3rd grade students took the stage with songs dedicated to their grandparents. The night took a step further when students: Giannina Reynoso, Jay-Lin Perez and Wildany Guerrero read their letters expressing their appreciation for the support of their grandparents in their lives. Performances by Nicole Coleman, Giannina Reynoso, Jay-Lin Perez and David Devers were outstanding! We closed the event by having Mrs. Aloia speak on behalf of grandparents. Families were then invited to engage in special activities with their teachers. Thanks to all those who participated. The night was a huge success!

BASCS AWARDS CEREMONY

Bergen Arts and Science Charter School celebrated the success of K-6 students for their achievements in the 1st quarter of school year 2008-2009. Parents were invited to help celebrate the success of our students. Awards were given to the students for distinguished and recommended honor roll achievements. BASCS students are truly the leaders of the future generations and it is great to see that they are being recognized for their achievements. These awards will help our students to continue achieving their amazing goals. In attendance were all the proud family members and friends as they watched these students proudly accept their awards. Congratulations to all the students who won these awards.

BASCS 2008 Winter Concert was a Success

On December the 17th, Wednesday night BASCS witnessed a great turn out of participants to 2008 Winter Concert. All performers did a fantastic job. Thank you to all teachers who worked hard to make this year's concert a successful organization. Special thanks go to Mr. Hyseni and Ms. Palacios for their hard work and efforts.

BASCS's first Muffins with Moms

On January 9th, 2009, BASCS organized our very first "Muffins with Moms" breakfast – a special day for BASCS students and moms to have breakfast together at BASCS and for moms to meet and chat with other moms as well! We are about to put together our first donuts with dads (January the 23rd, Friday) after having great success with the Muffins with Moms.

Donuts With Dad was a Huge Success

On January the 23rd, 2009 BASCS's first Donut with dad 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. All were welcome! Everyone had a yummy time with some delicious donuts.

BASCS's Official opening and 2nd Annual Science Fair

On Saturday, Feb. the 7th , 2009 BASCS celebrated its official opening and 2nd annual Science Fair together. Bergen County Superintendent Dr. Aaron Graham, City of Garfield Mayor Frank Calandriello and Hackensack City Mayor Michael R. Melfi have honored us with their participation. Official opening started with ribbon cutting ceremony at 1:30pm followed by award ceremony. BASCS's North Jersey Science Olympiad champions and AMC8 Achievement Roll winners awarded by Dr. Graham, Mayor Calandriello and Mayor Melfi.

Multi-Cultural Night Was A Great Success

A multi-cultural event in BASCS last night was a huge success. Around 20 of people of various ethnicities showed up at the school GYM for an evening of cultural entertainment. Entertainment included Albanian, Slovakian and Turkish songs, Colombian, Jamaican and Turkish dancers and more... There were also many foods from different cultures for people to taste, including India, United States, Philippines, Colombia, Jamaica, Slovakia, Iraq, Korea, Nigeria, Ecuador, Turkey, Trinidad, Georgia, Peru, Albania and Native American. The evening was a huge success enjoyed by everyone who attended. The event was also PTO's fundraising activity. We have been reported that they raised \$579 yesterday night.

Visit to NJDOE

BASCS Science Olympiad students and their parents took a trip to New Jersey State Department of Education (NJDOE), Trenton, on March the 10th. NJDOE Office of Charter Schools Manager, Mr. Kenneth A. Figgs welcomed our students and parents. Mr. Figgs congratulated our students, parents and faculty for our success at NJ Regional Science Olympiads. Students expressed their gratitude to Mr. Figgs for allowing BASCS to serve Bergen county students. We learned great advices from Mr. Figgs and got some really good, memorable pictures. The students then visited NJ State Museum.

NJ State Senator Tom Kean Visits BASCS

New Jersey State Senator Tom Kean visited BASCS on May the 26th. He gave the students an important speech about "Building a strong leadership" at the school GYM and visited kindergarten classes. Senator Kean currently is serving in the New Jersey Senate and sits on the Senate Health, Human Services and Senior Citizens Committee. We are honored and privileged to have him at BASCS.

BASCS has received very positive feed backs from parents. Some of them are posted on the school web site. Student database provides online information to the parents regarding their child academic and behavioral progress. Parents were provided school

website login training during home visits. Each Wednesday Mail Folders send home. In Wednesday Mail Folder, parents are informed about school activities, academic achievement and conduct of their child. Additionally school web side is a great source of communication for parents. It is being updated regularly and parents are being notified for school activities continuously. Also this annual report will be posted on the school web site.

B. Public Relations and Outreach Activities and Outcomes

NJIT and Bergen Arts & Sciences Charter School (BASCS) has 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

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, seek the enrollment of a cross-section of the community's school-age population including racial and academic factors.

As a public open-enrollment charter school system, BASCS welcome all students who meet state age and health requirements. BASCS is an open-enrollment charter school. Students who will attend K thru 7th grades for the next school year from all districts can apply for enrollment. Additional grades will be added to become a K-8 School. BASCS is a tuition free public charter school.

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 1 that is established by the district board of education in which the student resides.

In order to do the application process everybody needs to fill out an application form to apply for enrollment. After filling out the form, there are several ways that they can submit it to the registration office; They can drop it to school office. They can mail it to our school address.

They can fax it over to our school fax number. They may apply online.

Admissions Results / Enrollment Periods and Rules:

Every year's enrollment for following school year starts at December.

At the end of each enrollment period; the following procedures will apply;

- During each recruitment period, the Bergen Arts and Science Charter School will accept applications for admission from prospective students who are either residents (Lodi, Garfield, Hackensack) or nonresidents of the districts.
- As applications are received they will be classified and separated as "resident" or "non-resident" per grade level.
- First priority for enrollment will be 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 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 7th 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 7th 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.

Grades	Application for 09-10	Registration
K	66	41
1	49	4
2	38	3
3	20	5
4	27	5
5	42	3
6	28	7
7	13	5
Total	283	73

Ethnicity Ratios of Withdrawals

ETHNICITY	COUNT	PERCENTAGE
Alaska Native	0	0%
Native American	0	0%
Asian	3	4.62%
Black	12	18.46%
Hispanic	27	41.54%
Indian	0	0%
Native Hawaiian	0	0%
Multiracial	0	0%
Other	7	10.77%
Other Pasific Islander	0	0%
White	14	21.54%
Unknown	2	3.08%
TOTAL	65	100%

Grade Ratios of Withdrawals

GRADE	COUNT	PERCENTAGE
K	8	12.31%
1	5	7.69%
2	6	9.23%
3	14	21.54%
4	15	23.08%
5	6	9.23%
6	11	16.92%
TOTAL	65	100%

Gender Ratios of Withdrawals

GENDER	COUNT	PERCENTAGE
Male	31	47.69%
Female	34	52.31%
TOTAL	65	100%

B. Staff Recruitment

Bergen Arts and Science Charter School believes that focusing on an overall high academic achievement will include providing opportunities for individual skills and

talents to develop to higher levels. This will inspire in students a lifelong 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 advertised all available positions .During the School Year of 2008-2009 of its operation BASCS has 45 staff members. Next year 2009-2010 we will continue with 91 % percent of 41 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 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.

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. Student/teacher knowledge and instructional evaluation includes a comprehensive profile; formal and informal observations, professional development plans, lesson plans and conferencing provide opportunities to assess teacher knowledge. Student portfolios, data from formative and summative assessments (Rubrics), problem-based learning activities and real time teacher feedback assist with determining how well the learner is engaged and successful during and after the learning process.
- b. Teachers are required to include a short description of how they address different learning styles, integrate technology, include higher order Bloom's, modifications for ELL/Special Education students multiple Intelligences and differentiated tasks in their lesson plans and observed during the delivery of instruction.
- c. Observation summaries specifically include student and teacher communication; a quantitative and qualitative look at successful student participation and learner centered instruction. In addition the teacher's ability to maintain developmentally appropriate and professional interpersonal relationships with all stakeholders in the community is rated.
- d. Professional Development for teachers is guided by how well the children are doing academically in their classes and the multiplicity of student social and behavioral data provides vital information to that end. The teacher observation summaries and summative/annual appraisal assess professional development areas addressed by the teacher throughout the year.
- e. Intervention plans are created for the teachers and by the teachers in challenged areas over a specific time frame and development is noted using a rubric.

C. Current or Proposed Changes to SEAP

Individual student plans, (ISP'S) will be operational in the fall of 2009; teachers will design student plans based on strengths and challenges of individual students in targeted areas over a 4 to 6 week period.. (Assessment data will drive the ISP's, Individual Student Data)

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

The BASC Board of Education will adopt a Strategic Plan for initiating and implementing a new curriculum based on the revised NJCCC Standards in the fall of 2009. (Includes all content areas)

APPENDICES

- A. Copy of Board Resolution Approving the 2008-2009 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