NEW JERSEY CHARTER SCHOOL
ANNUAL REPORT 2014

BERGEN ARTS AND SCIENCE CHARTER SCHOOL
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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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><strong>Name of School</strong></td>
</tr>
<tr>
<td><strong>Year School Opened</strong></td>
</tr>
<tr>
<td><strong>Grade Level(s)</strong></td>
</tr>
<tr>
<td><strong>October 15th Enrollment Count</strong></td>
</tr>
<tr>
<td><strong>School Address(es)</strong></td>
</tr>
<tr>
<td><strong>District(s) / Region of Residence</strong></td>
</tr>
<tr>
<td><strong>Website Address</strong></td>
</tr>
<tr>
<td><strong>Name of Board President</strong></td>
</tr>
<tr>
<td><strong>Board President Email and phone number</strong></td>
</tr>
<tr>
<td><strong>Name of School Leader</strong></td>
</tr>
<tr>
<td><strong>School Leader Email and phone number</strong></td>
</tr>
<tr>
<td><strong>Name of SBA</strong></td>
</tr>
<tr>
<td><strong>SBA Email and phone number</strong></td>
</tr>
</tbody>
</table>

2. Enrollment and Equity
2.1. School Enrollment

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

<table>
<thead>
<tr>
<th>School Year</th>
<th>Maximum Enrollment allowed per school's charter</th>
<th>Enrollment Count on First Day of School Year 2013-14</th>
<th>October 15, 2013 Enrollment Count</th>
<th>Enrollment Count on Last Day of School Year 2013-14</th>
<th># of Students who Left the School During the 2013-14 School Year (For any Reason)</th>
<th># Returning Students to the School in 2014-15 from Previous School Year*</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>78</td>
<td>2</td>
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<tr>
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<td>Grade 4</td>
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<td>81</td>
<td>78</td>
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<td>79</td>
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<td>Grade 9</td>
<td>60</td>
<td>60</td>
<td>63</td>
<td>62</td>
<td>3</td>
<td>80</td>
</tr>
<tr>
<td>Grade 10</td>
<td>60</td>
<td>57</td>
<td>57</td>
<td>56</td>
<td>1</td>
<td>79</td>
</tr>
<tr>
<td>Grade 11</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>79</td>
</tr>
<tr>
<td>Grade 12</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>880</td>
<td>873</td>
<td>880</td>
<td>869</td>
<td>24</td>
<td>813</td>
</tr>
</tbody>
</table>

* Returning students should be listed for the grade they will be attending in the 2014-15 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

2.2 School Demographics

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

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total # Students Enrolled</th>
<th># Free or Reduced Price Lunch Students</th>
<th>% Free or Reduced Price Lunch Students</th>
<th>% Special Ed Students</th>
<th>% Spezial Ed Students</th>
<th>% LEP Students</th>
<th>% LEP Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>880</td>
<td>426</td>
<td>48.4%</td>
<td>32</td>
<td>3.6%</td>
<td>19</td>
<td>2.1%</td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Grade 4</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 9</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Grade 10</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Grade 11</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>880</td>
<td>426</td>
<td>48.4%</td>
<td>32</td>
<td>3.6%</td>
<td>19</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Bergen-ASCS Annual Report 2014
### School Recruitment, Admissions and Enrollment

#### a) Provide information regarding the school’s admissions lottery:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% White Students</td>
<td>36.5%</td>
</tr>
<tr>
<td># African American Students</td>
<td>136</td>
</tr>
<tr>
<td>% African American Students</td>
<td>15.5%</td>
</tr>
<tr>
<td># Hispanic Students</td>
<td>324</td>
</tr>
<tr>
<td>% Hispanic Students</td>
<td>36.8%</td>
</tr>
<tr>
<td># Asian Students</td>
<td>71</td>
</tr>
<tr>
<td>% Asian Students</td>
<td>8%</td>
</tr>
<tr>
<td># Students in other ethnic groups</td>
<td>28</td>
</tr>
<tr>
<td>% Students in other ethnic groups</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

2.3.3.a. Admissions lottery

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s) and location(s) of admissions lottery for enrollment in 2014-2015 school year</td>
<td>Saturday, April 26, 2014 Bergen Arts and Science Charter School 200 MacArthur Ave, Garfield, NJ 07026</td>
</tr>
</tbody>
</table>

On April 26, 2014 at Garfield Campus Gymnasium, BASCS’s 2014 lottery was conducted in presence of school attorney, a public notary, parents and teachers. (Appendix A, please find the data table of BASCS’s 2014 Lottery).

b) Describe the school’s lottery and registration process.  

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

In order to ensure that the student body of the Bergen-ASCS equitably represents a cross-section of the community and to empower parents to consider choosing the educational environment best suited for their child, the following policies are being implemented:

- All interested applicants in grades K-12 are encouraged to apply. No child is excluded from admission based on sex, race, color, creed, religion, or national origin. Nor will their opportunity for admission be determined by intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis that would be illegal if used by a school district.

- The admission application does not request any information that could be construed as discriminatory. Information requested is limited to the student’s name, address (residency), contact information, sibling names (if applicable), grade level applying for, date of application, and parental/guardian signature.
• Criteria for evaluating students to be admitted to the charter school are limited to proof of residency and age. As such, there is no information collected during the application for admissions process that could be interpreted or prejudice or favorable towards one particular student profile.

Lottery: 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 charter school’s local school districts, until the apportioned number of students is drawn. All students’ names will be randomly selected 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.

Application and Enrollment Timeline

• Application for the following school year starts by September of current year.
• Re-Enrolment forms are completed in March.
• Kindergarten sibling registrations are completed in April.
• Lottery is conducted in April.
• Enrollments are completed within two weeks after the lottery date.
• Waiting list is being maintained until the close of the subsequent school year only.
• New application term start in September again and re-application required every year.

Waiting List: At the end of the enrollment period 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 subsequent school year only. In the event that a student withdraws, the next name on the list for the corresponding school 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.

Enrollment priority for siblings of students: As outlined in N.J.S.A. 18A:36A-8, siblings of students enrolled have the opportunity for an early enrollment and they receive preference for acceptance into the school. Siblings must complete and file an application prior to the lottery date. Siblings will be placed directly on the student roster, on a space available basis, thereby reducing the spaces available prior to the lottery. These processes will remain the same and be used in every year.

c) As an appendix, provide a copy of the school’s current admissions application in as many languages as currently available.

Please see Appendix B. Also all application forms are available online at http://njascs.org/admission/
d) Provide evidence of recruitment and marketing efforts that demonstrate 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 2 page maximum.)*

Consistent with the charter school's vision to create a learning environment that instills a sense of community and teaches children from early on to accept, understand, and respect each individual and appreciate diversity, the Bergen Arts and Science Charter School is seeking to enroll a student body that is a cross-section representation of the academic, racial, ethnic, and socio-economic profile that mirrors the school age population of the Paterson City school district to the maximum extent possible.

The admission policies of the Bergen Arts and Science Charter School have been designed with the intent to, not only comply with federal and state statutes and administrative codes regarding discrimination, but to eliminate local influences that might either 1) prejudice the admission/enrollment process, or 2) lead a parent to believe there is limited opportunity of enrollment for their child.

In order to ensure that the student body of the Bergen Arts and Science Charter School equitably represents a cross-section of the community and to empower parents to consider choosing the educational environment best suited for their child, the following policies are being implemented:

- All interested applicants in grades K-12 are being encouraged to apply. No child is being excluded from admission based on sex, race, color, creed, religion, or national origin. Students opportunity for admission is neither being determined by intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, nor any other basis that would be illegal if used by a school district.
- The admission application does not request any information that could be construed as discriminatory. Information requested is being limited to the student’s name, address (residency), contact information, sibling names (if applicable), grade level applying for, date of application, and parental/guardian signature. *(Appendix B Application forms)*
- Criteria for evaluating students to be admitted to the charter school are limited to proof of residency and age. As such, there is no information collected during the application for admissions process that could be interpreted as prejudice or favorable towards one particular student profile.
- The random lottery drawing is being conducted publicly and facilitated by an impartial representative who has no vested interest in the outcome of the drawing.

In addition to admissions policies that promote a cross section representation of the community’s school age population in that they do not discriminate or exclude potential applicants, a comprehensive public information campaign using diverse strategies for outreach is being utilized to ensure that information about the charter school is reaching all racial, ethnic, and socio-economic sectors of the school community. Any parent/guardian of a school-age child living in Hackensack, Lodi and Garfield City, feel encouraged and welcomed with all needed information at their disposal to make an informed decision regarding enrollment at the Charter School.
Components of the Bergen Arts and Science Charter School’s public outreach campaign, which is being funded by school funds and fundraising activities, are as follows:

Vehicles for Outreach
- Brochures/flyers/posters
- Information Packets
- Open Houses: Information Seminars
- Advertisements (retail display and classified)
- Press releases
- Feature articles
- Direct mailing

Mediums for Outreach
- Local newspapers and regional publications
- Community locations (libraries, community centers, service agencies, etc.)
- Participation at community events
- Scheduled Information Seminars at community locations
- Direct Mail
- Internet (Web pages, list serves, email, resource links, etc.)

Methods for Outreach
- Printed materials such as brochures, flyers, and posters describing the Bergen Arts and Science Charter School are being prominently displayed at high visibility locations throughout the community such as libraries, municipal buildings, community centers, doctor’s offices, social service offices, churches, retail stores, or any other location that is appropriate and visible to families residing in the school community.
- Information Packets are being made available and distributed to any parent contacting the school requesting more in depth information about the charter school as well as New Jersey’s charter school movement and education reform nationwide.
- Members of the board of trustees and representative stakeholders are regularly attending community events or other appropriate gatherings that promote the charter school and New Jersey’s charter school movement so that parents have the opportunity for interactive contact to answer questions or address concerns not covered through other outreach venues.
- Retail display and classified advertising are being published in local newspapers, regional publications, specialized publications (parent’s magazine, Spanish community newspapers, newsletters, etc.)
- Press releases and articles about the charter school are being submitted to these same print media resources.
- The same materials produced and distributed in the above described mediums are also being published on a school-based web site as well as uploaded to resource links.
- Parents responding to any of the outreach strategies are being added to the school’s database and/or ongoing outreach and communication list, for additional information to be sent to them via direct postal mailing or email contact.
All public outreach materials are being produced uniformly to ensure identity to the Bergen Arts and Science Charter School and be multi-lingual so as to meet the diverse communication needs of the school community.

2.4 School Suspension /Expulsion Rate

a) Provide information regarding the school’s suspension and expulsion numbers for the 2013-2014 school year:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total # Enrolled</th>
<th>Total # Suspended (Unique Count)</th>
<th>Total # Expelled</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 1</td>
<td>80</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Grade 2</td>
<td>80</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Grade 3</td>
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<td>3</td>
<td>0</td>
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<td>4</td>
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<tr>
<td>Grade 6</td>
<td>80</td>
<td>6</td>
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</tr>
<tr>
<td>Grade 7</td>
<td>80</td>
<td>8</td>
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<tr>
<td>Grade 8</td>
<td>60</td>
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<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Grade 10</td>
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<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Grade 11</td>
<td>60</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Grade 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>880</td>
<td>44</td>
<td>0</td>
</tr>
</tbody>
</table>

3. EDUCATIONAL PROGRAM

3.1. Academic Performance

a) Based upon the standards within the Performance Framework, describe the school’s statewide assessment results with regards to absolute, comparative and growth measures and whether or not the school has met those standards. Explain how the school will close gaps and/or maintain and improve results. (Limit your response to a 2 page maximum.)
### 3.1.b. Subgroup Proficiency

<table>
<thead>
<tr>
<th></th>
<th>Grades 3 to 8 NJASK</th>
<th>HSPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-2012</td>
<td>2012-2013</td>
</tr>
<tr>
<td><strong># Students Tested</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>306</td>
<td>337</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - ELA</td>
<td>78.4</td>
<td>82.8</td>
</tr>
<tr>
<td>% Advanced Proficient - ELA</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong># Students Tested</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>306</td>
<td>337</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - MATH</td>
<td>85.6</td>
<td>83.7</td>
</tr>
<tr>
<td>% Advanced Proficient - Math</td>
<td>40</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Grades 3 to 8 NJASK</th>
<th></th>
<th>Grades 3 to 8 NJASK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 11-12</td>
<td>Year 12-13</td>
<td>Year 11-12</td>
<td>Year 12-13</td>
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<tr>
<td><strong># Students Tested</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>44</td>
<td>44</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - African American</td>
<td>75</td>
<td>84.1</td>
<td>67.4</td>
<td>72.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>120</td>
<td>120</td>
<td>117</td>
<td>117</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - Hispanic</td>
<td>73.3</td>
<td>75</td>
<td>82</td>
<td>77.8</td>
</tr>
<tr>
<td>White</td>
<td>104</td>
<td>104</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - White</td>
<td>81.8</td>
<td>95.2</td>
<td>87.2</td>
<td>88</td>
</tr>
<tr>
<td>Asian</td>
<td>37</td>
<td>37</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - Asian</td>
<td>89.2</td>
<td>94.6</td>
<td>90.4</td>
<td>97.6</td>
</tr>
<tr>
<td>Special Ed</td>
<td>No data - n/d</td>
<td>n/d</td>
<td>n/d</td>
<td>n/d</td>
</tr>
<tr>
<td>% Pass (Proficient &amp; Advanced) - Special Ed</td>
<td>n/d</td>
<td>n/d</td>
<td>n/d</td>
<td>n/d</td>
</tr>
<tr>
<td>LEP</td>
<td>n/d</td>
<td>n/d</td>
<td>n/d</td>
<td>n/d</td>
</tr>
</tbody>
</table>

---

10 Bergen-ASCS Annual Report 2014
As illustrated in the tables above, BASCS had a higher passing percentile in ELA than its counter District Factor Groups (DFG: Districts having similar demographics in socio-economic status and education level of family members) by 7%-39%, and a higher overall passing percentile than the state averages by 4%-31%. In the advanced-proficient percentile, BASCS surpassed the DFG in all grades in ELA. BASCS surpassed the state AP percentile in grades 4-7 in ELA.

BASCS had a higher passing percentile in Mathematics than its counter District Factor Groups (DFG: Districts having similar demographics in socio-economic status and education level of family members) by 2.5%-27%, and a higher overall passing percentile than the state averages up to 20%. The exception was 1.3% less than the passing state average in grade 4 mathematics. In the advanced-proficient percentile, BASCS surpassed the state AP percentile in grades 4-8 in mathematics. When BASCS’s advanced-proficient percentiles in Mathematics are compared to the DFG scores, they are comparable to that of their peers.
BASCS has also reached levels of success in ensuring that our first-time 11th graders reached levels of success on the HSPA. As evidenced above, students in ELA scored 96.7% proficiency, including an advanced proficiency rate of 25%, exceeding the standard in the academic performance framework guidelines. In mathematics, students reached proficiency levels of 78%, which does not meet the standards for proficiency set in the academic framework, thus signaling a stronger need for support in mathematics for students in grades 9-11.

In science, Bergen ASCS solidly exceeds the proficiency and advanced-proficiency levels of both the state and DFG, most notably with 61% of grade 4 students scored in the advanced-proficient range on the Science NJASK.

To support steady growth and student achievement, the BASCS faculty continues to diligently provide 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. SAT and HSPA preparation-required electives are implemented in the curricula in grades 9-12. Moreover, a Balanced-Literacy approach has been implemented in grades K-3 to ensure that early literacy goals are met, and intervention strategies are employed to better support language development of all learners.

Following pre-assessments and academic observation, teachers identify students who are in need of additional one-on-one or small-group instruction, and offer tutorial services in ELA and Mathematics. In addition to afterschool tutorials, Saturday school sessions and Academic Boot Camp (intense sessions, 2:1 student-teacher ratio) are offered to students who are not yet meeting the content standards. These sessions are optional and free for all students identified by their classroom/content-area teachers.

North Jersey ASCS Holistic Assessment Model

By utilizing a combination of diagnostic, formative, summative, and performance-based assessments, (predominantly using computer-based assessment format, complimented by paper-based format for select assessments), clear, holistic, and accurate data is readily available; the assessment system serves as the key component to measure the effectiveness of the academic program and to monitor students’ progress towards achieving and exceeding grade-level standards. Frequent monitoring of student progress and the use of assessment data to set specific learning goals to prescribe individualized action plans for learning are both research-based best-practices; toward this end, Bergen ASCS has implemented a comprehensive assessment system that gives the students, teachers, parents, administrators, and the state important information regarding the school’s success in preparing its students academically.

Two full-length practice assessments mirror the format, content, and style of statewide assessments. These exams are developed in-house by content-area specialists in math, English, and science, with adaptive software (i.e., Pearson, People’s Education, and NWEA). These programs allow for complete customization of assessments based upon curricula and the individualized needs of the students. As with PARCC, these practice assessments include a range of item types, including innovative constructed response, extended performance tasks, and selected response tasks.

Ongoing review of the holistic assessment program includes evaluation and feedback provided by content-area specialists, curriculum supervisors, administrators, teachers, student evaluation, and, where appropriate, peer-evaluation of student work. Centrally-designed benchmark examinations that align to
the learning standards included within each unit allows administration, faculty, students, and parents to track where student progress is being made, and where improvement is needed. As a point of focus, the Board of Trustees uses this data to monitor student progress in reaching the targeted academic goals set by the Board at the inception of the school year.

3.2 Mission-Specific Academic Goals

**Note:** Within the Performance Framework, mission-specific goals are optional, rather than mandatory, and dependent on each individual school. Schools that do not have mission-specific academic goals may leave this section blank in the annual report.

Some 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 only administered in grades 11 and 12.

a) **If applicable**, provide information regarding 2 OR 3 school-specific academic goals related to the school’s mission using the guidelines and format below. Include the goal, measure/metric, target, and outcome. These academic goals may have changed from the school’s original charter application.

- 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 the 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 12-13 to 13-14</td>
</tr>
<tr>
<td>Actual Outcome</td>
<td>Ex: in 12-13, 50 students took at least 1 AP exam and 30 passed. In 13-14, 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**

| Goal 1 | *Bergen Arts and Science Charter School students will receive a thorough and comprehensive balanced education, meeting and exceeding the Common Core* |
State Standards.¹
(School – specific academic goal one is related to our mission statement.)

 Measure/Metric  Percentage of students that score proficient or advanced-proficient on the ELA and Math High School Proficiency Assessment (HSPA).  
NOTE: This is year one that the district is administering the HSPA to first-time eleventh-grade students

 Target  To meet the expectation of MEETS THE STANDARD or EXCEEDS THE STANDARD (as indicated in the Performance Framework). 85% or more of the Bergen Arts and Science Charter School students will score proficient or advanced proficient on the ELA and Mathematics HSPA 2014.

 Actual Outcome  In ELA (60 students), 96.7% passed the exam, with 25% scoring advanced proficient.  
In Mathematics (59 students), 78% passed the exam, with 13.6% scoring advanced proficient.  
In ELA, students EXCEEDED THE STANDARD as outlined in the Performance Framework.  
In Mathematics, students DID NOT MEET THE STANDARD by 7%.  
Curricula revisions planned for the 2014-2015 academic year include the advent of compulsory electives in HSPA/SAT preparation in grades 9-11 to best provide targeted instruction and support outside of the general ELA and Mathematics classroom.

GOAL 2

 Goal 2  Bergen Arts and Science Charter School has added an additional section of 20 students per grade level (80 students in total) to the student body this academic year. Students in grades K-3 will continue to receive ELA instruction through a balanced-literacy approach to ensure 90% students are reading at, or above grade-level (based upon grade-level benchmarks identified by Fountas and Pinnell) by the end of June, 2014.

 Measure/Metric  Monthly, all students are assessed via Running Records. This provides data regarding individual progress towards the end-of-year benchmark, and specifically identifies the guided reading group levels.  
Students are given both quarterly and year-end summative evaluations.

 Target  The percentage of grades K-3 students reading at, or above grade level must be 90% or higher. Students are expected meet the end-of-the year benchmark targeted goal by the end of June, 2014.

 Actual Outcome  Actual outcome for BASCS students in grades K-3 is indicated in graph below:
3.3. Curriculum

All charter schools are required to adapt and implement their curriculum to align with the Common Core State Standards.

a) Provide a signed assurance that the school’s curriculum is aligned to Common Core State Standards. If the curriculum is not aligned, provide an explanation and timeline for the completion and implementation of the revised curriculum.

<table>
<thead>
<tr>
<th>3.3.a. Revision of Curricula</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revised Core Curriculum Content Standards (K-12)</strong></td>
<td><strong>Adoption of Revised Standards</strong></td>
</tr>
<tr>
<td>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies,</td>
<td>August, 2012</td>
</tr>
</tbody>
</table>

As indicated in the chart above, from a total of 315 students, 28 students did not meet the grade-level expectation.

91% of students in grades K-3 are reading at or above grade level. Additionally, 257 students (82%) are reading above grade level. **GOAL HAS BEEN MET.**
<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Approval Date</th>
<th>Approved Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>June, 2009</td>
<td>Modifications and supplemental curricula to be implemented in September, 2014</td>
<td>See above bulleted evidence.</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>June, 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Health and Physical Education</td>
<td>June, 2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Life and Careers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Languages</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All content areas in this section are scheduled for completed review and revisions during the 2014-2015 academic year/ final submissions due September, 2015

*** See notes above in this section for Health and Physical Education/Technology/21 Century Careers

See above bulleted evidence.
### 4. LEARNING ENVIRONMENT / PROFESSIONAL ENVIRONMENT

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

#### 4.a. Learning Environment / Professional Environment

<table>
<thead>
<tr>
<th>Learning Environment</th>
<th>Number or Ratio</th>
<th>Methodology used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Student - teacher ratio</td>
<td>880/78=11.28</td>
<td></td>
</tr>
</tbody>
</table>

<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>83%</td>
<td>Survey #1 was administered by administration through Survey Monkey (December 2013)</td>
</tr>
<tr>
<td>Total staff retention rate (year to year)</td>
<td>87%</td>
<td>Survey #2 was administered by administration through Survey Monkey (June 2014)</td>
</tr>
</tbody>
</table>

| Frequency of teacher surveys and date of last survey conducted | Survey #1 was administered by administration through Survey Monkey (December 2013) | Both surveys were conducted through Survey Monkey was to give administration feedback at the midpoint in the school year and then at the end of the school year. It was a survey on everyday relations in the school (eg. Parent Involvement, Administration, Safety and Security, Technology and Time Management) |
| % of survey participation | | |
| BASCS Elementary (22.8%) | | |
| BASCS Middle (38.55%) | | |
| BASCS High (52.5%) | | |
| Combined teachers (100%) | | |
| Survey #2 | | |
| BASCS Elementary (36.07%) | | |
| BASCS Middle (31.15%) | | |
| BASCS High (32.79%) | | |
| Combined (100%) | | |

| % of teacher satisfaction | Overall, BASCS schools: 69.5% | 1. Student Safety |
| Main positive aspects identified in the survey | | 2. High Expectations for all students |
| | | 3. Technology (SMARTBoard, |
## 5. PARENTAL AND COMMUNITY INVOLVEMENT

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

<table>
<thead>
<tr>
<th>S.a. Parent Satisfaction</th>
</tr>
</thead>
</table>
| **Frequency of parents surveys and date of last survey conducted** | Survey #1:
BASCS EL: 51.04%
BASCS MIDDLE: 51.04%
BASCS HIGH: 25.5%
Survey #2:
BASCS EL: 26.35%
BASCS MIDDLE: 27.54%
BASCS HIGH: 14.37%
|
| **% of survey participation (considering 1 survey per family)** | Overall: 77.3%
1. High Expectations for all students
2. Rigorous Curriculum
3. Parental Involvement
4. School Safety
5. Technology
|
| **Main positive aspects identified in the survey** | 1. Student expectations over holiday breaks
2. Expanding College Readiness Programs for HS Students
|
| **Main school challenges identified in the survey** | 1. Teacher Collaboration
2. Time Management
3. Length of the day
|

### Parent Involvement at the School

| # Parents currently on Board of Trustees over total Board Members | 3 |
| Major activities/events offered to parents during 13-14 school year (list in bullets). Please, include # hours or frequency of the activity and % participation. | Please See Appendix C |
| 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. | Please See Appendix D |
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL INSTITUTIONS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMUNITY INSTITUTIONS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality In Education Summit Panel</td>
<td>The goal of this program is to add positive input to the public education debate. This year’s topic was: Politics in Public Education</td>
<td>Panelists were: 1) Matt Stanton, Government Affairs Executive MBI GluckShaw 2) Derrell Bradford, Education Reform Advocate 3) Victoria Flynn, Partner at DeCottis, FitzPatrick and Cole 4) Paul B. Josephson, Board member of New Jersey Charter School Association 5) Assemblyman Troy Singleton Approximately 200 parents and community members attended.</td>
</tr>
<tr>
<td>Security Panel Security Director and</td>
<td>The goal of this</td>
<td>NJASCS Security Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bergen County Prosecutor and Bergen County Prosecutor program share the concerns and every day happenings of Security issues in our schools. This year was the first year. Security Directors for Local school districts, District Superintendents, Member of Homeland Security, NJASCS Directors and Security Personnel were in attendance.

VIP Visitor Program

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, Freeholders, Assemblmen and women, Prosecutors, Police chiefs, Senators, CEOs, NJDOE staff, VIp guest were scheduled monthly. • 4th through 11th grade students, family members attended VIP Ceremonies • In most cases, VIP guest made connections with students that would afford them (students) opportunities to visit establishments and facilities that would enhance their knowledge of government/judicial systems and servant leadership.

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># of Board Members required in charter</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td># 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.</td>
<td>Emin Bahadir (Board President, Voting member, Parent) Eileen Z. Fuentes (Vice President, Voting Member, Parent) Murat Teke (Voting Member) Ozgur Dogru (Voting Member) Arzu Kaya-Uranli (Voting Member) Sancar Avcioglu (Voting Member) Jordania Gonzalez (Voting Member) Lorian Henderson Manning (Voting Member)</td>
</tr>
</tbody>
</table>
Ali Kemal Kucukselim (Board Treasurer, Nonvoting Member)
Christopher Lessard (School Business Administrator, Nonvoting Member)
Recep Ornek (Board Secretary, Nonvoting Member)
Nihat Guvercin (Lead Person, Nonvoting Member)

<table>
<thead>
<tr>
<th>Board Meeting Dates from September 1, 2013 to June 30, 2014 and # of Board Members who Attended Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 12, 2013, 6 Members</td>
</tr>
<tr>
<td>October 16, 2013, 8 Members</td>
</tr>
<tr>
<td>November 14, 2013, 7 Members</td>
</tr>
<tr>
<td>December 12, 2013, 11 Members</td>
</tr>
<tr>
<td>January 9, 2014, 6 Members</td>
</tr>
<tr>
<td>February 25, 2014, 9 Members</td>
</tr>
<tr>
<td>March 13, 2014, 6 Members</td>
</tr>
<tr>
<td>April 17, 2014, 7 Members</td>
</tr>
<tr>
<td>May 29, 2014, 7 Members</td>
</tr>
<tr>
<td>June 26, 2014, 6 Members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># and Name of New Board members in 2013-2014 and information on the dates and type of training they received.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murat Teke - Governance I 4-Nov-2013</td>
</tr>
<tr>
<td>Sancar Avcioglu - Governance I B-Jan-2014</td>
</tr>
<tr>
<td>Jordania Gonzalez - Governance I B-Jan-2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># and Name of Active Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>504 Committee</td>
</tr>
<tr>
<td>Title IX</td>
</tr>
<tr>
<td>District Safety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualified/ experienced person responsible for (name and capacity):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nihat Guvercin, Lead Person/CEO</td>
</tr>
</tbody>
</table>

- K-12 Education
- Legal issues
- Fiscal oversight
- General management
- Real Estate/ Facilities
- Communications/ Outreach/ Negotiations

<table>
<thead>
<tr>
<th>Date of Board Self-Evaluation (if available, include a copy of the board self-evaluation as an appendix)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.surveymonkey.com/s/PatASCSbrT">https://www.surveymonkey.com/s/PatASCSbrT</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of School Leader Evaluation (if available, include a copy of the school leader evaluation as an appendix)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Board Complaints in 13-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main achievements and critical policies adopted by the Board during 13-14 academic year (list in bullets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher and Administrator policy has been adapted and implemented successfully</td>
</tr>
<tr>
<td>- Contributions to School outreach programs</td>
</tr>
<tr>
<td>- Science Fair, Heritage Festival organizational support</td>
</tr>
<tr>
<td>- Contracts (School Buildings etc.) have been extended until 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issues that are likely to require the board’s attention in the near future. (List in bullets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Policy updates</td>
</tr>
<tr>
<td>- Expansion of school model</td>
</tr>
<tr>
<td>- Facility</td>
</tr>
</tbody>
</table>
b) As an appendix, provide a copy of the school calendar for the 2014-2015 school year.

Appendix E

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>
<tbody>
<tr>
<td>Name and contact information, specific position, # years in current position</td>
</tr>
<tr>
<td>Lead Person, CEO</td>
</tr>
<tr>
<td>Central Office, 465 Boulevard, Elmwood Park, NJ 07407</td>
</tr>
<tr>
<td>Fax: 201-773-9141</td>
</tr>
<tr>
<td>Deirdre Simon, M.Ed., 7 Years</td>
</tr>
<tr>
<td>Curriculum Supervisor</td>
</tr>
<tr>
<td>Central Office, 465 Boulevard, Elmwood Park, NJ 07407</td>
</tr>
<tr>
<td>Fax: 201-773-9141</td>
</tr>
<tr>
<td>Durim Memedi, 1 Year</td>
</tr>
<tr>
<td>School Coordinator of Bergen-ASCS Elem. School</td>
</tr>
<tr>
<td>Tel: 862.247.8510</td>
</tr>
<tr>
<td>Email: <a href="mailto:dmemedi@bergencharter.org">dmemedi@bergencharter.org</a></td>
</tr>
<tr>
<td>Yunus Kuloglu, 1 Year</td>
</tr>
<tr>
<td>School Coordinator of Bergen-ASCS Middle School</td>
</tr>
<tr>
<td>Tel: 973.253.0002</td>
</tr>
<tr>
<td>Email: <a href="mailto:ykul@bergencharter.org">ykul@bergencharter.org</a></td>
</tr>
<tr>
<td>Yasin Demir, Ph.d., 3 Years</td>
</tr>
<tr>
<td>School Coordinator of Bergen-ASCS High School</td>
</tr>
<tr>
<td>Tel: 201.968.5039</td>
</tr>
</tbody>
</table>
c) As an appendix, provide resumes for the school leadership / administration. 
   Appendix F

d) As an appendix, provide an organizational chart. 
   Appendix G
Appendix A
<table>
<thead>
<tr>
<th>GRADE</th>
<th>Net. Re-Enrolling</th>
<th># of Open Spots</th>
<th># of Applications</th>
<th># of Siblings</th>
<th># of District Appl.</th>
<th>Out-of-District Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>-</td>
<td>38</td>
<td>336</td>
<td>0</td>
<td>199</td>
<td>140</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>2</td>
<td>184</td>
<td>7</td>
<td>111</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>3</td>
<td>191</td>
<td>5</td>
<td>94</td>
<td>92</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>165</td>
<td>7</td>
<td>93</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>164</td>
<td>4</td>
<td>86</td>
<td>74</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
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Summary: 1794

42 Kindergarten siblings already registered.

Bergen-ASCS Total Applications: 1836
Appendix B
APPLICATION FORM

DEAR PARENTS AND APPLICANTS: Thank you for your interest in Bergen Arts and Science Charter School. Please fill out the application form accurately. Incomplete, misrepresentations, or omissions may disqualify your application. Information supplied may not be given to any other companies. Applications received unsigned or incomplete may not be considered for acceptance.

Please either type or print clearly using block or print letters.

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<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
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DATE OF BIRTH
MM DD YYYY

CURRENT GRADE ENROLLED
GRADE APPLIED FOR

PERMANENT ADDRESS
CITY
ZIP

HOME PHONE
CELLULAR
WORK PHONE

CURRENT SCHOOL NAME
SCHOOL DISTRICT
YEARS ATTENDED

Does the applicant have a sibling which is attending this school? Yes No
If yes, please write:
Student Name:
and Current Grade Level:

Does the student have any documented history of a criminal offense or juvenile court adjudication? Yes No
If yes, please explain:

I, the undersigned, hereby certify, to the best of my knowledge and belief, the answers to the foregoing questions and statements made by parties in the application are complete and accurate. I warrant that any false information, omissions, or misrepresentations of facts may result in rejection of the application or future disenrollment of the applicant.

PARENT/GUARDIAN INFORMATION

PARENT/GUARDIAN NAME
DATE

PARENT/GUARDIAN SIGNATURE
E-MAIL

Please mail or fax the completed application to:

Bergen Arts & Science Charter School
200 MacArthur Ave, Garfield, NJ 07026
Fax: (973) 955-9002
E-mail: registration@bergencharter.org

Bergen Arts & Science Charter School 43 Maple Ave, Hackensack, NJ 07601
Fax: (973) 955-9082
E-mail: registration@bergencharter.org

Bergen Arts & Science Charter School does not discriminate in admittance based on gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district this child would otherwise attend.
Bergen Arts & Science Charter School

INFORMADO DE APLICACIÓN

Gentileños Padres y Alumnos: Gracias por su interés en Bergen Arts and Science Charter School. Por favor lea este archivo de manera completa.

Elije el perfil que mejor se acerque a tu caso.

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Por favor envíe por correo o por fax esta formulación completa a:

Bergen Arts & Science Charter School
260 Lincoln Drive, Hackensack, NJ 07601

Teléfono: (201) 569-1234
Fax: (201) 569-5678

Bergen Arts & Science Charter School no venderá las adhesiones basadas en género, origen de nacionalidad, grupo étnico, religión, desmembramiento, académico, artístico, latitud de énfasis o cualquier otro criterio que atienda el estatuto.
MAJOR EVENTS/ACTIVITIES OFFERED FOR FAMILIES
Bergen Arts and Science Charter Elementary, Middle, and High Schools

Within the Bergen ASCS campuses, we believe that family involvement is an integral component of our school culture. Our objective is to continue fostering close and positive relationships and constant communication between school, family and community.

Our Parent-Teacher Organization (PTO) is a committee that 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 2013-2014 Academic Year, Bergen ASCS campuses reached out to both the parents and the community with myriad programs and activities to enhance the experience of the students and school community as a whole. A selection of these activities is provided below.

- **ORIENTATION FOR STUDENTS AND PARENTS**
  In August, BASCS held an orientation for all students and parents. This program is designed to welcome new students and their families, allow returning students to pick up their schedule and books, and attend informational sessions to better prepare for the new school year.

- **BACK-TO-SCHOOL NIGHT – 2 Hours**
  In September, 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 2013-2014 school year. Brochures were handed out explaining the school’s philosophy, database 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 in October. The festivities included students reading about influential Hispanic Americans and a guest singer who sang traditional Hispanic songs for everyone to enjoy.

- **Weekly Parent Breakfast with Administrators/Teachers – 1 Hour, 2x per Week Avg.**
  Beginning in October, the program goal of the breakfast 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**
  BASCS Middle and Elementary held its 6th annual Grandparent’s Night in October. We had such an incredible turnout full of various activities for all grandparents and their grandchildren to participate in, including handprint magnets, picture-frame making, grandparent Bake-Off and pumpkin embellishment.

- **SIXTH ANNUAL PTO PARENT PICNIC – 5 Hours**
  In October, BASCS had their Annual Parent Picnic with over 300 people present at Saddle Brook Park. Families brought desserts to be shared with other families and Maschio’s Food Services provided hamburgers, hot dogs, and grilled chicken among other great food. The PTO provided an inflatable slide that was enjoyed by many.
• **DIWALI CELEBRATION – 1 HOUR**
  BASCS celebrated its Diwali celebration with parents and students sharing stories, songs and culinary offerings celebrating the Indian Festival of Lights in October.

• **BASCS HALLOWEEN COSTUME PARADE/CONTEST – 2 Hours**
  In November, BASCS held a spook-tacular Halloween parade! Students paraded around the school parking lot for pictures, and many families joined in the fun! Prizes were awarded by the PTO in the following three categories: Best Home-Made Costume, Most Unique Costume, Silliest/ Funniest Costume and students voted for the Best Staff Costume. BASCS Middle School held a family fun night which combined movie night with a haunted hallway for the students.

• **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 in November with a special assembly and guest veteran speakers. Students and Parents attended to commemorate this important holiday.

• **BASCS AWARDS CEREMONIES – 3 HOURS, Quarterly**
  BASCS celebrated the success of K-11 students for their achievements in each quarter of the 2013-2014 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, Student of the Marking Period, as well as awards for outstanding performance in various academic disciplines and citizenship.

• **ALBANIAN HERITAGE CELEBRATION – 3 Hours**
  BASCS celebrated Albanian independence with an Albanian Heritage celebration in November. The celebration included live music, poem recitals, Albanian folk dancing by a student dance group and traditional Albanian food and desserts.

• **CENTRAL OFFICE BREAKFAST – 1 Hour, Weekly**
  Parent Breakfasts at the BASCS/PASCS Central Office took place. The parents were invited to join Mr. Guvercin and varied Central Office administrators for breakfast at 8:00 a.m.

• **HOLIDAY DINNER/FOOD DRIVE – 4 Hours**
  In November, BASCS held a food drive to benefit our school families. Countless members of the school community generously donated to the cause. Additionally, a holiday meal was prepared and shared with BASCS staff members, families, and the school community.

• **WINTER CONCERTS – 2 Hours Each**
  In December, each BASCS campus presented their winter concert. Students sang songs from different cultures and played musical instruments. There was also a performance by the Singing through Signing Club. Parents were in attendance at each performance, and enjoyed the shows.
- **7th Annual MUFFINS WITH MOMS – 1 Hour**
  In January, BASCS hosted a fabulous morning with mothers and their children enjoying muffins and socializing with other parents and teachers.

- **QUALITY IN EDUCATION SUMMIT– 3 Hours**
  In January, Bergen ASCS, in cooperation with all NJASCS campuses, hosted our 2nd Annual Quality in Education Summit. The event was streamed live via You Tube, and was tweeted live. The panel members included:
  
  Matt Stanton, Government Affairs Executive, MBI GluckShaw
  Derrell Bradford, Education Reform Advocate
  Victoria Flynn, Partner at DeCottis, FitzPatrick and Cole
  Paul B. Josephson, Board member of the New Jersey Charter School Association
  Assemblyman Troy Singleton
  
  Topic of Discussion: The Politics of Public Education

- **SCHOOL CHOICE WEEK – 1 Week – 20 Hours**
  In January, BASCS celebrated Annual National School Choice Week which brings an unprecedented level of public awareness to the benefits of school choice. It was a great week, celebrating with all the various activities that took place. Students participated in activities such as a school door spirit contest, created school spirit t-shirts at home with their families to wear to school, and all of the students participated in the National School Choice Week dance in the school gymnasium. All members of our administration, teachers, staff, students and families are proud to be part of a wonderful community: Bergen Arts and Science Charter School.

- **7th Annual DONUTS WITH DADS – 1 Hour**
  In February, BASCS’s Donuts with Dads had brought fathers and their children together at breakfast-time in the school cafeteria. Not only were there many fathers present, but also extended families. All were welcome to celebrate.

- **BLACK HISTORY MONTH – 2 Hours**
  In February, BASCS celebrated Black History Month. Each morning throughout the month, as part of the morning announcements, students listened to a short biography on a different African American Hero. The celebration also included a special assembly including videos on influential African American heroes, a gallery walk that students took viewing presentation boards that students created with their class on prominent African American figures throughout U.S. history, and musical selections.

- **READ THE MOST COAST TO COAST – 1 Day**
  On Friday, February 28th, BASCS schools participated in the 3rd Annual Nationwide Reading challenge entitled Read the Most Coast to Coast. This is an exciting event where students at all grade levels across the country unite to top the record for the most Accelerated Reader quizzes taken in one day. Accelerated Reader is a database that holds thousands of quizzes that students
BASCS students read an amazing total of 5,102 Accelerated Reading quizzes on this day!

- **BOWL-A-RAMA – 4 Hours**
  In March, families participated in a PTO Bowl-A-Rama in which they played endless bowling games, had lunch, and entered to win many prizes. Families spent the day having fun and bonding with each other.

- **DISTRICT SCIENCE FAIR – 6 Hours**
  The Bergen, Passaic and Paterson Arts and Science Charter Schools District Science Fair took place in March. Students from all three districts displayed their Science Fair projects for parents, friends and special guests, which included local politicians, business professionals, and academic leaders.

- **SCIENCE OLYMPIADS – 3 Month Duration**
  In March, North Jersey Arts and Science Charter School hosted the Annual Science Olympiad at our sister school, Passaic-ASCS Middle. It was a fantastic day where students took part in hands on activities that challenged them and showed great teamwork. BASCS students showed great teamwork as they placed third at the event.

- **MATH COMPETITION – 6 Hours**
  On March 15th, NJASCS had the privilege of hosting the Apple Education Math Contest at Princeton University. Sixth through eighth grade students from our Math teams at BASCS Middle and High School, along with our sister campus, PASCS in Passaic, participated at the event. Students competed against 24 other schools from New Jersey, Massachusetts, Pennsylvania and New York with 175 students participating in total! The students took difficult tests and partook in solving tricky activities in a stations round. The BASCS High School team won the Quick Math station and one of our students made it to the Great Final.

- **DRAMA PRODUCTION – 2 HOURS**
  In March, BASCS High School presented their first ever drama production. A small group of talented BASCS students in a Western Drama class performed excerpts from Edward Albee’s Pulitzer Prize-winning THREE TALL WOMEN and accompanying monologues.

- **READ ACROSS AMERICA – 1 WEEK – 20 HOURS**
  In March, BASCS students participated in Read Across America. This event honors Dr. Seuss’s birthday and his many books that use rhyming as an effective tool toward developing students’ reading skills. Students had fun celebrating the enjoyment of reading as they participated in some silly theme days and were challenged as they participated in various writing activities that were aligned with a different Dr. Seuss book each day.
BASCS and PASCS Duet of Disney Musicals – 4 HOURS
In March, elementary students at BASCS and our sister campus, PASCS in Passaic, NJ, performed Disney’s 101 Dalmatians and Aristocats for one performance each at both respective campuses. Parents assisted with the set, costumes, make-up, and concessions for the event.

BASCS and PASCS Duet of Disney Musicals – 4 HOURS
In March, middle school students at BASCS and our sister campus, PASCS in Passaic, NJ, performed High School Musical One and Two for one performance each at both respective campuses. Parents assisted with the set, costumes, make-up, and concessions for the event.

Language and Culture Festival
BASCS participated in the 7th Language and Culture Festival in March. We are proud of our students for the amazing performances that they showed in each category. Bergen High school received 3rd place in folk dance, Nia Arrington Seward was awarded 3rd place in poetry and Sneha Satish received 3rd place in the Speech contest.

ART FAIR – 3 HOURS
This year’s Student Art Fairs were held in April. There was no purchase necessary to attend, but families had an opportunity to view their child’s beautiful mixed-medium pieces. BASCS high school students experimented with different art medium and developed their own styles. This was a collection of art work from grades 8-11, called “Art Junction”. The name was chosen by the students and represents different ideas, variety of styles and cultures.

JUNIOR PROM - The high school had its’ first junior prom in June held at the Brownstone in Paterson, New Jersey. Students enjoyed a wonderful dinner and danced to a live DJ.

CINCO DE MAYO CELEBRATION – 2 Hours
In May, 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
BASCS High School presented an unforgettable musical production of Little Shop of Horrors for three performances in May. Students prepared for the musical throughout the entire year by having daily practice and creating the scenery. Parents assisted with makeup, hair, costumes, and backstage supervision of students. The PTO and Bake Sales throughout the year helped fund the play.

6th ANNUAL TURKISH OLYMPIAD
In May, students participated in the 6th Annual Turkish Olympiad held in New York. Students prepared for this day by learning poems and songs in Turkish. The winners of the Olympiad were then invited to present in Turkey.

GARDEN STATE INTERNATIONAL HERITAGE FESTIVAL – Yearlong School Community Project
With over 4,500 attendees and 48 countries represented, food and merchant vendors, and guest performers including the Bergen, Passaic and Paterson Charter School Spring Concerts, our third annual GSIHF was held in June at the Meadowlands Exposition Center in Secaucus. Community members, families and students have the opportunity to walk around to various
country booths, set up by parent volunteers and teachers, to visit each of the countries and learn about their history and culture. Each grade from all three districts is assigned a country and student crafts and artwork is displayed at each of the booths. To enhance the learning experience, students are given “passports” where students are responsible for visiting the countries and collecting cultural artifacts and information outlined in the passport.

- BERGEN IDOL – 4 Hours

In May, BASCS Middle School and BASCS High School students competed in vocal competitions at their schools for their own titles of BASCS Idol. Over 125 students and family members were in attendance.

- 8th GRADE GRADUATION – 2 Hours

As a conclusion of the middle school path, 8th grade students graduated on June 19th. 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 following the graduation ceremony.
Appendix D
Major Events/Activities/Fundraisers Conducted By Parents/PTO

- **APPLEBEE’S FAMILY NIGHT – FALL/SPRING – 4 HOURS**
  Twice yearly, Applebee’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.

- **PICTURE DAY – TWICE A YEAR – 5 HOURS EACH**
  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.

- **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.

- **BOOK FAIR – DECEMBER**
  A book fair was hosted by the Barnes and Noble at Riverside Square Mall in Hackensack in December. BASCS families were given vouchers and encouraged to visit the bookstore on this day to purchase books. A percentage of the proceeds went to the BASCS PTO.

- **HOLIDAY TOY DRIVE – DECEMBER**
  Families were asked to donate an unwrapped toy and brought to their school. All gifts were collected from each school and disseminated to families in need within BASCS. (anonymously nominated by PTO members) Any residual gifts were donated to our local Toys for Tots toy drive.

- **YANKEE CANDLE SALE – DECEMBER**
  THE PTO organized a Yankee Candle fundraiser to raise money for the PTO general fund.
• MOVIE NIGHT – THROUGHOUT THE YEAR
The PTO sponsored movie night throughout the year held at the BASCS Middle School. Refreshments were sold and all proceeds went to the PTO general fund.

• 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.

• CHOCOLATE SALE – MARCH
Students had the opportunity to purchase chocolates. All proceeds from the sale go into the PTO general fund.

• PASTA NIGHT – APRIL
The PTO organized Pasta Night. Each homeroom was asked to make a Tricky Tray basket to be raffled off that night. Families are asked to either donate $2 for the purchase of items, or to donate a new item that goes with the theme of the homeroom’s basket. Some of the basket themes included chocolate lovers, movie night, spa, game night, baking and arts and crafts.

• PENNY DRIVE – APRIL - 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 either a breakfast or lunch throughout the schools during Teachers’ Appreciation Week.

• FIELD DAY – 8 Hours
In June, students participated in a sports-style Field Day and a barbeque-style lunch was provided for the students, as were water bottles, and Italian ice. The high school students visited iPlay America which is an indoor amusement park located in Freehold, New Jersey. The funds for the day were raised by events held throughout the year by the PTO.

• 8th GRADE GRADUATION DANCE – JUNE - 4 Hours
The 8th Grade Parent Committee fundraised throughout the year to sponsor the 8th grade graduation dinner dance in the school gymnasium. Students enjoyed dinner and dancing to the music provided by a professional DJ.

• 8th GRADE GRADUATION TRIP – JUNE
In June, the 8th Grade Parent Committee organized the 8th grade graduation trip to Great Wolf Lodge in Pennsylvania. The cost per students was defrayed by multiple fundraisers.
Appendix E
Nihat Guvercin
83. Union Av, Garfield, NJ. 07026
T 862-290-3586  E: nguvercin@gmail.com
Facebook:  https://www.facebook.com/nihatguvercin.72
Twitter  :  https://twitter.com/nguvercin

Objective
My objective is to ensure staff and students are consistently challenged and supported with a strong technology integration to achieve high standards.

Certifications
NJ Standard Principal Certificate
TX Standard Principal Certificate

Education
Sam Houston State University, Huntsville, TX
Degree: Master of Education in Administration
Graduated May 2007
Middle East Technical University, Department of Physics, Ankara, TURKEY
Degree: Bachelor of Science
Graduated June 1995

Experience
CEO/Lead Person 2008 - Present
Providing leadership to North Jersey 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 data 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 Turgut 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

Bergen-ASCS Annual Report
2014
exams and provided technology training for Gulstan Ed. Ins School teachers, with approximately 150 staff.

**Department Chair, Gulstan Education Institutions, Physics Department, Tiana, ALBANIA 1996 - 2002**

Provided professional development training, demonstration lessons, guidance and support to Gulstan 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, Gulstan Education Institutions, Tiana, ALBANIA 1995 - 1996**

Served as high school physics teacher, served as the school’s Efficacy Coach and coordinated school enrichment program.

**Presenter**

- **NJ Charter School Association Annual Conference, April 2014 – Panelist, “Getting the Attention You Deserve”**
- **NJ Charter School Association Annual Conference, April 2014 – Presenter, “Technology Integration 101 for K-12”**
- **NJ Association for Middle Level Education Statewide Conference, March 22, 2013 – Presenter, “Transition to Digital Learning: What it Takes for Schools to Use iPads in Classrooms/Challenges and Solution Strategies for School Administrators and Teachers.”**
- **NJDOE Summer Leadership Conference, July 2011 – Presenter, “Effective Use of Data, Strategies for Administrators.”**
- **NJ Charter School Association Annual Conference, April 2011 – Presenter, “Creating and Sustaining a Culture of Assessment.”**
- **NJ Charter School Association Annual Conference, March 2010 – Presenter, “Effective Use of Data, Strategies for Administrators.”**

**Participation, Honors and Awards**

Proud participant of EBR May 7, 2014 Orientation. On Wednesday, May 7, 2014, I was invited by the former Bergen County Sheriff, Leo McGuire, to fly with the 108th Air Refueling Wing (ARW) of the New Jersey Air National Guard, based at McGuire AFB. It was an incredible experience for me, joining such an awesome adventure with the 108th Wing.


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 usage, Eqtrim Aractel Inc.

An observer in the 29th International Physics Olympiad held in Reykjavik, 1998, ICELAND, PhD

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-4 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-8 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 Guevergan, Lead Person, Bergen Arts and Science Charter School 973-223-0002
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 201-390-3531
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.

Math Teacher  
**Pioneer Charter School of Science**  
2007 – 2008

- 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>
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<tr>
<td><strong>Barish Icin</strong></td>
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<td>Executive Director</td>
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<td>Pioneer Charter School of Science</td>
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<td>51 - 59 Summer Street</td>
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<td>Everett, MA 02149</td>
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<td>(617) 389 - 7277</td>
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<td><a href="mailto:bicin@pioneercss.org">bicin@pioneercss.org</a></td>
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Objective
To utilize my experience and knowledge of science, mathematics, and technology and my passion for teaching and education to inspire young minds to have a desire to learn and achieve their best.

Work Experience
Employer: Atlantic Zeiser Inc.  
Job Title: Service Engineer  
Supervisor: Kyle Severson  
West Caldwell, NJ  
Sept 2006 to Sept 2011
• Analyze customer needs and provide solutions using by implementing appropriate problem solving strategies and employing various skills including programming, electrical wiring, mechanical and metal working to achieve required functionality of machinery and devices.
• Advise customers from the preparation phase to completion phase of the project with necessary electrical, ventilation, spacing and safety requirements that are required in their facility.
• Train customer personnel how to correctly and efficiently operate a wide range of very sophisticated equipment.
• Provide support to customers by troubleshooting problems both on-site as well as remotely.
• Program and upgrade various devices, such as PLC's and Optical Imaging controllers.
• Design interface devices for real-time industrial control systems and high-speed industrial printers.
• Re-engineer and retrofit devices to further optimize performance and add functionality to machinery.
• Responsible for planning and executing projects within the specified completion period and budgetary constraints.

Employer: Van Natta Mechanical  
Job Title: Apprentice Electrician  
Supervisor: Don Strickland  
Mahwah, NJ  
Jan 2006 to Sept 2006
Phone: 201-391-3700
• Installation and Troubleshooting of Electrical Components including Circuit Breaker Panels, Fire Alarms, Thermostats, Residential and Commercial Appliances, HVAC equipment and Boilers.
• Residential wiring

Employer: Control Screening LLC  
Job Title: Apprentice Engineer  
Supervisor: Michael Maes  
Fairfield, NJ  
Feb 2002 to Dec 2005
Phone: 973-276-6161
• Served as Interim Quality Assurance Manager of the site for a duration of three (3) months, in preparation and successful passing of ISO 9001 audit.
• Organized meetings, developed project plans, timelines, execution schedules, created visual aids, status reports, interfaced and coordinated with clients, vendors and contractors.
• Ensured that all the equipment used for production was compliant and traceable to National Institute of Standards and Technology (NIST), International Standards Organization (ISO), Federal Aviation Association (FAA) regulations, and industry-wide standards. Including preliminary research into industrial standards.
• Represent the company during the audit of facilities, company policies and documentation.
• Assisted senior level engineers in the development of Pro-type Backscatter X-Ray technology to develop an X-Ray machine that would not only detect heavy metallic inorganic objects but also detect low density organic objects such as narcotics and flesh.
• Facilitated senior engineers in upgrading company's HVAC System to meet Energy Star Building guidelines.
Durim Memedi

326 Lookout Avenue
Hackensack, NJ 07601
(201) 655-5121
dmemedi@gmail.com

EDUCATION
New Jersey Institute of Technology, College of Engineering
Bachelor of Science in Computer Engineering
Newark, NJ
May 2006

TECHNICAL EXPERIENCE
Programmable Logic Controllers, Familiar with NEC, NFPA, OSHA
Residential and Commercial wiring
C++, Java 2, Microsoft Office including: Visio, Project, FrontPage
VxWorks Real-Time Operating System

OTHER QUALIFICATIONS
Electrical and Computer Engineering Senior Design Project Workshop at NJIT 2005
American Red Cross Non-paid Volunteer at Fort Dix during Kosovo Refugees Crisis 1999
City of Hackensack, NJ "Youth in Government" Award 1995
Yunus Kuloğlu

11 Davison st 1st floor,Clearfield,NJ,07026
Phone: 8622625362 --
Email Address: yuneskulonglu@gmail.com

Education
Bachelor of Science
Selcuk University, Konya, Turkey
Graduation Date: September 1994
Major: Mathematics

Employment History
- Principal
  Pioneer Academy of Science, April 2011 to present
- Mathematics Teacher
  Pioneer Academy of Science, July 2010 to March 2011
- Mathematics Group Coordinator
  Apple Education Services School, February 2010 to June 2010
- Principal
  Meridian International School, Warsaw-Poland, September 2003-August 2009
- Deputy Managing director
  Meridian International School, Warsaw-Poland, September 2006-present 2009
- Principal
  Mongolian University High School, Ulaanbatar, Mongolia, September 2001-august 2003
- Assistant School Principal
  Mongolian University High School, Ulaanbatar, Mongolia, September 1999-august 2001
- Mathematics Teacher
  Mongolian University High School, Ulaanbatar, Mongolia, September 1999-august 2001
- Mathematics Teacher
  Mongolian University High School, Darkhan, Mongolia, October 1996-august 1999
- Director of Student Dormitory
  Mongolian University High School, Darkhan, Mongolia, September 1997-august 1999
- Mathematics Teacher
  Maltepe Dersanəleri University Entrance Exam Preparation School, September 1994-august 1996
- Director of Student Dormitory
  Maltepe Dersanəleri dormitory director for 120 students, September 1995-august 1996

Qualification Summary
- Proven ability to recruit, select, train, supervise and evaluate staff
- Create and monitor policies and practices that promote a safe learning environment
- Create a school culture that encourage continuous improvements for teachers and students
- Guide teachers in the implementation of class instruction, lesson plans, student assessment according to the state learning regulations.
- Promote the success of all students
- Entrepreneurial ability to manage change
- Prepare and submit timely reports

Systems Abilities
- Windows and Mac operating systems;
- Microsoft Word, Excel, Access, PowerPoint
- Internet: Web Publishing, E-mail.
Appendix

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