BERGEN ARTS AND SCIENCE CHARTER SCHOOL (BASCS)

NEW JERSEY CHARTER SCHOOL ANNUAL REPORT 2012

BASCS Elementary
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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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<td>7</td>
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<tr>
<td>3.4</td>
<td>D. Describe your school’s statewide assessment results. Identify the school’s internal goals on the NJASK and/or HSPA tests with regard to absolute, comparative and growth measures and whether or not they have been met. Explain how the school will close gaps and/or maintain and improve results. (Limit your response to a 2 page maximum.)</td>
<td>9</td>
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<td>LEARNING ENVIRONMENT</td>
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</tr>
<tr>
<td>4.1</td>
<td>A. Fill in the requested information below regarding the school-learning environment including methodology used.</td>
<td>11</td>
</tr>
<tr>
<td>4.2</td>
<td>B. Discuss the school-learning environment using the data in the above table. Has the school achieved an environment that fosters high student achievement? Explain. (Limit your response to a 1 page maximum.)</td>
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<td>13</td>
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<td>13</td>
</tr>
<tr>
<td>5.2</td>
<td>B. Provide a list of the partnerships with other educational or community institutions.</td>
<td>13</td>
</tr>
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<td>SCHOOL GOVERNANCE / LEADERSHIP</td>
<td>15</td>
</tr>
<tr>
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<td>A. Fill in the requested information below regarding the Board of Trustees:</td>
<td>15</td>
</tr>
<tr>
<td>6.2</td>
<td>B. As an appendix, provide a copy of any amendments to the school’s bylaws adopted by the Board of Trustees.</td>
<td>15</td>
</tr>
<tr>
<td>6.3</td>
<td>A. Fill in the requested information below regarding school leadership:</td>
<td>17</td>
</tr>
<tr>
<td>6.4</td>
<td>As an appendix, provide resumes for the school leadership / administration.</td>
<td>17</td>
</tr>
<tr>
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<td>As an appendix, provide an organizational chart.</td>
<td>17</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>
1. BASIC INFORMATION ABOUT THE SCHOOL
a) Fill in the requested information below about the basic information of the school:

<table>
<thead>
<tr>
<th>1.a. Basic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School</td>
</tr>
<tr>
<td>Year School Opened</td>
</tr>
<tr>
<td>Grade Level(s)</td>
</tr>
<tr>
<td>Final Enrollment Count</td>
</tr>
<tr>
<td>School Address(es)</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>District(s) / Region of Residence</td>
</tr>
<tr>
<td>Website Address</td>
</tr>
<tr>
<td>Name of School Leader</td>
</tr>
<tr>
<td>School Leader Email and phone number</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Name of Board President</td>
</tr>
<tr>
<td>Board President Email and phone number</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Name of SBA</td>
</tr>
<tr>
<td>SBA Email and phone number</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
2. SCHOOL ENROLLMENT, DEMOGRAPHICS AND ADMISSIONS PRACTICES

2.1. School Enrollment

a) Fill in the requested information below regarding school enrollment:

<table>
<thead>
<tr>
<th>2.1.a. School Enrollment in 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Maximum Enrollment</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>Grade 1</td>
</tr>
<tr>
<td>Grade 2</td>
</tr>
<tr>
<td>Grade 3</td>
</tr>
<tr>
<td>Grade 4</td>
</tr>
<tr>
<td>Grade 5</td>
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<tr>
<td>Grade 6</td>
</tr>
<tr>
<td>Grade 7</td>
</tr>
<tr>
<td>Grade 8</td>
</tr>
<tr>
<td>Grade 9</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

2.2 School Demographics

a) Fill in the requested information below regarding school demographics:

<table>
<thead>
<tr>
<th>2.2.a. School Demographics in 2011-2012 (*Based on October 15th ENROLLMENT COUNT)</th>
</tr>
</thead>
<tbody>
<tr>
<td># and % FRPL</td>
</tr>
<tr>
<td># and % Special Ed</td>
</tr>
<tr>
<td># and % LEP</td>
</tr>
<tr>
<td># and % White</td>
</tr>
<tr>
<td># and % African American</td>
</tr>
<tr>
<td># and % Hispanic</td>
</tr>
<tr>
<td># and % Asian</td>
</tr>
<tr>
<td># and % Other ethnic groups</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td># and % FRPL</td>
</tr>
<tr>
<td># and % Special Ed</td>
</tr>
<tr>
<td># and % LEP</td>
</tr>
<tr>
<td># and % White</td>
</tr>
<tr>
<td># and % African American</td>
</tr>
<tr>
<td># and % Hispanic</td>
</tr>
<tr>
<td># and % Asian</td>
</tr>
</tbody>
</table>

b) Provide evidence that the school has made a commitment to serving all students, especially highest needs students such as special education students, English Language Learners, students who qualify for free or reduced-price lunch, and other underserved or at-risk populations. *(Limit your response to a 1 page maximum.)*
In addition to the supportive learning environment provided for all students, BASCS provides additional support to all students especially highest needs students such as special education students, English Language Learners, students who qualify for free or reduced-price lunch, and other underserved or at-risk populations. At BASCS at-risk students are identified based on their difficulty to complete educational activities. Typically these are students who have low scores in school and standardized tests, have poor English proficiency, demonstrate behavioral issues, have health or other developmental challenges, have poor attendance or come from economical or socially disadvantaged backgrounds. Additionally to ensure early identification of such students, the DIEBELS diagnostic test is administered all students in K-6 on regular basis and the progress of each pupil is tracked. BASCS takes the following actions to meet the needs of students deemed to be at risk:

- A strong emphasis is placed on teacher curriculum / pedagogical development within the context of the National Common Core Standards they teach. (For example; cognition and meta-cognition and learning strategies that flow from the concrete to the abstract)

- Teacher accountability; teachers are trained to address the needs of the diverse learner and track their progress. Intervention strategies, for example assessing the entire class performance and to identify struggling students.

- BASCS adopts a team approach to training teachers and use best practice research based programs such as the Wilson Program for novice teachers and retrain veteran staff. BASCS also implements the Response to Intervention Identification Model; an integrated approach to promote the use of evidence based instruction in classrooms. Through a collaborative effort teachers identifies and addresses student academic and behavioral difficulties via teacher workshops, grade level and department meetings, and meetings with Behaviorist.

- Regularly scheduled parent meetings / conferences provide an opportunity for parents and teachers to discuss their child’s needs and collaboratively decide on support strategies. Parent workshops are being conducted by the Learning Disabilities Teacher Consultant and classroom teachers to help parents understand how they can support their child at home.

- If necessary a battery of assessments are being administered to students to evaluate whether or not special education services might be more effective for the learner.

- Once students are identified as needing special services, intervention strategies are being initiated and implemented to specifically address the needs of each student and other modifications through the IEP.

- Specific times in the teacher's schedules are assigned for general education and special education to meet and discuss student progress and decide whether further actions are necessary to support student progress in the classroom.

BASCS meets the needs of English language learners through WIDA, a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. (WIDA site)
2.3 School Admissions

a) Provide information regarding your school’s admissions lottery:

<table>
<thead>
<tr>
<th>2.3.a. Admissions lottery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s) and location(s) of admissions lottery for enrollment in 2011-2012 school year</td>
</tr>
<tr>
<td>Date(s) and location(s) of admissions lottery for enrollment in 2012-2013 school year</td>
</tr>
</tbody>
</table>

b) Describe your school’s admissions and enrollment practices and the actions your school has taken to ensure compliance with N.J.S.A. 18A:36A-7 and 18A:36A-8. (Limit your response to a 1 page maximum.)

Bergen Arts and Science Charter School is a public charter school open to all students who are entitled to attend school from the region of Garfield, Lodi and Hackensack. The school does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, or athletic performance.

Students who use English as a second language and students who are classified as eligible for special education are welcomed as all. A broad approach to outreach utilized to seek the enrollment, including web-side announcements, media advertisements, mailings, and open houses at school campuses. This effort crosses all areas of socio-economic status, diversity of racial and ethnic background. Also, current parents of Bergen Arts and Science Charter School are the most effective advertiser of the school. They spread the word of high quality education at BASCS and convinced their neighbors for applying to BASCS. High number of waiting list clearly shows great reputation of the school through out the community.

BASCS has the same requirements and procedures followed by the district schools in regard to health records, immunization records, birth certificates, verification of residence (rent or lease receipt, electric or phone bill with one or both parents’ names listed), student educational records, IEPs, etc. Applications can be submitted via online, fax or mail.

As in other years, many more students applied than space allows in this year. As always, eligible students are enrolled by a lottery system. BASCS’s lottery date was announced ahead of time via flyers and school web site. On April 21st, at Garfield Campus Gymnasium, BASCS’s 2012 lottery was conducted in presence of school attorney, a public notary, parents and teachers. (Appendix A, please find the pictures of BASCS’s 2012 Lottery). As a child’s name is drawn, and the student enrolled, all siblings otherwise eligible for enrollment will be automatically enrolled, assuming availability of a seat in the grade required. All enrolled students are eligible for re-enrollment the following year, until they graduate from the 12th grade.

c) As an appendix, provide a copy of your current charter school admissions application.

Appendix B
3. EDUCATIONAL PROGRAM

3.1. Academic Performance

a) Fill in the requested information below regarding statewide assessments for 2009-2010 and 2010-2011 school years.

<table>
<thead>
<tr>
<th>3.1.a. Schoolwide Testing</th>
<th>HSPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3 to 8 NJASK</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>2010-2011</td>
</tr>
<tr>
<td># Students Tested - LAL</td>
<td>290</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - LAL</td>
<td>71.7</td>
</tr>
<tr>
<td>% Advanced Proficient - LAL</td>
<td>9</td>
</tr>
<tr>
<td>Grades 3 to 8 MATH</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>2010-2011</td>
</tr>
<tr>
<td># Students Tested - MATH</td>
<td>290</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - MATH</td>
<td>83.8</td>
</tr>
<tr>
<td>% Advanced Proficient - Math</td>
<td>29.3</td>
</tr>
</tbody>
</table>

b) Fill in the requested information below regarding performance of subgroups on statewide assessments for the 2009-2010 and 2010-2011 school years.

<table>
<thead>
<tr>
<th>3.1.b. Subgroup Proficiency</th>
<th>Grade 3 to 8 NJASK</th>
<th>Grade 3 to 8 NJASK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 09-10</td>
<td>Year 10-11</td>
</tr>
<tr>
<td># Students Tested - African American</td>
<td>LAL</td>
<td>Math</td>
</tr>
<tr>
<td># Students Tested - Hispanic</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - African American</td>
<td>68.2</td>
<td>84.1</td>
</tr>
<tr>
<td># Students Tested - Hispanic</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - Hispanic</td>
<td>72.3</td>
<td>81.5</td>
</tr>
<tr>
<td># Students Tested - White</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - White</td>
<td>67</td>
<td>81.8</td>
</tr>
</tbody>
</table>
### # Students Tested - Asian

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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>% Pass (Proficient &amp; Advanced) - Asian</td>
<td>95.1</td>
<td>97.6</td>
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</tbody>
</table>

### # Students Tested - Special Ed

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<table>
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<tbody>
<tr>
<td>% Pass (Proficient &amp; Advanced) - Special Ed</td>
<td></td>
<td></td>
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</table>

### # Students Tested - LEP

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</thead>
<tbody>
<tr>
<td>% Pass (Proficient &amp; Advanced) - LEP</td>
<td></td>
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</table>

### # Students Tested - FRPL

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<tr>
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</thead>
<tbody>
<tr>
<td>% Pass (Proficient &amp; Advanced) - FRPL</td>
<td>65.6</td>
<td>86.4</td>
</tr>
</tbody>
</table>

### c) Fill in the requested information below regarding student growth in statewide assessments for the 2009-2010 and 2010-2011 school years (*Not applicable to high schools)*:

#### 3.1.c. Median Student Growth Percentiles

<table>
<thead>
<tr>
<th></th>
<th>Year 09-10</th>
<th>Year 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LAL</td>
<td>Math</td>
</tr>
<tr>
<td>Grade 4</td>
<td>10.5</td>
<td>43</td>
</tr>
<tr>
<td>Grade 5</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>Grade 6</td>
<td>45</td>
<td>26</td>
</tr>
<tr>
<td>Grade 7</td>
<td>64</td>
<td>51</td>
</tr>
<tr>
<td>Grade 8</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### d) Describe your school’s statewide assessment results. Identify the school’s internal goals on the NJASK and/or HSPA tests with regard to absolute, comparative and growth measures and whether or not they have been met. Explain how the school will close gaps and/or maintain and improve results. (*Limit your response to a 2 page maximum.*)

Before giving a detailed description of how BASCS performed on the 2010 and 2011 NJASK, it can be stated in advance that **BASCS has met the Adequate Yearly Progress (AYP) requirements set by the state of NJ in both Language Arts (ELA) and Mathematics at the elementary and middle schools level(s).**
As illustrated in the tables above, BASCS’s had a higher passing percentile in ELA and Mathematics than its counter District Factor Groups (DFG: Districts having similar demographics in socio-economic status and education level of family members) by 12 – 35%. In the year 2010, some grades fell short of the state in ELA while state Mathematic scores were surpassed by 5 – 13%. In the advanced proficient percentile, BASCS surpassed the DFG in all grades in both ELA and Mathematics, except for fourth grade Mathematics. When BASCS’s advanced proficient percentiles in Mathematics are compared to state scores, they are almost the same: 0.5% in favor of the state and 5% in favor of BASCS. In Mathematics, the discrepancy is more than in ELA: The range is 28% in favor of state and 32% in favor of BASCS.

Tracking groups of students over consecutive years illustrates a notable increase in their abilities. For instance: In 2010, the third grade proficient percentile was 75.4% in ELA. In 2011, the same group, as fourth graders, proficient percentile reached 81.7% in ELA – a gain of 6.3%. Such an increase was made in all grades. This can be further evidenced by looking at the notable increase in proficient percentile when the seventh graders became eighth grades. In 2010, the seventh grade proficient percentile was 88.3% in ELA. In 2011, the same group, as eighth graders hit maximum potential, reaching 96.5% in ELA – a gain of 8.2%. These scores are reflective of the total population of students including Special Education and English Language Learners.

Mathematics scores for the 2011 NJASK are not inferior to ELA scores. As illustrated in three grades, the proficient percentile was 95% while in the other tested grades; the proficient percentile was 83% and 75%. The advanced proficient percentile was 51.7% in the third grade and 71% in the fifth grade. This growth can be seen by looking at table 3.1.c. In the 2009/2010 fiscal year, school wide growth was measured at 41% in ELA and 45 %
in Mathematics. In the 2010/2011 fiscal year, there was a notable increase; school wide growth measured 57.5% in ELA and 53.5% in Mathematics.

BASCS has also reached levels of success in ensuring that all ethnic groups achieved high scores. The passing percentile for African American, Hispanic, White, and Asian students are 84%, 86%, 91%, and 87%. This illustration of scores, all high and none trailing far behind the other serves as an indicator that success does not depend on ethnicity but other factors, which will be discussed in paragraphs to follow.

Our goal is to reach a proficient percentile of 90% to 100% in all subjects and advanced proficient percentile of 50% in ELA and Mathematics for the total student population. Reaching this goal will ensure success for all sub categories. This goal has been achieved in some grade levels and has come close to being achieved in others. For that reason, the BASCS faculty continues to diligently providing targeted instruction to students daily from 7:30 am to 4:30 pm, providing tutorials for identified students from 3:30 pm to 4:30 pm (5:30 pm in some cases) as well as on Saturday mornings.

At this point, we can consider the question: How did BASCS close the gap between its scores and the state scores in such a short period of time? This was not easy with NJ being the top 5th state nationwide in both ELA and Mathematics. To meet the challenge and move toward realizing its internal goal, BASCS implemented strategic programs and used various tools. Specifically the 3Rs: Rigor, Relevance and Relationships. Considering each of the 3Rs, data was used to provide data driven instruction and a standards based education while offering student centered hands on learning opportunities.

After one month of instruction, teachers identify students who are in need of one-on-one or group instruction and offer tutorial services in ELA and Mathematics. In addition to afterschool tutorials, Saturday school sessions and Boot Camp (intense session, 6 to 1 student teacher ratio) are offered to students who lag behind their grade level. These sessions are optional and free for all students identified by their classroom/content teacher.

BASCS gives Benchmarks three times a year and a Practice Tests twice a year. Data from these assessments is used to track the progress of students via the database. The database allows teachers, department chairs, curriculum supervisor assistants, directors, testing coordinators, district curriculum supervisors, the CEO (and parents) to monitor student performance instantly. The academic team highlights specifics for each for each student and meets with teachers to determine how each child has fared, progressed and/or met mastery regarding content knowledge, skills and state standards.

The entire BASCS staff becomes involved in raising the spirit of students towards the state test. Motivational banners are created by students and hung in the halls and corridors of the school. Songs written by students and professionally composed are played over the loud speaker, t-shirts are ordered, NJASK Night is held (parents are given an overview of the NJASK, study tips and materials given and expectations are discussed with parents) and a pep rally is held. These are some of the strides that the staff takes to ensure that students are successful. To make an important distinction, we would like to make it clear that BASCS teachers do not teach to the test or have it serve as the only measure of their students’ success. Instead, they utilize the test as an important tool and indicator for standard based, data driven instruction.
3.2 Mission-Specific Academic Goals

Many schools have a specialized concentration or theme for their educational program which cannot be fully assessed by the common measures within the academic performance framework. There may be schools that focus on engineering and technology, the performing arts or second language immersion. High schools may also have additional academic goals as the HSPA is currently given only in the 11th grade.

a) Provide information regarding 2 OR 3 school-specific academic goals related to your mission using the guidelines and format below. Include the goal, measure/metric, target, and outcome. *These academic goals may have changed from your original charter application. If your school has not been tracking mission-specific goals in this format, provide information regarding goals for the 2012-2013 school year in the prescribed format below.*

- All goals must be (SMART) specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- If possible, provide an explanation of whether or not your school has met these goals and how the school is progressing towards the goal attainment.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure/Metric</td>
<td>Ex: Growth in percentage of students passing AP tests annually</td>
</tr>
<tr>
<td>Target</td>
<td>Ex: Increase percentage of students passing AP tests by 10% from 10-11 to 11-12</td>
</tr>
<tr>
<td>Actual Outcome</td>
<td>Ex: in 10-11, 50 students took at least 1 AP exam and 30 passed. In 11-12, 54 students took at least 1 AP exam, and 40 passed, a 14% increase. <strong>GOAL HAS BEEN MET.</strong></td>
</tr>
</tbody>
</table>
### GOAL 1

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Bergen Arts and Science Charter School students will receive a thorough and comprehensive balanced education, meeting and exceeding the Common Core State Standards. <em>(School – specific academic goal one is related to our mission statement.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure/Metric</td>
<td>90% of the Bergen Arts and Science Charter School students will score proficient or above proficient on the New Jersey Assessment of Skill &amp; Knowledge Test in every grade level that the test is administered.</td>
</tr>
<tr>
<td>Target</td>
<td>To increase the number of students passing the NJ ASK by 5% from 2011/2012 to 2012/2013</td>
</tr>
<tr>
<td>Actual Outcome</td>
<td><em>As of July 12, 2012, NJASK data for the spring of 2012 is not yet available.</em></td>
</tr>
</tbody>
</table>

### GOAL 2

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>All students will be educated in an environment of mutual respect. <em>(School – specific academic goal one is related to our mission statement.)</em></th>
</tr>
</thead>
</table>
| Measure/Metric | • 80% of BASCS students will develop a respect for individual and cultural differences, and appreciate the basic worth of each individual and cultural group represented in the school.  
• 80% of the BASCS students will respect the talents and perspectives of each student and be sensitive to community and cultural norms.  
• 100% of the BASCS students will know that a person’s world view is profoundly shaped by his/her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, age and special needs.  
• 80% of BASCS students will understand the negative impact of bias, prejudice and discrimination on students and society. |
| Target | An Increase pin the percentage of students demonstrating respect, for cultural differences, perspectives of a person’s world view and minimizing bias and prejudice by 10% from 2011/2012 to 2012/2013 |
Actual outcome for 2011 can be measured by the percentage of students that attended the Garden State International Heritage Festival, organized by Bergen and Passaic Arts and Science Charter Schools on May 19th 2012, www.gsihf.org. 95% of the students and their families attended the Garden State International Heritage Festival.

**GOAL HAS BEEN MET.**

### 3.3. Curriculum

All charter schools are required to adapt and implement their curriculum to align with the Common Core State Standards. The revised timeline can be found at the following link:

http://www.state.nj.us/education/cccs/timeline.htm

a) Fill in the requested information below with the dates when the curriculum was adopted and implemented for each subject. Under the “Evidence of Implementation” column, provide a list (in bullets) of evidence that your school can provide for the DOE if audited. See examples below. (Do not submit examples of evidence at this time).

- If curriculum has been approved by the Board, the Board minutes.
- Timelines and action plans.
- Samples of the new curriculum.
- County receipt if submitted to county.
### 3.3.a. Revision of Curricula

<table>
<thead>
<tr>
<th>Revised Core Curriculum Content Standards (K-12)</th>
<th>Adoption of Revised Standards</th>
<th>Implementation of Revised Curricula</th>
<th>Evidence of Implementation</th>
</tr>
</thead>
</table>
| Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science | August, 2012 | K – 12 September, 2012 | • Timeline of summer curriculum writing schedule  
  • Samples of new curricula  
  • Agendas/notes from curriculum meetings  
  • Approval of district CEO and Curriculum Supervisor Board approval August, 2012 |
| Science | June, 2009 | | See above bulleted evidence. |
| • Visual and Performing Arts  
  • Comprehensive Health and Physical Education  
  • Technology  
  • 21st Century Life and Careers  
  • World Languages | | | See above bulleted evidence. |
| | • Visual and Performing Arts June, 2009  
  • Comprehensive Health & Physical Education, June 2011  
  • Technology, adopted, September, 2007 | • Implementation for Visual and Performing Arts was implemented in September, 2009  
  • Comprehensive Health and Physical Education, September of 2011  
  • Technology, September 2013  
  • 21st Century Life and Careers will be implemented in September, 2013  
  • World Language was implemented in September, 2009 | |
4. LEARNING ENVIRONMENT

a) Fill in the requested information below regarding the school-learning environment including methodology used.

<table>
<thead>
<tr>
<th>4.a. Learning Environment</th>
<th>Number or Ratio</th>
<th>Methodology used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rate:</td>
<td></td>
<td>CO – CURRICULAR PROGRAMS</td>
</tr>
</tbody>
</table>

ACADEMICS

- After school tutorial
- Saturday school
- Six week Boot Camp
- Problem Based Learning
- UbD Performance Task
- A multicultural curriculum
- Diversity of academic environment
- Cooperative learning
<table>
<thead>
<tr>
<th>Elementary School</th>
<th>95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>95%</td>
</tr>
<tr>
<td>High School</td>
<td>95%</td>
</tr>
</tbody>
</table>

**NON ACADEMIC PROGRAMS**

- Robotics
- Science Fairs
- Olympiads
- Model UN (MS & HS)
- Student Council
- HS – Electives
- EI/MS – Clubs
- Band
- Choir
- Drama Club
- Sports

**Student - teacher ratio**

- Students to teacher ratio is 11.4 (52 teachers for 596 students)
- The student – teacher ratio is embedded in our Mission Statement and one of our non-academic goals. The school is committed to a no more than 20 students per section ratio for life of the charter.

**Student attrition rate (from year to year):**

- 1%
- School rosters
- Attendance
- Enrolment records

<table>
<thead>
<tr>
<th>Professional Environment</th>
<th>Number or Ratio</th>
<th>Methodology used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher retention rate (year to year)</td>
<td>95%</td>
<td>Teacher contracts</td>
</tr>
<tr>
<td>Total staff retention rate</td>
<td>97%</td>
<td>Teacher contracts</td>
</tr>
</tbody>
</table>
b) Discuss the school-learning environment using the data in the above table. Has the school achieved an environment that fosters high student achievement? Explain. *(Limit your response to a 1 page maximum.)*

The following discussion regarding the learning environment and the professional environment at BASCS, is based on a program analysis of the Bergen Arts and Science Charter School over a 3 year period, conducted by Dr. Alan Markowitz, Professor at the College of Saint Elizabeth with whom the school has an established partnership since the spring of 2010, and Ms. Deirdre Simon, Curriculum and Instruction Consultant who served New Jersey’s teachers and students for over 30 years, and has been affiliated with the charter since its inception in the fall of 2007. *(For additional detailed information, the entire document can be viewed on the BASCS website).* Therefore, the response to the question; “Has the school achieved an environment that fosters high student achievement?” is addressed and explained with specific examples within the document which was approved by the Board in the summer of 2011.

The purpose of the analysis was to assess the degree to which the Academic Environment, the Learning Environment, the Co-Curricular Programs both Academic and Non Academic and Community Involvement contributed the overall success of the charter as it relates to students, parents, teachers and the community as a whole.

The commendable aspects of the analysis remained in place during the 2012 school year and the recommendations for improvement were implemented. As a result the academic environment at BASCS Elementary/Middle School, High School included the implementation of well-developed curricular guides in all subjects and was aligned with the New Jersey Core Curriculum Content Standards. *(Revisions to the curricula are taking place during the summer of 2012 to ensure compliance with state requirements and a smooth transition to the Common Core State Standards in the fall)* The curriculum was structured in the Understanding by Design conceptual framework and all units of study were designed around Essential Questions that required students to develop the higher order thinking skills required for 21st century learning. Big Ideas and Essential Questions were posted for student viewing in the classroom. The Professional Standards for teachers were incorporated into the observation process and provided teachers with a clear vision and direction. Research based best practice instructional models were evidenced in the classroom during observations and walkthroughs. Additionally, the schools (Both Elementary/MS-HS commitment to a culture of assessment serves as a comprehensive approach to
understanding the strengths and challenges of every child in the school relative to meeting or exceeding the standards.

Teachers submit detailed unit plans, lesson plans and develop an annual content plan that is revised as needed. There is clear academic accountability; teachers spend a great amount of time, effort and reflection to develop their comprehensive plans. Collaborative time is provided to teachers so they can meet and support one another during grade level meetings, department meetings and monthly professional development sessions which are based on teacher self-analysis through weekly journal reflections and semi-annual teacher surveys. The culture of the school is embedded in Teacher Efficacy Principals which serve as the umbrella over the learning environment and serves to promote the positive attributes of human nature.

The classroom learning environment includes; a strong emphasis on the organization of the room, the relation between student and teacher during learning activities, and the establishment of a positive learning environment where higher levels of learning and active student involvement are fostered and encouraged. Additionally, the integration of technology is at the forefront.

The Co-curricular programs and opportunities include, but are not limited to; mathematics and science Olympiads, fairs, contests, competitions, projects, posters, robotics, clubs, academic camp, national and international trips, safety patrol, tutoring, Saturday School, Academic Boot Camp, Geography Bees, spelling bees, poetry and writing contests, art fairs, an annual Heritage Festival, concerts, choir, band, sports, after school clubs and field days contribute to the development of the whole child.

Finally, the community outreach programs provide a combined effort of students, educators, families, and the community in the collaborative committed development of the child as a whole.

5. PARENTAL AND COMMUNITY INVOLVEMENT

a) Fill in the requested information below regarding parent satisfaction and involvement.

<table>
<thead>
<tr>
<th>Frequency of parent/guardian surveys and date of last survey conducted</th>
<th>5.a. Parent Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal surveys were not distributed to the families in the 2011/2012 academic year. However, through our extensive website, Facebook page and Twitter feeds, we garner feedback on a steady basis.</td>
<td></td>
</tr>
<tr>
<td>% of survey participation (1 survey per family)</td>
<td>n/a</td>
</tr>
<tr>
<td>% of parent satisfaction</td>
<td>n/a</td>
</tr>
<tr>
<td>Main positive aspects identified in the survey</td>
<td>The strongest area of parent satisfaction appears to be around the extra academic support offered, free of charge, via after-school tutorials. Additionally, we maintain strong</td>
</tr>
</tbody>
</table>
feedback and parental satisfaction around curriculum, database software, teaching staff, diverse activities offered to the students, and communication between school and home

| Main school challenges identified in the survey | This year, many suggestions from parents were helpful in the addition of elective courses to be offered at the Middle-High campus in the 2012-2013 academic year. Parents also expressed the desire for additional sports programs to be offered in upcoming years. |

<table>
<thead>
<tr>
<th><strong>Parent involvement at the School</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Parents currently on Board of Trustees over total Board members</td>
<td>There are six out of eight (75%) Board of Trustees members who are parents of BASCS students.</td>
</tr>
<tr>
<td><strong>Major activities/events offered to parents during 11-12 school year (list in bullets). Please, include # hours or frequency of the activity and % participation.</strong></td>
<td>Please see <strong>Appendix C</strong></td>
</tr>
<tr>
<td><strong>Major activities/events conducted by the parents to further the school’s mission and goals, such as fundraising, volunteering, etc. (list them in, bullets). Please include # hours or frequency, and % participation.</strong></td>
<td>Please see <strong>Appendix D</strong></td>
</tr>
</tbody>
</table>

b) Provide a list of the partnerships with other educational or community institutions.
<table>
<thead>
<tr>
<th>Partnering organization</th>
<th>Description of the partnership</th>
<th>Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.</th>
<th>Impact on school mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College of Saint Elizabeth</td>
<td>Memorandum of Understanding (MOU)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partners with &amp; receives student teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weekly Teacher Seminars: various topics covered</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Program Analysis was completed by Dr. Markowitz and Deidre Simon in August of 2011:</em> The Program Analysis findings serves as a living document and continues to offer on-going guidance in the of the following areas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Academic Achievements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Learning Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Co-Curricular Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Community Involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promoting and supporting Professional Learning Communities (PLCs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJIT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School wide all teachers, faculty and students benefit the MOU</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Having a combined effort of students, educators, families and the community as a whole is part of the BASCS Mission Statement. The bulleted information outlined in Section 5: Parental and Community Involvement ensures that BASCS remains true to its mission.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### NJIT
- Memorandum of Understanding (MOU)
- Collaboration and work toward the common goal of raising students interest, participation and performance in science, mathematics and technology to ensure that students meet state and national standards

### COMMUNITY INSTITUTIONS:

<table>
<thead>
<tr>
<th>BASCS Offered: Leadership Series for Students</th>
<th>Community leaders (VIP Guest) were invited to give inspirational speeches to students regarding leadership and core values. (VIP Invitations were extended to but not limited to: Mayors, Free Holders,</th>
<th>VIP guest were scheduled monthly</th>
</tr>
</thead>
</table>
Assemblymen and women, Prosecutors, Police chiefs, Senators, CEOs, NJDOE staff) enhance their knowledge of government /judicial systems and servant leadership

- Community Outreach Activities
- Determined by grade and/or department
- Teachers planned outreach activities and/or projects for the classes
- See above bulleted evidence.

6. SCHOOL GOVERNANCE / LEADERSHIP

6.1. Board of Trustees

a) Fill in the requested information below regarding the Board of Trustees:

<table>
<thead>
<tr>
<th>6.1.a. Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of Board Members required in charter</strong></td>
</tr>
<tr>
<td><strong># and Names of Current Board Members (including official roles within the Board). List the board members by name, role, organizational affiliation (parent, community member, lead person, etc.) and their voting status on the board.</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Board Meeting Dates from January 1, 2012 to June 30, 2012 and # of Board Members who Attended at Meetings</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Date of Meeting</td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>
| March 15, 2012 | 9 members | Emin Bahadir,  
- Governance I 02-Jun-2012  
Eileen Z. Fuentes  
- Governance I, 03-Dec-2011  
- BUILD NJ, 02-Mar-2012  
Jose Martinez,  
Governance I, 08-Jan-2011  
Governance II, 19-Nov-2011 |
| April 19, 2012 | 9 members |  |
| May 17, 2012   | 8 members |  |
| June 18, 2012  | 7 members |  |
| # and Name of Active Committees | 504 Committee  
Title IX  
District Safety |  |
<p>| Qualified/ experienced person responsible for (name and capacity): |  |
| K-12 Education | Nihat Guvercin, Lead Person |  |
| Legal issues   |  |  |
| Fiscal oversight|  |  |
| General management |  |  |
| Real Estate/ Facilities |  |  |
| Communications/ Outreach/ Negotiations |  |  |
| Date of Board Self-Evaluation (if available, include a copy of the board self-evaluation as an appendix) | May 17, 2012 |  |
| Date of School Leader Evaluation (if available, include a copy of the school leader evaluation as an appendix) | May 17, 2012 |  |</p>
<table>
<thead>
<tr>
<th>Number of Board Complaints in 11-12</th>
<th>NONE</th>
</tr>
</thead>
</table>
| Main achievements and critical policies adopted by the Board during 11-12 academic year (list in bullets) | • Opening of BASCS middle-high campus  
• Establishment of central office.  
• Cost sharing agreement with Passaic Arts and Science Charter School.  
• Commitment to Technology Integration (Ipads for all high school students, Smart board for all classes, computers on wheels, etc...)  
• Adaption of school homework policy,  
• Contributions to School outreach programs  
• Establishment of School Advisory Board  
• Science Fair, Heritage Festival organization support |
| Issues that are likely to require the board’s attention in the near future. (List in bullets) | • Policy updates  
• Expansion of school model  
• Facility |

b) As an appendix, provide a copy of any amendments to the school’s bylaws adopted by the Board of Trustees.

NONE

6.2. School Leadership/Administration

a) Fill in the requested information below regarding school leadership:

<table>
<thead>
<tr>
<th>6.2.a. School Leadership/Administration</th>
</tr>
</thead>
</table>
| Names and contact information, specific position, # years in current position | Nihat Guvercin, M.Ed., 4 Years  
Lead Person  
Bergen / Passaic Arts & Science Charter Schools  
Central Office, 465 Boulevard, Elmwood Park, NJ 07407  
Office: 201-773-9140 |  
Fax: 201-773-9141 |
Deirdre Simon, M.Ed., 5 Years
Curriculum Supervisor
Bergen / Passaic Arts & Science Charter Schools
Central Office, 465 Boulevard, Elmwood Park, NJ 07407
Office: 201-773-9140 | Fax: 201-773-9141 |
dsimon@bergencharter.org

Lori S. Cobb, M.Ed., 1 Year
Director of Bergen Arts & Science Charter School Elm.
200 MacArtur Avenue, Garfield, NJ 07026
Tel: 973.253.0002
Fax: 973.253.0110
Email: lcobb@bergencharter.org

Yasin Demir, Phd., 1 Year
Director of Bergen Arts & Science Charter School Middle-High.
43 Maple Ave. Hackensack, NJ 07601
Tel: 201.968.5039
Fax: 201.968.5044
Email: ydemir@bergencharter.org

B. As an appendix, provide resumes for the school leadership / administration.

Appendix E

C. As an appendix, provide an organizational chart.

Appendix F
Appendix

A
Friday, April 27, 2012

School Lottery

Thank you to all families for a successful school lottery drawing on April 21, 2012. The notarized list of school lottery picks is available at the school secretaries' office. Students who were chosen for the 2012-2013 academic year available spaces must complete registration by Friday, May 4, 2012.

Pictures

More in this category:  BASCS Spring Musical!  Pirates! The Musical

back to top
12. Admissions Policy and Criteria

a. Outline the grade levels for which the charter school is seeking approval and include a copy of the appropriate grade level summary from pages 18-20.

The numbers shown are based on 60 students per grade which is comprised of three classes of 20 students per grade. The Bergen Arts & Science Charter School realizes that the lottery process and the interest of the community may alter these numbers slightly.

The chart below represents the ultimate total enrollment goal per grade, per year from ALL DISTRICTS (Hackensack, Garfield and Lodi)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
</tr>
<tr>
<td>Grade 1</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
</tr>
<tr>
<td>Grade 2</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
</tr>
<tr>
<td>Grade 3</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
</tr>
<tr>
<td>Grade 4</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
</tr>
<tr>
<td>Grade 5</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0</td>
<td>20+20+20</td>
<td>20+20+20</td>
<td>20+20+20</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0</td>
<td>0</td>
<td>20+20+20</td>
<td>20+20+20</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20+20+20</td>
</tr>
<tr>
<td>Total</td>
<td>360</td>
<td>420</td>
<td>480</td>
<td>540</td>
</tr>
</tbody>
</table>

The chart below represents the ultimate enrollment goal per grade, per year from CITY OF HACKENSACK
The chart below represents the ultimate enrollment goal per grade, per year from **CITY OF GARFIELD**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Grade 1</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Grade 2</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Grade 3</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Grade 4</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Grade 5</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>168</td>
<td>192</td>
<td>216</td>
</tr>
</tbody>
</table>
The chart below represents the ultimate enrollment goal per grade, per year from **BOROUGH OF LODI**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Grade 1</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Grade 2</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Grade 3</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Grade 4</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Grade 5</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>126</td>
<td>144</td>
<td>162</td>
</tr>
</tbody>
</table>

b. **Describe the student admissions policies and the reasonable criteria for evaluating the students to be admitted.**

The BASCS is a public charter school open to all students who are entitled to attend school from the region of residence, including City of Hackensack, City of Garfield, and Borough of Lodi. The school will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, or athletic performance. Students who use English as a second language and students who are classified as eligible for special education will be welcomed as all. A broad approach to outreach will be utilized to seek the initial enrollment, including distributing flyers throughout all three districts that have been targeted for enrollment (see flyer attached). This effort will cross all areas of socio-economic status, diversity of racial and ethnic background.

Additionally, the school will utilize bulletins, media, mailings, and workshops at schools and other public institutions, throughout the identified districts. The process will also include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates.
The students will not be evaluated or assessed in any prior to the opening of the school. Students will be assessed after the beginning of the academic year in order to determine their needs and strengths and to provide them with proper instruction, including remedial assistance and additional resources as appropriate.

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

An Admissions Committee shall be appointed by the Board of Trustees. All applicant families will meet with members of the Admissions Committee to discuss matters crucial to the success of the students, and to inform them of the mission and other aspects of the school. The school will request that students and families sign a voluntary letter of commitment to promote the mission of the school. However, it is the responsibility of the school board and staff to promote the school in a way that will instill a desire on the part of families to participate in the school and thus the students’ education. Since a charter school is a school of choice, it is expected that there will prevail a desire to be part of the school, and openness to the opportunities for success that will be offered.

c. Define any policies which will focus admissions to particular grade level(s) or to area(s) of concentration reflecting the mission and goals of the charter school. Describe how the policies will be non-discriminatory

The only policy which the Bergen Arts & Science Charter School will focus admissions to a particular grade level is in accordance with N.J.S.A. 18A:38-5 and N.J.A.C. 6A:11-4.6, which states that a student selected for admission to kindergarten must be age five by October 1 of that school year.

There are no policies that determine admission to the charter school based on the school’s area of concentration stated in the mission and goals of the charter school.
Although science is an area of focus in the charter school’s academic program, admission to Bergen Arts & Science Charter School is open to all interested applicants regardless of intellectual ability or scientific aptitude. It is incumbent upon the charter school to deliver an education program that facilitates proficiency in New Jersey’s Core Curriculum Content Standards and provides the opportunity for achievement equally for all students. Ultimately, it is the mission of the school to instill in every student the desire to continually challenge their intellect and to ensure they have the capacity to do so through the application of content knowledge and skills so that, as adults, they may participate and shape the ethical and moral direction of a complex and ever-increasing technological, scientifically-oriented society.

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

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

d. Describe the random process the charter school will use to select students if there are more applicants than there are spaces available. Provide the tentative date(s) when this random process may occur.

In the event that more students apply than space allows, eligible students will be enrolled by a lottery system. A non-biased individual, such as the school’s accountant or attorney, will oversee the lottery in a public forum, the date, time and place to be announced in advance. The lottery will be held by district, until the apportioned number of students is drawn. All students’ names will be drawn and recorded in sequence. The first names drawn will fill available slots; all other names will be retained in the sequence of the drawing, and placed on a waiting list. In the event that a student withdraws, the next name on the list for the corresponding district will be contacted and offered enrollment. In the event that a student drops out after the academic year begins, the same procedure will apply: the next name on the list will be contacted. As a child’s name is drawn, and the student enrolled, all siblings otherwise eligible for enrollment will be automatically enrolled, assuming availability of a seat in the grade required.

All enrolled students will be eligible for re-enrollment the following year, until they graduate from the 8th grade.
The first tentative date for the lottery if needed will be March 15, 2006.

e. Describe the waiting list process. Include the length of time a waiting list will be maintained. Outline the procedures for enrollment priority for siblings (if applicable) of students enrolled in the charter school for:

- year one; and
- subsequent years

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 and who were not selected. This list will be in sequential order of the drawing of the names. This list will be maintained until the close of the academic year.

The charter school will maintain the list divided into two groups, according to students from the region of residence, by district, and all other students.

During the recruitment periods, the charter school will notify parents that their children’s names will remain on the waiting list for the subsequent school year only.

If more than one child from a family applies for enrollment, and one child is selected whether by the initial sign-up period or through a lottery, the siblings will all be accepted, assuming seats are still available in the required grades. If a lottery is held, the family name is entered in each grade requiring a lottery; if that name is selected all siblings will be enrolled, assuming there are slots available in the other grades. If insufficient slots are available, siblings will be placed on the top of the waiting list. The same sibling priority will prevail during subsequent years; i.e., if a sibling of an enrolled student becomes of age to enroll in a subsequent year, that child will have priority, moving to the top of a waiting list, if any.

f. Define the terms and conditions of non-resident student enrollment.
After the initial enrollment period is closed, and if the number of applicants is fewer than available spaces, the enrolled students will be ensured of seats. The enrollment will then be opened to any student in New Jersey who desires to attend and meets the above stated criteria for enrollment; they will be offered admission on a first-come, first-served basis. Outreach efforts will continue throughout the designated region and beyond until the enrollment is filled.

The first priority will be to students from the region of residence. However in keeping with the requirements of the state charter school law, students who reside outside the region of residence will be invited to enroll after all students within the district who sign up for enrollment have been accommodated. In the event that the number of students who apply from out of region exceed the number of slots available, a second lottery will be held following the protocol established above. The family name is entered into the lottery for each grade requiring the lottery. Once a student has been selected through the lottery process, any siblings eligible for admission will be offered seats in the appropriate grade. Once enrolled in the school an out of region student may continue to remain throughout the grades until graduation from the eighth grade.

If an out of region student is enrolled, any siblings seeking enrollment in the available grades, will be accommodated, given available seats in the required grade. If there are no available seats, the sibling (s) will be placed on the top of the waiting list, after any siblings of students from within the region.

g. If serving kindergarten, determine the date by which a kindergarten student must be five years old in order to attend the charter school. If not serving kindergarten, respond to this statement with the words “Does Not Apply.”

The cut off date for kindergarten students to attend the BASCS is determined to be October 1st for each academic year.

h. Describe how the admissions policy of the charter school will, to the maximum extent practicable, seek the enrollment of a cross section of the community’s school-age population, including racial and academic factors. Outline a plan for outreach to publicize the charter school in order to attract a cross section of students from the district of residence or region of residence.
Because of the charter school’s commitment to attract a cross-section of the public relations agenda that will consist of a public information campaign reaching out to all sectors of our community. Families will be made aware of the opportunity to enroll their children in a school of choice including our philosophy, mission, curriculum, application procedures, and methods for their own and for community involvement. The activities will include the following:

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

i. For a charter school operating with a region of residence, describe the plan to ensure the enrollment of a cross section of the communities’ school-age populations; list an apportionment of available space from each of the district boards of education that comprise the region of residence and explain the basis for the apportionment model. If not operating with a region of residence, respond to this section with the words “Does Not Apply.”

The founders plan to conduct an equally comprehensive outreach program in each district. The apportionment of seats will be according to the approximate percentages of students attending grades K to 8 in the respective districts. Therefore, City of Hackensack will have 40% of the seats, in year one and a similar percentage each subsequent year; City of Garfield and Borough
of Lodi each will have 30% of the seats. These will be apportioned across the grades. The data is summarized in the table below.

<table>
<thead>
<tr>
<th>District Name</th>
<th>2003 Student Population Grades K to 8</th>
<th>% of Seats Allocated</th>
<th>No of Seats Allocated in the first year</th>
</tr>
</thead>
<tbody>
<tr>
<td>GARFIELD CITY</td>
<td>2,649</td>
<td>30%</td>
<td>108</td>
</tr>
<tr>
<td>HACKENSACK CITY</td>
<td>3,142</td>
<td>40%</td>
<td>144</td>
</tr>
<tr>
<td>LODI BOROUGH</td>
<td>2,073</td>
<td>30%</td>
<td>108</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7,864</strong></td>
<td><strong>100%</strong></td>
<td><strong>360</strong></td>
</tr>
</tbody>
</table>

j. Provide the tentative dates of the recruitment period, application period and the enrollment period for resident and non-resident students.

The tentative dates for recruitment, application and enrollment are as follows:

- **Recruitment period:** January 15, 2006 to Jan. 31, 2006
- **Recruitment deadline:** January 31, 2006
- **Application deadline:** March 14, 2006
- **Date for lottery (if needed):** March 15, 2006
- **Enrollment for region students:** April 7, 2006 to April 14, 2006
- **Deadline for enrollment for region:** April 14, 2006
- **Deadline for notification to Commissioner of initial enrollment:** April 15, 2006
- **Enrollment for out-of-region:** April 21, 2005 to April 30, 2006
Appendix C
APPENDIX C

At BASCS, we believe that family involvement is 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. Our Parent-Teacher Organization (PTO) maintains a strong presence at the school, and they are a vital component of enriching the experience of students. They make the purchase of sports equipment, musical instruments, yearbooks and classroom materials a reality for our school district. Additionally, the PTO fundraises to defray the cost of field trips for the students.

In the 2011-2012 Academic Year, BASCS reached out to both the parents and the community with myriad programs and activities. Likewise, the PTO offered a wide array of activities and fundraisers which enhanced the experience of the students and school community as a whole. Percentage rates of participation were not tracked for activities this year; a strong showing of students, staff and families is the norm at BASCS. A selection of these activities is provided below.

MAJOR EVENTS/ACTIVITIES OFFERED FOR FAMILIES

• **BACK-TO-SCHOOL NIGHT – 2 Hours**
  On September 20th from 5:00 to 7:00 p.m., parents and guardians were invited to meet the BASCS staff and faculty and receive an overview of the course content to be taught for the 2011-2012 school year. Brochures were handed out explaining the school’s philosophy, Wednesday folder procedures and various ways to communicate with the students’ teachers.

• **HISPANIC HERITAGE CELEBRATION – 1.5 Hours**
  BASCS had the honor of observing its Hispanic Heritage Celebration with special guest speaker, Hackensack Mayor Jorge Meneses on October 7, 2011. The festivities included students reading poems and special dances as well as a live mariachi band.

• **FAMILY LITERACY NIGHT- 2 HOURS, Once Per Month**
  BASCS Elementary had its first Family Literacy Night in conjunction with BASCS Middle High at the BASCS Elementary campus in Garfield on October 11, 2011. Families were provided with strategies to assist their children who have difficulty acquiring study skills and organization. The Special Education department and parents meet once a month to discuss problems and distinguish which areas need assistance.

• **Daily Parent Breakfast with Administrators/Teachers – 1 Hour, 4x per Week Avg.**
  Beginning Thursday, October 13th, the program goal is to get to know each other, build strong relationships between the school and families and provide an opportunity to share awareness for different cultures that are represented at BASCS. During the breakfast, parents are informed of school operations, curriculum and future projects. Parents also have a chance to bring suggestions or comments directly to the administration.
• **GRANDPARENT’S NIGHT – 3 Hours – Each School**
  BASCS held its 4th annual Grandparent’s Night on October 18 and 19th, at 6:00 p.m. We had such an incredible turnout full of various activities for all grandparents and their grandchildren to participate in, including butterfly decorating, picture-frame making, student and grandparent performances, grandparent Bake-Off and pumpkin embellishment.

• **FOURTH ANNUAL PTO PARENT PICNIC – 5 Hours**
  On Saturday, October 22nd, BASCS Elementary and Middle-High had their Annual Parent Picnic with over 300 people present at the Ross Dock Picnic Area in Edgewater. Families brought desserts to be shared with other families and Maschio’s Food Services provided hamburgers, hotdogs, and grilled chicken among other great food.

• **CLOTHING DRIVES – 2 times a year – 6 hours each**
  The PTO held two clothing drives this year. Families and friends donated clothing, household supplies, toys, and other materials to support the 8th grade graduating class and the athletic department.

• **APPLEBEE’S BREAKFASTS – 2 times a year – 3 hours each**
  The 8th Grade Graduation Committee held two Applebee’s “All You Can Eat” breakfasts this year. Families of all grades were invited to this event, which helped support the 8th grade graduation trip. 8th grade students volunteered their time and served the breakfasts to the families who attended.

• **DIWALI CELEBRATION – 2 HOURS**
  BASCS celebrated its Diwali celebration with parents and students sharing stories, songs, culinary offerings and performances celebrating the Indian Festival of Lights on October 26th.

• **BASCS HALLOWEEN COSTUME PARADE/CONTEST – 2 Hours**
  On October 31st 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 4-6: Best Home-Made Costume, Most Unique Costume, Silliest/Funniest Costume and students voted for the Best Staff Costume.

• **PARENT/TEACHER CONFERENCES – TWICE A YEAR – 4 Hours Each**
  After the first and third marking period, teachers met with parents to discuss the progress of students. Parents visited each classroom, meeting with teachers individually. Recommendations for the progress of the school year were given at this time.

• **VETERAN’S DAY REMEMBRANCE – 2 Hours**
  BASCS commemorated Veterans Day on November 11th with a special assembly and guest veteran speakers. Students and Parents also watched a short video and read poems/essays about the significance of the holiday.
• **BASCS AWARDS CEREMONIES – 3 HOURS, Quarterly**
Bergen Arts and Science Charter School celebrated the success of K-9 students for their achievements in each quarter of the 2011-2012 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.

• **ALBANIAN HERITAGE CELEBRATION – 3 Hours**
BASCS celebrated Albanian Heritage on November 28th during the day with students, and in the evening for working parents. The celebration included live music from a professional Albanian band, video about Albanian culture, poem recitals, Albanian folk dancing by a student dance group and traditional Albanian food and desserts.

• **CENTRAL OFFICE BREAKFAST – 1 Hour, Weekly**
The first Parent Breakfast at the BASCS/PASCS Central Office took place on Wednesday, December 21, 2011 with two Kindergarten parents from each grade section and will continue every Wednesday for the remainder of the school year. Project Coordinators and teachers will contact the selected parents from different student grade levels each week. The parents will be invited to join Mr. Guvercin for breakfast at the Central Office at 8:00 a.m.

• **MUFFINS WITH MOMS – 1 Hour**
Thank you to all the moms who came out for the Wednesday, January 4th Muffins with Moms event. We had a fabulous morning with mothers and their children enjoying muffins and socializing with other parents and teachers.

• **DONUTS WITH DADS – 1 Hour**
On January 31st and February 1st, BASCS’s third Donuts with Dads had brought fathers and their children together at breakfast-time in the school gym. Not only were there many fathers present, but also extended families. All were welcome to celebrate.

• **DISTRICT SCIENCE FAIR – 6 Hours**
The BASCS/PASCS District Science Fair took place on February 11, 2012. Students from BASCS Elementary, BASCS Middle-High and PASCS displayed their Science Fair projects for parents, friends and special guests, which included Clifton Mayor James Anzaldi, Hackensack Mayor Jorge Meneses, Passaic County Executive Superintendent Robert Gilmartin and Passaic Academic Center Vice President Josephine Hernandez.

• **PARENT WRITING CONTEST – One Month**
On February 14th, BASCS held a Parent Writing Contest in order to invite Governor Chris Christie to visit our district. The top three essays were chosen from each school and the parents were given a chance to read their submissions during the District Science Fair ceremony. All Parent Writing Contest letters were sent to Governor Christie’s office.

• **BOWL-A-RAMA – 4 Hours**
On February 12th, families participated in a Bowl-A-Rama in which they played endless bowling games, had lunch, and entered to win over twenty prizes. Families spent the day having fun and bonding with each other.
• **BLACK HISTORY MONTH – 2 Hours**
  On February 29, 2012, BASCS Elementary celebrated Black History Month with a special assembly. The celebration included students presenting information regarding prominent African American figures throughout U.S. history, dance performances by Newark Arts High students, music selection by Kory Walker and Kenya Atkinson and guest speaker Rev. Gregory Jackson. Thank you to all who made the celebration such a joyous event!

• **SCIENCE OLYMPIADS – 3 Month Duration**
  In March, the BASCS Middle School Science Olympiad team participated in the 20th Science Olympiad State Finals after qualifying from the Camden Regional Tournament and competed against 25 teams in various events. Parents were invited to coach specific events and were an integral part in training and preparation for the competition.

• **NJ ASK INFORMATIONAL SESSION – 2 Hours**
  BASCS parents and guardians of 3rd through 8th grade students were invited to attend NJ ASK Night on Wednesday, March 14, 2012 from 6:00 pm – 8:00 pm at the BASCS Elementary campus (Garfield). Parents gained an understanding of the NJ ASK for each grade level/tested subject area and each department (Math, ELA and Science) presented.

• **ART FAIR – 3 HOURS**
  This year’s Kids Art Fair was held on Tuesday, April 17th. There was no purchase necessary to attend, but families had an opportunity to purchase their student’s framed artwork. All proceeds were to support the Art program.

• **CINCO DE MAYO CELEBRATION – 2 Hours**
  On May 4th, BASCS honored the Mexican holiday, Cinco de Mayo, in which students performed beautiful dances, read poems and presented songs to celebrate the special day. The festivities even included a live mariachi band playing traditional music for everyone to enjoy.

• **SPRING MUSICAL – 8 Month Duration**
  Bergen Arts and Science Charter Middle/High School presented *Thoroughly Modern Millie*. Students prepared for the musical throughout the entire year by having daily practice and creating the scenery. Parents assisted with painting of scenery. The PTO and Bake Sales throughout the year helped fund the play. Shows were held Friday, May 4th at 7pm and Saturday, May 5th at 2pm.

• **GARDEN STATE INTERNATIONAL HERITAGE FESTIVAL – Yearlong School Community Project**
  With over 3,000 attendees, 41 countries represented, 10 food vendors, 16 vendors and 25 performers, including the BASCS/PASCS Spring Concert, our first annual GSIHF was held on Saturday, May 19th. Special guests in presence were Assemblyman Timothy Eustace, Bergen County Freeholder John Mitchell, Bergen County Freeholder Robert Hermansen, NJCSA CEO Carlos Perez, and Senator Weinberg, who was the recipient of the “Guiding Light in Educational Excellence and Stewardship” award.
• **Canada Trip – 4 Days**
  BASCS students, families and staff members attended a school trip to Canada during Memorial Day Weekend, May 25th - May 28th. Points of interest included Niagara Falls, CN Tower, Toronto Zoo, St. Joseph's Oratory, Montreal Eaton Centre and Royal Ontario Museum.

• **CHILDREN’S DAY – 2 Hours**
  BASCS Elementary celebrated “23 Nisan; Cocuklar Gunu Kutlama” (Children’s Day Celebration) on May 31st. This event was an important day for Turkish culture and was shared in the school’s festival. Students also shared their wonderful talents and dances learned for this delightful occasion.

• **SPRING MUSICAL – 3 Month Duration**
  Bergen Arts and Science Charter Elementary School presented Pirates! *The Musical*. Parents and the PTO were involved in set construction and costume design. Shows were held Friday, June 1st at 7pm and Saturday June 2nd at 2pm.

• **MOVING-UP CEREMONY – 4 Hours**
  On June 8th, Students and Families celebrated the promotion of the 6th grade to the Middle-High Campus with a special ceremony recognizing this milestone. Students then enjoyed an evening of food, games and fun, provided by the PTO and staff members.

• **8th Grade Graduation – 2 Hours**
  As a conclusion of the middle school path, 8th grade students graduated on June 14th. The salutatorian and valedictorian gave motivational speeches to their classmates. Teachers spoke and presented different awards to students. The PTO president and 8th Grade Parent Committee were thanked for their support of our school and 8th grade class. Students were awarded their diplomas, and families were invited to a reception after the graduation.

• **ORIENTATION FOR STUDENTS AND PARENTS**
  On August 23rd and 24th, 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.
APPENDIX D

Major Events/Activities/Fundraisers Conducted By Parents/PTO

• KIDSTUFF COUPON BOOKS – SEPTEMBER – ONE MONTH
  In September, each student is given KIDSTUFF coupon book order forms, and proceeds from the sale go into the PTO general fund for field trips.

• WENDY’S FAMILY NIGHT – FALL/SPRING – 4 HOURS
  Twice yearly, Wendy’s sponsors a Family Night where a percentage of proceeds go to the BASCS PTO.

• DRESS DOWN DAYS – THROUGHOUT THE YEAR
  Sponsored by the PTO there were monthly dress down days. Students paid $1/$2 and wore their own clothes, instead of the school uniform. The funds collected during these days were used to finance the end of the year Field Day, theatrical performances and musical instruments for the music program.

• LOLLIPOP SALE – THROUGHOUT THE YEAR
  The PTO organized a yearlong sale of gourmet lollipops. The lollipops, sold after school, raised money to support the spring musicals at each campus.

• BOX TOPS FOR EDUCATION/CAMPBELLS’S LABELS – THROUGHOUT THE YEAR
  The PTO organized the collection of box tops to raise funds for the PTO. These funds helped the PTO make purchases for the teachers and the school.

• SPIRITWEAR SALE – THROUGHOUT THE YEAR
  To support the Athletics Department, the PTO sold sweats, hats, and other clothing with the school emblem. The funds collected through these sales supported the various sports teams of the schools.

• CAR MAGNET SALE – THROUGHOUT THE YEAR
  The PTO sold car magnets with the school name and emblem throughout the year. These magnets were sold afterschool at the school offices, and at every event held during the school year. Proceeds go towards project materials for the annual Heritage Festival.

• PICTURE DAY – TWICE A YEAR – 5 HOURS EACH TIME
  The PTO set-up the dates for Picture Day by contacting the photography companies, organizing the order forms, passing them out to the families, and volunteering during the day. Parents helped teachers line up students on the day of the pictures, and facilitate the process.
• **BOOK FAIRS – TWICE A YEAR – 18 HOURS EACH TIME**
The PTO organized and ran the school book fairs twice a day. They advertised the events in the Wednesday Folders and throughout the schools. Parents volunteered to set up the books prior to the fair beginning, sold the books to students and parents, and organized the books to return them to Scholastic. Monies raised by the Book Fairs were utilized to buy books for the school libraries.

• **FOOD DRIVE – NOVEMBER – ONE MONTH**
Through the PTO, each school organized a Food Drive in the month of November. Families donated non-perishable foods that were boxed and collected to be given to local families for Thanksgiving.

• **HOLIDAY SHOP – DECEMBER – 3 DAYS**
The PTO organized a holiday gift shop to give students an opportunity to buy gifts for their families. Parents volunteered to run the holiday shop, and older students also helped make sales. These funds helped support the purchase of instruments for the music program.

• **VALENTINE CANDY SALE – FEBRUARY - ONE MONTH**
Prior to Valentine’s Day the PTO sold chocolate lollipops. Families bought the candy to share with loved ones on Valentine’s Day. These funds were allocated to 8th grade graduation festivities.

• **USED CLOTHING DRIVE – March – 8 HOURS**
The PTO organized a used clothing/toys/small appliances drive to raise money for the PTO general fund.

• **PENNY DRIVE – MAY - ONE MONTH**
In an effort to raise funds for Field Day, each homeroom ran a Penny Drive in which students brought in their extra coins and donated it to the PTO. The homeroom that collected the most coins won a pizza lunch, sponsored by the PTO.

• **TEACHERS’ APPRECIATION LUNCH**
As appreciation for the teachers, the PTO organized a lunch during Teachers’ Appreciation Week. Teachers were treated to a catered lunch with an extended lunch period.

• **FIELD DAY – 8 Hours**
On May 31st, 7th – 9th grade students participated in a Carnival Day Field Day. The funds for the day were raised by events held throughout the year by the PTO. The events of the day were a bungee run, sumo wrestling, an obstacle course, and the very popular dunk tank. A barbecue-style lunch was provided for the students, as were water bottles, and ice-cream.

• **8th GRADE GRADUATION DANCE – JUNE - 4 Hours**
The 8th Grade Parent Committee fundraised throughout the year to sponsor the 8th grade graduation dance at the Excelsior. Students were enjoyed dinner, dancing to the music provided by a professional DJ, and spirit awards voted upon by fellow classmates.
• **6th Grade Promotion Ceremony/Lock-In – FOUR HOURS**
  On June 8th, the PTO sponsored refreshments at the promotion ceremony, as well as dinner and desserts for the students during their evening party.

• **8th GRADE GRADUATION TRIP – JUNE- TWO DAYS**
  The 8th Grade Parent Committee organized the 8th grade graduation trip to Great Wolf Lodge. Through the fundraising of the year students were able to attend a two day trip, staying overnight at the lodge.
Appendix

D
APPENDIX D

Major Events/Activities/Fundraisers Conducted By Parents/PTO

- **KIDSTUFF COUPON BOOKS – SEPTEMBER – ONE MONTH**
  In September, each student is given KIDSTUFF coupon book order forms, and proceeds from the sale go into the PTO general fund for field trips.

- **WENDY’S FAMILY NIGHT – FALL/SPRING – 4 HOURS**
  Twice yearly, Wendy’s sponsors a Family Night where a percentage of proceeds go to the BASCS PTO.

- **DRESS DOWN DAYS – THROUGHOUT THE YEAR**
  Sponsored by the PTO there were monthly dress down days. Students paid $1/$2 and wore their own clothes, instead of the school uniform. The funds collected during these days were used to finance the end of the year Field Day, theatrical performances and musical instruments for the music program.

- **LOLLIPOP SALE – THROUGHOUT THE YEAR**
  The PTO organized a yearlong sale of gourmet lollipops. The lollipops, sold after school, raised money to support the spring musicals at each campus.

- **BOX TOPS FOR EDUCATION/CAMPBELLS’S LABELS – THROUGHOUT THE YEAR**
  The PTO organized the collection of box tops to raise funds for the PTO. These funds helped the PTO make purchases for the teachers and the school.

- **SPIRITWEAR SALE – THROUGHOUT THE YEAR**
  To support the Athletics Department, the PTO sold sweats, hats, and other clothing with the school emblem. The funds collected through these sales supported the various sports teams of the schools.

- **CAR MAGNET SALE – THROUGHOUT THE YEAR**
  The PTO sold car magnets with the school name and emblem throughout the year. These magnets were sold afterschool at the school offices, and at every event held during the school year. Proceeds go towards project materials for the annual Heritage Festival.

- **PICTURE DAY – TWICE A YEAR – 5 HOURS EACH TIME**
  The PTO set-up the dates for Picture Day by contacting the photography companies, organizing the order forms, passing them out to the families, and volunteering during the day. Parents helped teachers line up students on the day of the pictures, and facilitate the process.
• **BOOK FAIRS – TWICE A YEAR – 18 HOURS EACH TIME**
The PTO organized and ran the school book fairs twice a day. They advertised the events in the Wednesday Folders and throughout the schools. Parents volunteered to set up the books prior to the fair beginning, sold the books to students and parents, and organized the books to return them to Scholastic. Monies raised by the Book Fairs were utilized to buy books for the school libraries.

• **FOOD DRIVE – NOVEMBER – ONE MONTH**
Through the PTO, each school organized a Food Drive in the month of November. Families donated non-perishable foods that were boxed and collected to be given to local families for Thanksgiving.

• **HOLIDAY SHOP – DECEMBER – 3 DAYS**
The PTO organized a holiday gift shop to give students an opportunity to buy gifts for their families. Parents volunteered to run the holiday shop, and older students also helped make sales. These funds helped support the purchase of instruments for the music program.

• **VALENTINE CANDY SALE – FEBRUARY - ONE MONTH**
Prior to Valentine’s Day the PTO sold chocolate lollipops. Families bought the candy to share with loved ones on Valentine’s Day. These funds were allocated to 8th grade graduation festivities.

• **USED CLOTHING DRIVE – March – 8 HOURS**
The PTO organized a used clothing/toys/small appliances drive to raise money for the PTO general fund.

• **PENNY DRIVE – MAY - ONE MONTH**
In an effort to raise funds for Field Day, each homeroom ran a Penny Drive in which students brought in their extra coins and donated it to the PTO. The homeroom that collected the most coins won a pizza lunch, sponsored by the PTO.

• **TEACHERS’ APPRECIATION LUNCH**
As appreciation for the teachers, the PTO organized a lunch during Teachers’ Appreciation Week. Teachers were treated to a catered lunch with an extended lunch period.

• **FIELD DAY – 8 Hours**
On May 31st, 7th – 9th grade students participated in a Carnival Day Field Day. The funds for the day were raised by events held throughout the year by the PTO. The events of the day were a bungee run, sumo wrestling, an obstacle course, and the very popular dunk tank. A barbeque-style lunch was provided for the students, as were water bottles, and ice-cream.

• **8th GRADE GRADUATION DANCE – JUNE - 4 Hours**
The 8th Grade Parent Committee fundraised throughout the year to sponsor the 8th grade graduation dance at the Excelsior. Students were enjoyed dinner, dancing to the music provided by a professional DJ, and spirit awards voted upon by fellow classmates.
• **6th Grade Promotion Ceremony/Lock-In – FOUR HOURS**
  On June 8th, the PTO sponsored refreshments at the promotion ceremony, as well as dinner and desserts for the students during their evening party.

• **8th GRADE GRADUATION TRIP – JUNE- TWO DAYS**
  The 8th Grade Parent Committee organized the 8th grade graduation trip to Great Wolf Lodge. Through the fundraising of the year students were able to attend a two day trip, staying overnight at the lodge.
Appendix E
Nihat Guvercin

83, Union Av, Garfield, NJ, 07026
T: 973-955-0454  E: nguvercin@gmail.com

Objective
To ensure staff and students are consistently challenged and supported to achieve high standards

Certifications
NJ Provisional Principal Certificate
TX Standard Principal Certificate

Education
Sam Houston State University, Huntsville, TX
Graduated May 2007
Degree: Master of Education in Administration

Middle East Technical University, Department of Physics, Ankara, TURKEY
Graduated June 1995
Degree: Bachelor of Science

Experience
CEO/Lead Person  2008 - Present
Providing leadership to Bergen/Passaic Arts and Science Charter Schools.

Campus Principal, Harmony Science Academy – Dallas, TX  2004 - 2008
Provided leadership to urban charter school with an enrollment of 700 students and 121 staff.

Science Teacher / Administrator, Harmony Science Academy Austin, TX  2003 - 2004
Served as a middle and high school science teacher and provided daily administrative support to 180 students and 24 staff; also coordinated district-wide state testing enrichment program, data trainings for teachers and administrators.

School Director, Gulistan Education Institutions, Turgut Ozal High School, Tirana, ALBANIA 2002 - 2003
Provided daily administrative support to specially selected, highly gifted and talented students at Tugut Ozal High School Campus, with approximately 250 students and 30 staff.

CO, Gulistan Education Institutions, Research Department Tirana, ALBANIA  2001 - 2002
Developed school software and data system for student testing. Organized school entrance exams and provided technology training for Gulistan Ed. Ins. School teachers, with approximately 150 staff.

Department Chair, Gulistan Education Institutions, Physics Department, Tirana, ALBANIA  1996 - 2002
Provided professional development training, demonstration lessons, guidance and support to Gulistan Ed. Ins. School Physics teachers, with approximately 10 staff.
Worked with very gifted students for International Physics Olympiads and participated in international competitions.
Physics Teacher, Gulistan Education Institutions, Tirana, ALBANIA 1995 - 1996
Served as high school physics teacher, served as the school’s Efficacy Coach and coordinated school’s enrichment program.

Presenter
NJ Charter School Association Annual Conference, April 2011 – Presenter, “Creating and Sustaining a Culture of Assessment.”
NJDOE Summer Leadership Conference, July 2011 – Presenter, “Effective Use of Data, Strategies for Administrators.”

Honors and Awards
- NJ Charter School Association Charter School Administrator of the Year 2010, NJCSA
- Qualified for The Bill & Melinda Gates Foundation, Texas Education Agency Texas High School Project Educational Leadership Masters Degree Program, Sam Houston State University
- Excellence award in Physics Lab equipment’s usage, Egitim Araclari Inc.
- An observer in the 29th International Physics Olympiads held in Reykjavik, 1998, ICELAND, IPhO
- Certificate of Achievement for “College Physics Textbook” edition, Zambak Publication
Deirdre Simon  
100 Old Palisade Road  
Fort Lee, New Jersey 07024  
(Cell) 201-421-8337

PROFESSIONAL EXPERIENCE

CURRICULUM
♦ Implemented Balanced Literacy, Guided Reading, Everyday Mathematics, Science and Technology/FOSS Kits
♦ Designed accountability checklists for teacher/administrator use during informal observation of newly implemented Everyday Mathematics, Guided Reading and Inquiry Based Science
♦ Organized curriculum teams to align new programs with current curriculum and state standards
♦ Researched and implemented technology curriculums, CEO solutions, Brainchild, Achieve 3000, and Plato for the academic advancement of all students
♦ Designed and implemented K-8 Language Arts Curriculum
♦ Researched Best Practices for Gifted and Talented students and initiated differentiation strategies in all classrooms

INSTRUCTION & STAFF DEVELOPMENT
♦ Initiated and institutionalized the management of data as a tool to drive instruction in the classroom via The Efficacy Institute
♦ Started Instructional Leadership Teams across the district to monitor and evaluate math, science and language arts programs and recommend staff development needs based on data feedback
♦ Presented at The Shared Insights Institute at Rutgers University for New Jersey School Boards; improving schools using the Change Game as a tool
♦ Institutionalized quarterly assessment in mathematics, reading and writing

STUDENT ACHIEVEMENT
♦ Directed K-6 schools to implement 80 minute data collaboration periods called Student Achievement Collaboration (SAC) periods; SAC teachers met weekly to examine and analyze student data.
♦ Launched extended day and Saturday tutorial programs for academically challenged students

STUDENT AND PROGRAM ASSESSMENT
♦ Charged with all district/state assessments; NJASK 3 and 4, Stanford Nine, Terra Nova, CEO Solutions, NJPASS for grades 1 and 2 (Simulation of NJASK) and Goals Performance Assessment
♦ Instructed K-8 schools to administer the Development Reading Assessment (DRA) to identify reading levels

GRANTS
♦ Planned programs and prepared budgets for the following grants: NCLB, DEPA, ECPA, Character Education and Bristol Myers
♦ Participation in a 5-year $7.1M Science and Math Consortium grant with Merck Institute for Science Education, Kean University, ETS, Linden, Union, Elizabeth and Rahway Public Schools
CAREER HISTORY

Central New Jersey College Prep Charter School  Curriculum/Instructional Supervisor, Contracted Consultant  November 2008 - Present

Bergen Arts and Science Charter School  Contracted Consultant  October 2007 - Present

Rutgers University, Center for Effective Practice  Alternate Route Instructor for Non Traditional Teacher Certification  September 2004 - June 2009

Local Instructional Superintendent  Paterson Public Schools, Paterson NJ  January 2006 - Retired June 2008

Director of Elementary Education  Hillside Public Schools, Hillside, NJ  July 1998 - January 2006


Principal  Walter O. Krumbiegel Middle School, Hillside, NJ  1992-1995

Vice Principal  Hillside High School, Hillside, NJ  1989-1992


EDUCATION

Master of Science  Pace University  Major: Educational Administration and Supervision

Bachelor of Arts  St. Johns University  Major: English/Biology

A.A.S.  State University, Farmingdale, New York  Medical Technology Certification
PROFESSIONAL AFFILIATIONS

Appointed member of the New Jersey State Board of Examiners 3 years

Professional Developer, National Urban Alliance (A Columbia University Affiliate) 2 years
Prince George's County, Maryland

Delta Kappa Pi, Inc. Delta Pi Chapter

Alpha Kappa Alpha Sorority, Inc.

ASCD

Instructor, Rutgers University, Alternate Route Students

CURRENT PROFESSIONAL REFERENCES

Mr. Nihat Guvergin, Lead Person, Bergen Arts and Science Charter School 973-253-0002
Mr. Ramiro Borja, Principal 908-247-5730
Heather Nghomo, Director, New Jersey Charter School, Center for Effective Practices, Rutgers the State University of New Jersey 732-564-9100 X14
Ms. Gail Davis, former New York City Superintendent of School 201-310-3531
Ms. Lynette Tanis, former principal of Marion P. Thomas Charter School, 908-868-5127
Curriculum Vitae of Yasin Demirbas

Pioneer Charter School of Science

51 - 59 Summer Street

Everett, MA 02149

Phone: (617) 389 - 7277

E-mail: ydemir@pioneercss.org

Education

B.S. Mathematics Middle East Technical University, Turkey June, 2000

M.A. Mathematics Boston University June, 2002

Ph.D. Mathematics Boston University June 2008

Experience

Teaching Fellow Boston University 2000 - 2005

Instructor Boston University - Summer School 2001 – 2005

• Teach Mathematics courses;
• Prepare, apply and evaluate course curriculum;
• Prepare and administer tests to evaluate student progress and record results;
• Assign lessons and correct and grade homework assignments;
• Participate in faculty meetings.

Instructor Wheelock College 2005 – 2006

• Teach Mathematics courses;
• Prepare, apply and evaluate course curriculum;
• Prepare and administer tests to evaluate student progress and record results;
• Assign lessons and correct and grade homework assignments;
• Participate in faculty meetings.
Project Coordinator  Pioneer Charter School of Science  2006 – 2007

Worked in the start-up process of the school, and made sure the school was ready to open as proposed, by

- Conveying the school’s mission to the public and encouraging support in accomplishing the mission.
- Planning and holding information sessions.
- Working with board members to plan curriculum and overcome any possible difficulties effectively.
- Revising the school improvement plan.
- Ensuring all essential documents and handbooks are compiled as requested by the Board of Trustees, Department of Education, and other federal and state agencies.
- Planning of innovative education programs.


- Teach students in the subject of mathematics;
- Prepare appropriate curriculum and annual plan to submit to the administration for approval at the beginning of the school year;
- Apply the curriculum as prepared and approved;
- Prepare and administer tests to evaluate student progress, record results, and issue reports to inform parents of progress;
- Assign lessons and correct homework;
- Keep attendance records;
- Participate in all teacher and parent meetings as designated;
- Maintain discipline in classroom;
- Contact parents to offer positive reinforcement regarding social and academic achievements the students make.

Dean of Academics  Pioneer Charter School of Science  2008 – present

- Assist school director in administration of the instructional program and coordinating school’s academic operations.
- Prepare, apply and evaluate course curriculum.
- Implement an effective internal assessment system by
  - Designing the tests according to the state standards
  - Preparing test accommodations for regular education and special education students
  - Grading tests and sharing the data with the teachers
  - Having teacher create action plans accordingly and apply the plans effectively
• Evaluate and improve student performance, work with guidance counselor to monitor and implement the individualized student plans.
• Encourage planning of innovative education programs, assist and monitor teachers in implementing such efforts.
• Work with special education coordinator and teaching assistants to implement special education program.
• Assist the school director to improve the quality of education along with staff, parents and community members.
• Help the school director in designing, managing and implementing information systems to manage and track progress on school goals and academic excellence indicators.
• Oversee school’s operations and educational issues during the absence of school director.
• Assist in scheduling student activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.
• Help the director in compiling yearly reports with school administrators and staff.
• Hold parent/teacher/student conferences in regard to student and school issues.
• Enrich job skills through professional development.
• Convey school’s mission to the public and encouraging support in accomplishing the mission.
• Raise community and parent involvement in educational issues.

Languages

Turkish (native), English (fluent), Spanish (intermediate), German (can read)

Computer Skills

Proficient in use and programming of Mathematica, Pascal, C++, LaTeX, and Microsoft Office

Awards

Honor's Degree: Middle East Technical University
Dean's Fellowship: Boston University
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<th>References</th>
<th>Murat Kilic</th>
<th>Sanela Jonuz</th>
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<td>Barish Icin</td>
<td>Chairman of Board</td>
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OBJECTIVE
To fill the role of Vice Principal and successfully lead the school through the process of building high performing teams, responsibly managing work, enlisting others in the school vision and ultimately assuring that all students receive a comprehensive education.

EDUCATIONAL PROGRAMS AND CURRICULA DEVELOPMENT
*Designed a 24 Hour Prerequisite Program for Alternate Route Teachers
*Designed: Literacy Program for grades 6 – 8
*Created School Black History program: Involved 400 students, grades K-8, locally televised
*Founded: A Step Ahead Tutorial Center grades K – 8; Employed Certified Teachers
*Facilitated Navigation 101: Designed to help students grades 6-8 create portfolios focused on academic progress, social growth/development & extra curricular activities

LEADERSHIP AND STAFF DEVELOPMENT
Instructor: Alternate Route Program
Designed 24 Hour Formal Instruction Program, Rutgers University
Language Arts Coach
Middle School Academic Rigor
Affirmative Action Representative
Supervisor: NJ After 3 Program
School Leadership Committee, Elected (3 yr term)
Instructional Leadership Team, Invited by Principal
Navigation 101 Instructor
Implementation of Accelerated Reader
Implementation of DIBELS Grades K – 3

PROFESSIONAL EXPERIENCE
Vice Principal of Curriculum and Instruction
July 2010 to Present
Bergen Arts & Science Charter School, Garfield, NJ

Instructor of Alternate Route Teachers
July 2009 to Present
Rutgers University, Somerset NJ

Teacher Developer
December, 2008 to Present
Bergen Arts Science Charter School, Garfield, NJ

Academic Support Teacher
September 2009 to Present
Dale Avenue School, Paterson, New Jersey

Literacy Coach Grades K-8
September 2008 to June, 2009
Alexander Hamilton Academy, Paterson, NJ

Third Grade Language Arts Teacher
September 2006 to June 2008
Alexander Hamilton Academy, Paterson, NJ

Second Grade Teacher
September 2005 to June 2006
Alexander Hamilton Academy, Paterson, NJ
Permanent Substitute Teacher
September 2004 to June 2005
Alexander Hamilton Academy, Paterson, NJ

EDUCATION

Grand Canyon University, 2009
Phoenix, AZ
Master of Education, Education Leadership GPA: 3.5

William Paterson University, 2005
Wayne, NJ
Bachelor of Arts Psychology GPA: 3.0

DISTINCTIONS

*Teacher of the Year, Nominee 2006-2007 and 2007-2008
*DIBELS Certified
*Delta Sigma Theta Sorority, Inc., 2007
*National Association of Colored Women, 2006
Appendix

F