

**Berkshire Arts & Technology Charter Public School**  
**Annual Report**  
**2005-2006**

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## **Letter from the Chairman of the Board of Trustees**

I am delighted to present this second annual report of the Berkshire Arts and Technology Charter Public School. During the 2005-2006 school year, the Executive Director and the Acting Principal, who has since been appointed Principal, successfully managed BArT through a difficult year that presented many challenges.

The new principal resigned unexpectedly for personal reasons in late fall. Fortunately, one of our master teachers, who was also part-time Dean of Faculty, agreed to step into the position as Acting Principal. Her commitment to the school is obvious and her quiet professional approach to issues is remarkable. After the school year ended, she was appointed Principal and I am looking forward to her continuing as BArT's principal for a long time!

The atmosphere in North Berkshire County continues to be highly politicized and quite hostile to BArT. We were blamed for practically every budgetary constraint in Adams and North Adams, whether small or large. When North Adams was considering participation in the state's extended school day pilot project next year, the Executive Director and I wrote to the Mayor of North Adams, who is also Chair of the School Committee, and to the Superintendent offering to meet and discuss our experiences with the longer school day and school year. Neither acknowledged receiving the letter.

In December part of the sprinkler system malfunctioned and five of our classrooms were flooded. Fortunately, no students or staff were injured and the loss of materials was significant but moderate. School had to be closed for eight days, in addition to the scheduled recess, while crews reconstructed the damaged rooms.

In spite of these challenges, it was a good year for BArT. The Executive Director and Acting Principal, with the support of the faculty and staff, significantly expanded the music/drama program; five public programs were presented, including a successful dinner theatre evening showcasing a series of monologues and scenes from various productions. Five students qualified for Western Massachusetts District Chorus on the Junior or Senior levels, and one student was accepted into the Massachusetts All-State Chorus.

The administration also initiated steps to tighten up the school culture, clarify behavioral expectations and make things more consistent from classroom to classroom. Our program with the Department of Mathematics at Williams College was strengthened and our 9<sup>th</sup> and 10<sup>th</sup> graders made a presentation to the Williams math colloquium in the winter, after which the department's chair told the Executive Director to encourage two of the students to consider Williams, which is ranked the top liberal arts college in the nation by *U.S. News and World Report*, as their college.

Most importantly, the school met nearly all of its accountability plan goals. Since BArT is, after all, a school that provides a college-preparatory education, I am especially pleased with our surpassing the goal for progress in reading and just missing the goal in mathematics. I believe these gains indicate that our approach can be very effective and should help to bolster the commitment of our teachers to our work.

The Chair of the Board's Finance Committee worked tirelessly with banks, attorneys and our foundation to help broker the foundation's purchase of our building and the granting of a 99-year lease to BArT at favorable repayment rates. This action provides greater financial stability and makes clear our commitment to the communities we serve.

We now have a very strong and experienced administrative team and a solid group of teachers to begin our third year. Individuals, foundations and other entities continue to support our efforts handsomely. Parents of middle and high school aged students recognize BArT as a place to consider.

We all look forward to our third year and beyond as we continue in our efforts to expand the educational opportunities for the young people of our community.

Sincerely,

Charles R. Toomajian, Jr., Ph.D.  
Chairman of the Board of Trustees

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### **Mission Statement{ TC "Mission Statement" {f C \l "1" }**

The Berkshire Arts & Technology Charter Public School integrates the study of arts and technology with core subjects to promote mastery of academic skills and content, prepare students for college, and graduate independent thinkers, dynamic workers and active citizens for life. The school provides middle and high school students in Northern Berkshire County with an intellectual community that regards everyone, including teachers and parents, as perpetual learners.

## Highlights of the Year

Highlights of the 2005-2006 school year include:

**Family Involvement Increased Significantly** The Community and Family Advisory Council grew in both size and activity – hosting 3 middle school dances, 2 high school dances, including a semi-formal, a movie night, a book fair and a school-wide picnic at the end of the year. Parents also established the Special Education Parent Advisory Council and hosted a workshop open to the entire community.

**Parent Satisfaction Remained High** 87% of parents who responded to the school's annual survey were satisfied with their child's overall academic progress, 90% agreed that BArT is a very good school and 97% agreed that BArT maintains a safe environment.

**Partnership with Williams College Department of Mathematics Grew** All ninth and tenth graders continued to benefit from a growing partnership with the Williams College Department of Mathematics. The students attended a mathematics colloquium at Williams in September, then presented a colloquium to a standing-room only crowd at Williams in January, highlighting themes from their own mathematics curriculum.

**High School Students Returned to New York City** Ninth and tenth grade students returned to New York City this spring, with the support of the Harris Family Foundation. All students toured the United Nations building. The 9<sup>th</sup> grade students went on to visit the Museum of Modern Art while the 10<sup>th</sup> graders attended a performance of "The Producers."

**Music and Drama Programs Established** Choral groups were established in both the middle and high schools, and presented two different concerts during the year. Students also performed in a winter musical, *The Gifts of the Magi*, a spring play, *Pyramus & Thisby*, and produced a spring dinner theater, *A Knight to Remember*, including monologues and scenes from a variety of plays and movies.

**Students Met State Politicians** State Representatives Dan Bosley and Denis Guyer visited BArT in the beginning of the year – Representative Bosley spoke to the classes of 2008 and 2009 about his experience in state politics and encouraged all students to get involved. State Senator Andrea Nuciforo visited the 10<sup>th</sup> grade class and spoke with them about how the state government functions, augmenting the students' United States history curriculum.

**Construction Continued at OneCP** During the school year, BArT constructed an additional 5 classrooms, creating dedicated space for arts and technology. Over the summer, in advance of the 2006-2007 school year, BArT will complete all major renovations for both the middle and high schools, including building a computer lab and two science labs. Of course, the school also *re-constructed* classrooms from an earlier construction phase, after the sprinkler pipes burst and soaked five classrooms and the community room.

**Financial Stability Established with Purchase of OneCP** The BArT Foundation and the BArT Board of Trustees, with considerable guidance from the Board of Trustee's Treasurer and outside consultants, utilized a series of federal government programs to borrow money to purchase and renovate the school's facility. While the school will re-pay these loans over the next 36 years, the annual payments are significantly less than previously anticipated and will allow the school to invest more heavily in the academic programs.

## **School Profile{ TC "School Profile" \f C \l "1" }**

The Berkshire Arts & Technology Charter Public School (BArT) is a regional public middle and high school primarily serving students from nine communities within Berkshire County including Adams, Cheshire, Clarksburg, Florida, Hancock, Lanesborough, North Adams, Savoy and Williamstown. Students from other Massachusetts towns are also admitted, space permitting.

### **Summary of Educational Philosophy{ TC "Summary of Educational Philosophy" \f C \l "2" }**

At BArT, we believe that *all* students can succeed if given the opportunity. We strive to create a strong, supportive learning environment through the use of a standards-based, project-oriented curriculum, through the pervasive use of arts and technology, and through the clear, high expectations that we set for our students.

#### ***Clear, high expectations of students***

We strongly believe that students will rise to the expectations set for them. We set high expectations for our students – for their behavior, their learning and their habits of mind. By developing – and enforcing – a strict code of conduct, we have established a strong school culture in which students understand that their positive participation is essential for their success. By evaluating students on three Standards for Academic Success, our teachers are able to clearly articulate to students what is expected of them in order to succeed academically.

#### ***Standards-based, project-oriented curriculum***

Our teachers work together intensively in the month of August to map out their curriculum for the upcoming school year and develop unit assessments that measure student progress against learning standards through the use of projects. During the school year, students worked on a variety of projects including creating solar race cars, writing and producing a Spanish music video, writing and illustrating graphic novels and conducting field experiments with the local Hoosic River Watershed Association. Each quarter, students and their families received extensive academic reports detailing which standards students were working towards and teacher evaluations of student progress.

#### ***Pervasive use of arts and technology***

We consider the study of arts and technology important because these disciplines engage students and provide a powerful context for learning in all subject areas. We also believe that the arts and technology transform the learning environment by fostering independence and collaboration. All students participate in a daily arts (visual or performing) course. More importantly, teachers integrate the arts and technology in their daily academic courses. This year, our faculty used the arts to create integrated units on the human body, Mayan astronomy, art and architecture, Islamic art and architecture and the art and architecture of the Renaissance period. Students used multi-media technologies to create videos and in-class presentations.

Our school day supports high achievement for all students and includes:

***A College-preparatory curriculum***

All students participate in a college-preparatory curriculum designed to meet – and exceed – the Massachusetts State Curriculum Frameworks and to prepare students for college. Students attend a minimum of 20 hours of core academic classes each week, including humanities, mathematics, science and, starting in 8<sup>th</sup> grade, Spanish. Additional support in reading and math is provided for those students who need it.

***Daily silent reading***

Students have 25 minutes each day for silent reading to strengthen their skill in and love for reading. Students choose their own reading material from the school's library; faculty members guide students towards increasingly difficult material.

***Daily academic support***

Each day, students have 30 minutes of academic support. Teachers use this time to provide additional assistance for homework assignments or to accelerate student learning.

***Advisory***

Students meet in an advisory group each week, developing a close relationship with a smaller group of students and one faculty member. Discussions range from current events to ideas for community building activities. Advisory is another supportive environment in which students discover and discuss what is required to be a successful student at BArT.

***Field Trips***

All students participate in a variety of field trips throughout the year, each connected to the classroom coursework. During the 2005-2006 school year students participated in over 26 field trips throughout Massachusetts and New York, including visits to the Albany Institute of Art, Springfield Symphony Hall, Springfield Science Museum, Norman Rockwell Museum, United Nations building in New York City, and Massachusetts Museum of Contemporary Art.

**Number of Instructional Days{ TC "Number of Instructional Days" \f C \l "2" }**

BArT students attended school from August 29<sup>th</sup>, 2005 through June 29<sup>th</sup>, 2006, for a total of 183 instructional days. Our ordinary school year includes 190 days. Unfortunately, the sprinkler system pipes burst during December, causing significant damage to the academic classrooms and forcing the school to shut down for 8 days. Our school day begins at 8:30am and ends at 4:30pm, except for Wednesdays when it ends at 1:45pm. In all, our students received approximately 1,270 hours of instructional time – roughly 30% more than is required by law.

**Daily Attendance**

The daily attendance rate for the 2005-2006 school year was 95.3%.

**NCLB Report Card{ TC "NCLB Report Card" \f C \l "2" }**

The information contained on our NCLB Report Card is integrated throughout this Annual Report in the appropriate categories.

## Governance Profile{ TC "Governance Profile" \f C \l "1" }

### Members of the Board of Trustees{ TC "List of Members of the Board of Trustees" \f C \l "2" }

The Board of Trustees is a volunteer board made up of local professionals who share BArT's vision for an educational program focused on integrating the arts and technology into a college-preparatory curriculum. The full board meets the first Wednesday of each month at 6pm. Each committee generally meets at least once a month at various times. The Board of Trustees holds an annual meeting each April, at which new officers are elected and committee assignments given. Below is a listing of all board members during the 2005-2006 school year, and their positions and committee assignments as of June 30, 2006.

Name	Employer	Area of Expertise	Term of Appointment	Committee Membership
Julia Bowen Ex-officio	BArT	Executive Director	On-going	All, ex officio
Dianne Cutillo	Southwestern Vermont HealthCare	Marketing Governance	June 2006 to April 2009 (1 <sup>st</sup> )	Development & Communications
Jessica Harris	Independent Documentary Filmmaker	Arts Development Finance	April 2005 to April 2008 (1 <sup>st</sup> )	Development & Communications Governance
Pam Johnson <i>Board Treasurer</i>	Independent Consultant	Arts Finance	April 2005 to April 2008 (2 <sup>nd</sup> )	Finance & Audit Governance
Sarah McNair	Independent Consultant Illustrator	Arts Education	May 2006 to April 2009 (1 <sup>st</sup> )	Charter
Eileen Miclette	Greylock Federal Credit Union	Finance	May 2006 to April 2009 (1 <sup>st</sup> )	Finance & Audit
Allen Morrill <i>Board Secretary</i>	Mass College of Liberal Arts	Education, Art	July 2005 to April 2008 (1 <sup>st</sup> )	Development & Communications Governance
Caroline Peabody	Prospect Foundation	Technology Ed Development	April 2004 to August 2005	Development & Communications
Molly Polk	Independent Consultant	Arts	April 2004 to April 2007 (2 <sup>nd</sup> )	Governance Development & Communications
Rick Spalding	Williams College	Governance Education	August 2005 to April 2006 (Completed Caroline Peabody's Term)	Development & Communications
Charley Stevenson <i>Board Vice-Chair</i>	Williams College	Governance Education	April 2006 to April 2009 (2 <sup>nd</sup> )	Charter Finance & Audit
Charlie Toomajian Board Chair	Williams College	Governance Education	April 2004 to April 2007 (2 <sup>nd</sup> )	Charter All, as Chair
Tammy Vittone	Shields Health Care	Facility	April 2004 to December 2005	Facility

Name	Employer	Area of Expertise	Term of Appointment	Committee Membership
Diana Walczak	Kleiser-Walczak	Arts Technology Business	April 2005 to April 2008 (2 <sup>nd</sup> )	Charter Governance
Scott Walker	Independent Consultant	Governance Development Non-profit Management	April 2004 to March 2006	Development & Communications Governance

**Summary of Major Policy Decisions Made by the Board of Trustees{ TC "Summary of Major Policy Decisions Made by the Board of Trustees" \f C \l "2" }**

During the 2005-2006 school year, the Board of Trustees made a number of major decisions. All decisions relating to policy are outlined below. Additionally, the Board made a number of decisions to ensure the school’s financial stability. Those are also outlined below.

***Student Experience***

In August, after receiving input from faculty and parents, the Board of Trustees voted to approve revisions to the school’s Code of Conduct. In March, the Board of Trustees approved a school policy for educating pregnant students and revised the discipline policy to ensure compliance with federal laws. The Board of Trustees also voted to request a temporary change to the school’s charter to allow the school to operate no fewer than 182 days instead of 190, in response to the burst sprinkler pipes.

***Faculty Experience***

The Board of Trustees approved a revised Personnel Policies & Procedures handbook in November, and then in March, approved a short term sick leave benefit for faculty and staff and a revised August professional development calendar to allow returning teachers more flexibility to participate in professional conferences and graduate school courses. The Board also approved a policy for the handling of confidential records, restraint of students and employee flexible spending accounts in March.

***Financial Stability***

The Board of Trustees took a number of steps during the year to ensure the school’s long term financial stability. Most importantly, the Board of Trustees, in conjunction with the BArT Foundation, approved the securing and use of QZAB funds for the renovation of the facility and acquisition of furniture and equipment. The board also approved a 36-year loan to purchase a 99 year lease for the school’s facility from the BArT Foundation and pay off earlier facility and equipment loans.

**Charter Amendments Approved by the Commissioner or Board of Education**

The Commissioner of Education approved a temporary charter amendment for the 2005-2006 school calendar to include a minimum of 182 days, instead of 190 days, due to the extensive repairs to the facility required after the school’s sprinkler system pipes burst in December.

**Summary of Official Complaints Received by the Board of Trustees{ TC "Summary of Official Complaints Received by the Board of Trustees" \f C \l "2" }**

The Board of Trustees did not receive any official complaints in writing during the 2005-2006 school year.

**Student Profile{ TC "Student Profile" \f C \l "1" }**

**Student Demographics{ TC "Student Demographics" \f C \l "2" }**

As of October 1, 2005, 143 students were enrolled at BARt, representing a 123% growth over the prior year. 58 students were in 6<sup>th</sup> grade, 43 students in 7<sup>th</sup> grade, and 27 students were in 9<sup>th</sup> grade and 15 were in 10<sup>th</sup>. 48% of the students were male, 52% female.

The demographics of the student body, based on October 1 SIMS data, are as follows:

Race / Ethnicity (%)		Selected Populations (%)	
African American	5.6	Limited English Proficiency	0
Asian	0.0	Low-Income	42.7
Hispanic	1.4	Special Education	22.4
Native American	0.0	First Language Not English	0
White	93	Migrant	0

**Student Applications Received**

{ TC "Student Applications Received" \f C \l "2" }We received 198 student applications to fill the 102 seats that were budgeted for the 2005-2006 school year. The table below outlines the geographic data for these students. Towns listed in italics are outside the catchment area defined in our charter.

**Number of Applications by Grade and Town**

Town	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
Adams	25	18	13	0
<i>Becket</i>	0	0	0	1
Cheshire	0	2	2	0
Clarksburg	1	1	1	0
<i>Cummington</i>	0	0	1	0
<i>Dalton</i>	0	2	0	0
Florida	0	1	2	1
Hancock	0	1	0	0
Lanesborough	1	1	2	0
North Adams	43	16	21	7
<i>Lenox</i>	0	0	1	0
<i>Pittsfield</i>	0	5	1	0
Savoy	7	1	0	0
Williamstown	8	3	5	4
TOTAL	85	51	49	13

**Student Attrition Data**

{ TC "Student Attrition Data" \f C \l "2" }During the school year, a total of 30 students left the school – 5 of those students came to BARt mid-year, and left mid-year. The reasons for the departures vary, although the most common reason was that the school was not the right fit for the students. 15 students left during the year because they did not believe BARt was the right fit. Generally, this meant that the students wanted a shorter school day, a larger school environment, or to be with their friends in the district schools. 9 students left after repeated discipline infractions, believing another school might be more tolerant of poor behavior. Five students

moved away during the school year and 2 students left because they were dissatisfied with the school's program. A detailed breakdown, by grade, is below.

In the 6<sup>th</sup> grade, 2 students moved away during the school year. Another 2 students left after repeated discipline infractions and 5 left because BArT was not the right fit.

In the 7<sup>th</sup> grade, 2 students left because their parents were dissatisfied with BArT and three students moved away. 1 student left to attend a more traditional school with a shorter school day and 1 left because he needed a different program placement.

We saw the greatest turnover in the 9<sup>th</sup> grade, with a total of 12 students leaving during the year. 5 of those students left because they wanted a bigger, more traditional high school experience. One student needed a different program placement. 6 students left after repeated discipline infractions.

In the 10<sup>th</sup> grade, 1 student left to participate in a larger, more traditional school environment and 1 student left after repeated discipline infractions.

Through the course of the year, 21 students came to BArT, including the 5 who subsequently left.

We expect an additional 9 students will not return to BArT this fall: 1 is returning to the district schools to avoid being held back for academic reasons, 4 have expressed dissatisfaction with the school's discipline code, 3 want to participate in organized sports and cannot do so with our extended day, and 1 is moving out of state.

**Student Discipline Data{ TC “Student Discipline Data” \f C \l “2” }**

Students received in-school suspensions for code of conduct infractions including cheating on assessments or showing disrespect towards teachers and other students.

Students received out-of-school suspensions for code of conduct infractions including making verbal threats of violence towards other students or teachers, repeated disrespect towards teachers and other students or defacing school property.

**# of In-School and Out-of-School Suspensions**

	# of Students Receiving a Suspension	# of Offenses Resulting in a Suspension
In-School Suspensions	15	38
Out-of-School Suspensions	24	48

One student was expelled during the school year for making a serious threat to harm another student.

**Staff Profile{ TC "Staff Profile" \f C \l "1" }**

**School Leaders{ TC "School Leaders" \f C \l "2" }**

Julia Bowen served as the school’s Executive Director for the 2005-2006 academic year.

Kate Drake began the year as BAiT’s Principal, but left in early December for personal reasons. Ellen Ennis, a master teacher and the school’s Dean of Faculty, stepped in to serve as the Acting Principal and, in June, was hired permanently as BAiT’s Principal.

**Classroom Teachers { TC "Classroom Teachers" \f C \l "2" }**

The school began the year with 13 full time teachers and 5 full time para-professionals. During the school year, 1.5 more teachers were added, a para-professional was promoted to a teaching position, and a replacement para-professional was hired to meet the academic and behavioral needs of our students. On average, BAiT teachers had 6.4 years of classroom experience and para-professionals had 1.4 years of classroom experience. Including this year, the teachers have served an average 1.5 years at BAiT, while the para-professionals have served an average of 1.2 years at BAiT. 83% of the faculty - 77% of the teachers and 100% of the para-professionals - were Highly Qualified by the end of the year.

**Breakdown of Teachers and Class Sizes by Discipline**

Discipline	# of Teachers	Average Class Size
Humanities	3.5	19.3
Math/Science	4	19.3
Arts (Performing, Visual)	1.75	19.3
Foreign Language	.5	17
Special Needs	2	1 – 8
Fitness	1	19.3
Reading	1	1-8

**Professional Development for Teachers**

Teachers and para-professionals participate in extensive professional development activities at BAiT. All teachers attended a month-long teacher residency in August of 2005 with sessions that focused on supporting the needs of diverse learners, differentiated instruction, and curriculum development. Teachers received 16 hours of training to support developing reading skills and comprehension across all academic disciplines. Throughout the year, teachers participated in additional professional development activities relating to classroom management and the legal requirements of public schools and teachers.

Importantly, all teaching faculty received over 18 hours of professional development in technology integration and 14 hours in arts integration, all delivered in a formal, structured program. During the month of August, teachers learned how to create and update webpages and use an interactive curriculum development tool that could be shared by others. They also learned how to create web walkabouts and utilize the school’s technology to access student assessment data. Teachers also participated in a workshop to learn how to utilize fully the editing functions in Microsoft Word.

All teachers attended three workshops on visual and arts-integration during the August professional development sessions. These workshops explored the fundamental concepts of arts-based curriculum planning and creating rubrics for evaluating and assessing creative works. They

were designed by the school's Arts Program Coordinator and included a workshop with Michael Cassin, Curator of Education at the Clark Art Institute in Williamstown.

In addition to the formal professional development activities provided during August and throughout the year, all teachers had opportunities to work with the school's Arts Program Coordinator and the Director of Curriculum & Assessment to develop arts and technology-based curriculum. Math teachers also worked with two different outside consultants on both curriculum development and teaching methodologies.

**Teacher Attrition{ TC "Teacher Attrition" \f C \l "2" }**

Ten instructional faculty members, representing 69% of the teaching staff, will not return to BArT this fall. One teacher is taking a leave of absence for personal reasons; another is leaving to work at a school with a shorter day; six are leaving for personal reasons and two were not reappointed. Three of the six who are leaving for personal reasons, after notifying the Principal of their intent to depart, requested either the same or a different position at BArT. In each instance, either the position had been filled or the administration had concerns about the individual's continued employment at BArT.

At present, four of five para-professionals intend to return for the fall. The fifth has requested her position be reduced to part-time, which is still under review pending staffing requirements.

## **Plans for Dissemination**

While BArT does not yet have proof of significant dissemination, the faculty and staff have begun projects to ensure that we will be able to disseminate best practices in all curriculum areas, including the integration of arts and technology in core academic classes. Our Arts Program Coordinator and our Technology Program Coordinator have already applied to present elements of our program at conferences during the 2006-2007 school year. We also hope to present sessions at the upcoming Massachusetts Charter Public School Association's Annual Convention.

Since BArT opened, teachers have participated in two activities, described below, to share their curriculum more broadly.

### ***Diploma Plus Network***

BArT is a member of Commonwealth Corporation's Diploma Plus network. Through this network, BArT participates in professional development workshops and shares curriculum development products with the other network schools (public schools in Massachusetts, Rhode Island, New York and now, California).

### ***Curriculum Units***

BArT teachers have learned the basics of creating a webpage to share their work – units, lessons and supporting class material - with the outside community. Through the course of the next year, faculty members will also develop “blended learning environments”, using computer technology to lead on-line class discussions, share student work, and provide accelerated learning opportunities.

During the 2005-2006 school year, BArT did try to support North Adams' project to extend their school day. The Board Chair and the Executive Director sent a letter to both the School Committee Chairman (also the Mayor of North Adams) and the Superintendent of the North Adams Schools, offering to share what has worked and what has not worked with BArT's extended day. Unfortunately, neither the Mayor nor the Superintendent chose to respond to the offer.

## Summary of Performance Relative to Accountability Plan Goals

### Success of Academic Program

The core work of BArT is to support students in achieving academic excellence. To this end, BArT evaluates student achievement through a number of external and internal assessments.

#### *MCAS Results*

Unfortunately, due to the timing of this report, MCAS data for 2005-2006 is not yet available. Our goals for the 2005-2006 school year for student achievement on the MCAS exams were:

- 15% of regular education students who have attended BArT for 2 years will pass MCAS in math
- 40% of regular ed students who have attended BArT for 2 years will pass MCAS in ELA
- 5% of special education students who have attended BArT for 2 years will pass MCAS in math
- 5% of special education students who have attended BArT for 2 years will pass MCAS in ELA
- 10% of students who have attended BArT for 2 years will have improved their pre-BART score category (e.g., Warning to Needs Improvement)

#### *Stanford Achievement Test (SAT) 10 Results*

BArT administers the SAT 10 Test to measure student progress over the course of the year. Each time students sit for the exam, they receive scores comparing their performance to the performance of their peers across the country, measured in Norm Curve Equivalency (NCE) points. No change in NCE points indicates that the student progressed through the year at pace with her/his peers across the country.

Our goal for student achievement on the SAT 10 exams was:

- Students who attended BArT for at least 1 year will improve their scores by an average of 2 NCE points in reading and 2 NCE points in math.

We are pleased to report that BArT students surpassed the reading goal, averaging an increase of 3.38 NCE points and just missed the math goal, averaging an increase of 1.6 NCE points.

#### *Internal Assessments*

By BArT's third year, all students will maintain a portfolio that demonstrates proficiency on the requisite arts and technology standards. Our goals for the 2005-2006 school year with respect to portfolios were:

- BArT will articulate graduation requirements for 8<sup>th</sup> and 12<sup>th</sup> grade students, including defining a process for creating and assessing portfolios from representative classroom work and/or special portfolio projects.
- Students in all grades will create 1 technology or 1 arts portfolio project

Over the course of the year, BArT administrators developed a pilot portfolio program in which all BArT students and faculty participated. The pilot program included a process for selecting and reflecting on work completed during the course of the year for each academic subject, and compiling a portfolio that was ultimately presented to 1-3 faculty members or other volunteers. Arts and technology projects were included in the portfolio selections. The pilot program was a success and will be implemented fully for the 2006-2007 school year.

BArT administrators, with input from faculty, also drafted the 8<sup>th</sup> and 12<sup>th</sup> grade graduation requirements. These will be refined during the August, 2006 teacher residency and approved by the Board of Trustees at their October, 2006, meeting.

**Organizational Viability**

BArT’s goals vis-à-vis organizational viability are to achieve financial stability, implement effective governance and management practices and demonstrate high levels of market demand.

**Financial Stability**

The Board of Trustees Finance and Audit Committee, in conjunction with the school’s Executive Director and Business Manager, successfully achieved financial stability during the 2005-2006 school year. Importantly, the team also took significant steps to ensure the school’s long term financial stability as well. During the school year, the BArT Foundation purchased the school building from a private owner and received \$1.8MM in QZAB bonds to renovate the building and purchase necessary equipment and furniture. The school borrowed \$4.6MM to purchase a 99-year lease on the building, dramatically decreasing the school’s short and long term facility costs and demonstrating commitment to the communities that we serve.

At BArT, financial stability includes strong financial controls, transparency of financial management, and consistent fundraising. The table below outlines the specific metrics used to measure BArT’s financial stability, and the school’s performance against the metrics.

Metric	Performance
Financial Control	
Budgets are prepared on time for BOT approval in April	FY06 budget was approved April 6, 2005 FY07 budget was approved on April 5, 2006
All revisions to budget are approved by the BOT	Revised FY06 budgets were approved in October 2005, March 2006 and June 2006.
Short term borrowing only used to manage cash flow	A line of credit was used to manage gap between expenditures and receipt of Chapter 70 funds, but was paid down completely each quarter.
Financial policies and procedures are in place and followed without deviation	Policies and procedures have been followed throughout the year. Detailed written procedures are in place for the handling of petty cash, placing of orders, payment of invoices, employee time sheets, payroll, bank reconciliation, weekly and monthly reviews. The Board Treasurer reviewed these procedures with the Business Manager.

Metric	Performance
Yearly independent audit with positive findings	<p>The FY05 audit started August 1, 2005 and was approved in its final form, with positive findings, by the Board at the November meeting.</p> <p>The auditors made a recommendation about the recording of grant income/ expenditures in Quickbooks which has been adopted.</p> <p>The auditors recommendation that a risk assessment be done of the potential for misappropriation of funds was implemented via the Treasurer's review of detailed procedures and responsibilities.</p> <p>The FY06 audit is currently underway</p>
Transparency of Financial Management	
BOT is made aware of and approves financial assumptions in each budget or major financial transaction	<p>Budget assumptions were reviewed by the Trustees in each of the two months prior to the adoption of the budget in April.</p> <p>Detailed briefings were conducted prior to the approvals of the foundation's QZAB loan and the school's loan for the 99- year lease.</p>
The Finance and Audit Committee and the BOT are informed in a timely manner (within one month) of significant changes to budget assumptions	<p>At each monthly Finance and Audit Committee meeting the Business manager and/ or Executive Director advised of any changes, positive or negative, that would have impact on the operating budget.</p> <p>When there were significant changes, a revised budget was prepared.</p>
Budget v. Actual expenditures are reported monthly to the BOT	<p>Each month the Finance and Audit Committee reviewed the prior month's results and made any recommendations to management and/ or the Trustees of remedial actions.</p> <p>Finance and Audit Committee minutes and the detailed reports were forwarded to Trustees and reviewed at the meeting.</p>
Full year forecast of revenue and expenses is updated three times annually and reviewed with the Finance and Audit Committee and the BOT	<p>The FY06 budget was approved in April, 2005, then updated and approved in October, 2005, March, 2006 and June, 2006 by both the Finance and Audit Committee and the Board of Trustees</p>
Fund-raising	
100% of BOT makes a donation to BArT	<p>All board members who served on the board for the 2005-2006 school year made a donation to BArT</p>

**Effective Governance**

The Board of Trustees Committee demonstrated effective governance of the school during the 2005-2006 school year, as measured by the metrics in the table below.

Metric	Performance
<b>Quorum</b>	
Quorum will be met at 90% of full Board of Trustees meetings	Quorum was met 100% of the time at full meetings of the Board of Trustees
<b>Decision-making</b>	
The Executive and Governance Committees will annually review BOT meeting minutes to identify the Board's major decisions	In June, 2006, members of the Executive and Governance Committees identified major decisions reached by the Board during the past year.
The BOT will approve an Action Plan for the following year at its annual retreat	An Action Plan for Year 2005-2006 was approved at the July 2005 retreat. This retreat focused on finalizing the Accountability Plan and creating and working against a Board Calendar, both of which were completed. The Executive Committee is currently organizing the next Board retreat for August 2006 at which the Board will approve a new Action Plan for the 2006-2007 school year.
The BOT will demonstrate that it is following best practices for decision making by adhering rigorously to the terms of the BArT bylaws	In June, 2006, members of the Governance Committee reviewed the BArT Bylaws and determined that the school was in compliance with these articles except for: 2.1 Number of Board Members (see below)
<b>Board Stability</b>	
70% of Trustees will serve the length of their term barring extenuating circumstances	In the 2005-2006 school year, two Board members resigned due to extenuating circumstances – increased professional demands in one case, and potential conflict-of-interest in the other. All other board members continue to serve out their terms.
Each Trustee will participate in an annual evaluation process to ensure that contribution to the Board demonstrates a strong commitment to the school	In June, all Board members completed a written self-evaluation, prepared by the Governance Committee, which were reviewed by the Board Chair in consultation with the Governance Committee.
The Board will maintain enough members in order to be in compliance with its bylaws	From January 2006 through May 2006, the school had one fewer board member (8) than the minimum number (9) as stated in its Bylaws, due to the departures of two members due to extenuating circumstances (as stated above).

**High Levels of Market Demand**

During the 2005-2006 school year, BAiT more than doubled its size, growing by 123%. The school measures market demand by considering both enrollment and parent/student satisfaction, as detailed in the table below.

Metric	Performance
<b>Enrollment</b>	
An average of 75% of students will return each year	93% of students who completed the year are expected to return in the fall.
<b>Parent/Student Satisfaction</b>	
No more than 5% of the student body will leave due to the dissatisfaction with the school's performance	Only 2 students cited the school's performance when choosing to leave the school, representing 1.4% of the student body.
75% of responding parents/guardians will acknowledge their satisfaction with the school	87% of parents who responded to the annual survey acknowledged that BAiT is a very good school. 87% also acknowledged that they are satisfied with their child's progress at BAiT.

**Qualified Human Resources**

The school measures the qualifications of the faculty and staff through the metrics described below.

Metric	Performance
<b>Administration</b>	
School leaders will ensure that the school meets the relevant academic and organizational goals outlined in the accountability plan	The school leaders developed good systems and processes to meet the school's relevant academic and organizational accountability goals. Not all goals were met, as detailed in this annual report.
School leaders will meet a number of pre-determined process-goals each year. Process goals will be determined at the end of each year.	The school leaders met all pre-determined process goals, as described below.
<b>Instructional Staff</b>	
80% of the instructors at BAiT will be considered "highly qualified" according to NCLB criteria within the school year	83% of the faculty - 77% of the teachers and 100% of the para-professionals – were considered "highly qualified" according to NCLB criteria.
80% of staff – when surveyed – will acknowledge their satisfaction with the school's work environment	5 staff members reported they were dissatisfied with the school's work environment, representing 17% of the staff.
No more than 20% of staff will leave due to dissatisfaction with the school as a work environment	Two teachers stated they are leaving due to general working conditions. This represents 7% of the staff.
Staff will be provided at least 30 hours of professional development training in the arts and technology each school year	Staff were provided with more than 30 hours of professional development training in the arts and technology during the school year. A detailed description is included in the Staff Profile section of this report.

In advance of the 2005-2006 school year, the Board of Trustees outlined a number of process goals for the Executive Director, and the Executive Director outlined process goals for the administrative team. All of those goals were met. They included:

- Creation of clear procedures to meet the school's legal requirements with respect to Special Education, English Language Learners, Civil Rights and Title 1
- Creation of a clear budgeting process that incorporates board and faculty input and sufficient time for review and revision prior to board approval
- Creation of cross-disciplinary grade-level team process to support all students
- Creation of a Special Education Parent Advisory Council
- Creation of a clear discipline system for students (amended mid-year, when we added a Dean)
- Creation of a faculty-wide planning calendar, shared electronically
- Creation of a curriculum map for the year, including a process to check in on progress against meeting standards
- Creation of a process for portfolio creation and student led conferences
- Documentation of standard operating processes, such as scheduling field trips, enrolling new students, hiring new employees, etc.
- Development of more time for resource support for students, and improvement of processes by which para-professionals support regular education teachers in the classroom

### **Faithfulness to the School's Charter**

The mission of BAiT is to integrate the arts and technology, throughout a college preparatory curriculum, to graduate independent thinkers, dynamic workers and active citizens. BAiT uses student portfolios to measure the school's success in meeting the stated mission.

The school's goals for portfolios for the 2005-2006 school year were:

- All students will maintain portfolios of their work and present their work in 2 student-led conferences.
- Faculty will develop the criteria and assessment rubric for 8<sup>th</sup> and 11<sup>th</sup> grade student portfolios.

During the school year, students maintained portfolios of their work in each of their classes. The Principal and Director of Curriculum & Assessment, in conjunction with the faculty, launched a pilot portfolio selection and presentation project at the end of the year, setting the stage for a full implementation in the 2006-2007 school year.

Unfortunately, due to the various interruptions to the academic program during the school year, students were not able to present their portfolios in 2 student-led conferences. However, with the implementation of the portfolio system, students did participate in student-led discussions about their work with a variety of adults. This experience will form the basis for the student-led conferences, which will be implemented during the 2006-2007 school year.

Additionally, the Principal and Director of Curriculum & Assessment, with significant input from faculty members, developed the preliminary criteria and assessment rubric for all portfolios, including the 8<sup>th</sup> and 11<sup>th</sup> grade student portfolios. These will be refined at the beginning of the 2006-2007 school year and in place for our first classes of 8<sup>th</sup> and 11<sup>th</sup> graders.

## Unaudited FY06 Financial Reports

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### BERKSHIRE ARTS & TECHNOLOGY CHARTER PUBLIC SCHOOL

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#### Statement of Revenue and Expenditures for FY 2006

##### Revenue

4000 - Federal Entitlements	156,595
4100 - Federal Other Revenue	219,360
4200 - State Funds	1,474,356
4300 - Foundations/Private Grants	170,394
4500 - Individual Donations	62,534
4690 - Local Other Revenue	13,508
4800 - Earned Revenues	38,464
4900 - Investment Income	1,410

**Total Revenue** **2,136,621**

##### Expenditures

5000 - Salaries/Wages - Administration	456,357
5100 - Salaries/Wages - Instruction	582,074
5200 - Benefits	52,964
5300 - Payroll Taxes	35,485
5400 - Student Expenses	134,750
5500 - Professional Fees	135,574
5600 - Advertising/Recruitment	8,490
5700 - Facilities	346,001
5800 - Student Services	171,244
5900 - Office Expenses	31,111
6000 - Insurance	8,517
6100 - Travel	2,280
6200 - Equipment/Furniture	54,314
6300 - Bank Charges/ST Interest (LOC)	9,800
6400 - Dues/Subscriptions	5,160
6450 - Fees/Licensing	0
6600 - Board Expenses	0

**Total Expenditures** **2,034,121**

**Net Income** **102,500**

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**BERKSHIRE ARTS & TECHNOLOGY CHARTER PUBLIC SCHOOL**

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**Balance Sheet as of June 30, 2006**

**ASSETS**

Current Assets	
Cash and Cash	53,247
Equivalents	
Accounts Receivable	188,581
Total Accounts Receivable	241,828
Other Assets	
Prepaid expenses	3,971,273
Restricted Cash	126,410
Total Other Assets	4,097,683
Fixed Assets	
Land and buildings	483,126
Equipment & Hardware	5,957
Total Fixed Assets	489,083

**TOTAL ASSETS** **4,828,593**

**LIABILITIES & EQUITY**

Liabilities	
Current Liabilities	
Accounts payable	21,027
Accrued payroll expenses	70,840
Deferred revenues	9,307
Total Other Current Liabilities	101,173
Noncurrent Liabilities	
Long-term debt	4,600,000
 Total Liabilities	 4,701,173
Equity	
3900 · Retained Earnings	24,921
Net Income	102,499
Total Equity	127,420
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>4,828,593</b>

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**BERKSHIRE ARTS & TECHNOLOGY CHARTER PUBLIC  
SCHOOL**

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**FY 2007 Approved Budget**

<b>Revenue</b>		
	4000 - Federal Entitlements	233,903
	4100 - Federal Other Revenue	43,860
	4200 - State Funds	2,389,150
	4300 - Foundations/Private Grants	223,250
	4500 - Individual Donations	148,000
	4690 - Local Other Revenue	0
	4800 - Earned Revenues	66,130
	4900 - Investment Income	0
<b>Total Revenue</b>		<b>3,104,293</b>
<b>Expenditures</b>		
	5000 - Salaries/Wages - Administration	679,930
	5100 - Salaries/Wages - Instruction	1,098,965
	5200 - Benefits	99,440
	5300 - Payroll Taxes	60,010
	5400 - Student Expenses	184,775
	5500 - Professional Fees	88,825
	5600 - Advertising/Recruitment	11,370
	5700 - Facilities	499,220
	5800 - Student Services	256,560
	5900 - Office Expenses	24,320
	6000 - Insurance	16,690
	6100 - Travel	4,000
	6200 - Equipment/Furniture	11,080
	6300 - Bank Charges/ST Interest (LOC)	5,500
	6400 - Dues/Subscriptions	6,530
	6450 - Fees/Licensing	0
	6600 - Board Expenses	0
<b>Total Expenditures</b>		<b>3,047,215</b>
<b>Net Income</b>		<b>57,078</b>

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