



# BENJAMIN BANNEKER CHARTER PUBLIC SCHOOL

## *Annual Report 2006*

Entering A Second Decade of Service  
To Cambridge-Boston Area Families



Wel coming All Chil dren,  
Chal lenging Every Learner,  
Cel ebrating Students' Success



## Table of Contents

<b>LETTER FROM THE BOARD &amp; EXECUTIVE DIRECTOR .....</b>	<b>1</b>
<b>MISSION, VISION, EXPECTATIONS.....</b>	<b>2</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
<b>ACADEMIC PERFORMANCE.....</b>	<b>5</b>
READING .....	5
MATH.....	7
SUPPORT SERVICES .....	9
<b>ORGANIZATIONAL VIABILITY.....</b>	<b>11</b>
EDUCATOR QUALITY AND SATISFACTION .....	11
DISSEMINATION .....	13
A SCHOOL OF CHOICE.....	13
TECHNOLOGY INFRASTRUCTURE.....	14
FINANCIAL RESOURCES.....	15
FACILITIES .....	16
GOVERNANCE .....	16
COMMUNITY SUPPORT .....	17
<b>FAITHFULNESS TO MISSION .....</b>	<b>18</b>
SCIENCE .....	18
TECHNOLOGY.....	19
STUDENTS' NON-ACADEMIC NEEDS .....	19
<b>SCHOOL ENVIRONMENT &amp; STATISTICS.....</b>	<b>21</b>
PARENT EVENTS & AFTERSCHOOL.....	21
SCHOOL INFORMATION .....	22
FACULTY INFORMATION.....	22
STUDENT CHARACTERISTICS.....	22
OTHER INFORMATIONAL STATISTICS .....	23
APPLICATIONS AND ENROLLMENT.....	23
<b>BANNEKER STAFF .....</b>	<b>25</b>
<b>THE BANNEKER BOARD OF TRUSTEES.....</b>	<b>28</b>
<b>INTERNAL &amp; EXTERNAL ASSESSMENTS.....</b>	<b>29</b>
MCAS READING & ENGLISH LANGUAGE ARTS .....	29
MCAS MATH.....	30
DEVELOPMENTAL READING ASSESSMENT (DRA).....	33
BANNEKER INTERNAL MATH ASSESSMENT.....	34
<b>FINANCIAL INFORMATION .....</b>	<b>35</b>
STATEMENT OF FINANCIAL POSITION AS OF JUNE 30, 2006.....	35
PRO FORMA INCOME STATEMENT FY06 .....	36
PRO FORMA INCOME STATEMENT FY07 .....	36
<b>FRIENDS OF BANNEKER.....</b>	<b>38</b>





# Letter from The Board & Executive Director

August 1, 2006

Dear Friends of Banneker,

We are proud to present Banneker's Annual Report 2006, a report that celebrates the completion of Banneker's first ten years and the start of its second decade. 2005-06 was a year of remarkable achievement and change at the Banneker School. Banneker entered the year amidst uncertainty, as a school in Restructuring facing charter renewal, and ended the year successfully completing several major milestones. Over the year, Banneker:

- ❖ Met its MCAS Adequate Yearly Progress targets in math for the first time, while continuing to meet these targets in English language arts
- ❖ Distinguished itself as the only Massachusetts school in Restructuring for math to meet Adequate Yearly Progress targets for all students and all student subgroups
- ❖ Completed a rigorous and successful charter renewal process, with a vote by the Board of Education to renew Banneker's charter for another five-year term
- ❖ Received permission from the Board of Education to transition from a K-8 to a K-6 school in 2006-07

Throughout this eventful year, the Banneker community maintained its focus on continued school improvement, implementing a Proficiency Campaign designed to further raise the bar of academic achievement in both math and English language arts. Banneker's mission areas of Science and Technology flourished; community relationships and higher education partnerships multiplied; and our school community grew even stronger. This spring, we welcomed next year's new K-6 families with a festive dinner, and celebrated the graduation and moving on of our current middle school students.

In this year of endings and new beginnings, it seems most appropriate to close this welcome letter with the words of one who knows Banneker best: a recent eighth grade graduate who attended Banneker since Kindergarten. This student will be attending a prestigious private high school, on scholarship, next year, and the following is an excerpt from a speech written to welcome new families to Banneker this spring.

"Being at Banneker has motivated me to want to succeed and make my future a great one. Growing up, things for me have not been easy. But Banneker has guided me and supported me through every hardship and challenge. I started off here without the opportunities of education in my home. Due to extreme personal and family problems, I was emotionally charged and easily upset.

The teachers at Banneker taught me how to control these emotions and use all my feelings and energy for the positive. They taught me way more than academics; they taught me how to live, to grow, and to give back to the world. Because of Banneker I have confidence I will make our world a better place, I'll attend college and I will influence lives the way Banneker influenced mine.

Being a parent can't be easy, but sending your child to Banneker is the right decision. You can rest assured your children will be safe, happy, and will receive an education they deserve. Banneker will take them and shape them into kind, honest, open-minded people, leaving here to leave their mark on our world.

Congratulations on your decision and welcome to the Banneker."

In these words, you see the Banneker mission in action. We, too, welcome you to the Banneker.

*Lenora Jennings*  
*Executive Director*

*Harriet Tolpin*  
*Co-Chair, Board of Trustees*

*Roland Hence*  
*Co-Chair, Board of Trustees*

**“...the color of the skin is in no way connected with strength of mind or intellectual powers...”** -- Benjamin Banneker, 1796



## Mission

The Benjamin Banneker Charter Public School is an urban K-eight Science and Technology school, committed to excellence in education. We believe all students can excel as learners and citizens when provided a rich, supportive, and stimulating educational environment.

The BBCPS is the inspiration of concerned community leaders, parents, and educators, with the common vision and purpose of providing all Cambridge and local youth, regardless of race, culture, language, or socioeconomic status, with a high quality education.

## Vision

The Benjamin Banneker Charter Public School will be known as a school that is changing the face of public education. It will be an example of educational excellence and dignity. Banneker students will be well prepared, both academically and socially, for high school and beyond. They will excel in all academic and non-academic areas. They will be respectful of themselves, their classmates, their school, their community, and of education.

All members of the Banneker community will support each other in pursuit of these common goals. We will exhibit commitment, compassion, patience, and perseverance. We will strive to meet the needs of each student and we will challenge all students – expecting achievement and celebrating success when our students soar.

## Expectations

### ***Banneker Teachers and Staff are Expected to:***

- Have high expectations for all students.
- Employ a large repertoire of teaching strategies.
- Teach students strategies for learning.
- Help students become problem solvers and creative thinkers.
- Promote students' natural curiosity and questioning spirit.
- Show students how to apply what they are learning to their everyday lives.
- Respect cultural diversity.
- Display a collegial spirit that supports and encourages others.
- Communicate with parents and encourage them to become actively involved in the classroom.

### ***Banneker Students are Expected to:***

- Respect teachers, staff, peers, and self.
- Treat others the way they want to be treated.
- Follow directions and work to the best of their ability.
- Put forth their best effort at all times.
- Follow the dress code and come to school prepared to learn.
- Demonstrate a sense of maturity and self-control in school.

### ***Banneker Parents and Guardians are Expected to:***

- Have high expectations of their children and be actively involved in their children's education.
- Participate in school activities and attend all teacher conferences.
- Send their children to school prepared to learn.
- Reinforce learning at home by monitoring homework.



## Executive Summary

***Banneker's Charter Renewed for a Third Term:*** In January 2006, the Banneker community celebrated as the Massachusetts Board of Education renewed the school's charter for a third five-year term. Based on the school's own in-depth analysis of its performance over the past five years, and the findings of an evaluation team that performed an intensive week-long site visit last fall, Commissioner David Driscoll recommended renewal for the Banneker. Banneker must continue meeting its own improvement targets and maintain the trend of improved student performance it has established in recent years. The Banneker community remains well positioned, and committed, to doing so – as the site visit team observed at the conclusion of their report, “All stakeholders, including Board and all levels of staff, appear united to work collegially and collaboratively towards student improvement and meeting the school's challenges.” (Schoolworks, October 2005) Banneker appreciates the Commissioner's recognition of our successful improvement to date, and the Board of Education's endorsement of our mission and work.

***Banneker Approved to Become a K-6 School:*** As part of Banneker's own analysis and preparation for charter renewal in 2004-05, the Board of Trustees had requested an amendment to Banneker's charter by the Board of Education: permission to transition from a K-eight to a K-six school. Although this request was a bittersweet one for Banneker, our community recognized that this transition would allow our school to build on its demonstrated strengths, better serve its community, and realize even greater success in its mission. The Board of Education granted this charter amendment request in January, as part of Banneker's charter renewal. Banneker will open in fall of 2006 as a K-six school.

Our primary concern in planning for this transition has been the smooth and successful transition of our current middle school students to the charter, district, or private schools of their choice. Banneker hired a Middle School Transition Coordinator who worked with our sixth-eighth grade students and families throughout the year, locating and applying for appropriate school placements. In June, Banneker graduated our last eighth grade class, and held a Moving On ceremony for our sixth and seventh grade students, celebrating the conclusion of their Banneker education. We will miss our middle school students, but we are confident that these students leave Banneker prepared for future success in the schools of their choice.

***New Levels of Academic Success:*** Academically, 2005-06 was a remarkable year of achievement for the Banneker School. For the first time, Banneker made all of its MCAS Adequate Yearly Progress targets in both literacy and math, for all students and all student subgroups (such as special education students, and students receiving free or reduced lunch). Banneker also had the distinction of being the only Massachusetts school in Restructuring for math to make these No Child Left Behind targets for all students and all subgroups. The Banneker community is extremely proud of these achievements and our successful school improvement work.

Another notable highlight of Banneker's 2005 MCAS performance was the scoring level of our third grade students in reading. Performance at this grade level soared in 2005, as 97% of all third grade students passed MCAS, and 41% scored at the proficient level. Banneker's passing rate for third grade students was higher than that of the state, and Banneker's proficiency rate for our African American third grade students also surpassed that of the state. We are proud of these achievements.

***Raising the Bar on Student Achievement in 2005:*** In our continuing pursuit of improved student performance, the Banneker launched a Proficiency Campaign in the fall of 2005. This campaign, whose goal was moving all

students toward proficiency in both English language arts and math, was a community-wide effort and focus throughout the year. We designed new internal assessments, the Banneker Mock MCAS in English language arts and math, and administered these assessments in the fall, gauging student performance levels. Classroom action plans, which set individual student and classroom proficiency targets, were then collaboratively created by teachers and leadership from the results of this assessment, from other student achievement data, and from curriculum lead and teacher feedback. The assessments were administered again mid-point of the year, to assess individual and school-wide progress.

As part of the Proficiency Campaign, teachers received professional development throughout the year in differentiated instruction (instructional and management strategies for working with diverse learners); Literacy Collaborative and Math Trailblazers (Banneker's math and literacy curriculums); and MCAS open-ended response questions. The Banneker community implemented a variety of strategies designed to engage and inspire both students and parents, including weekly vocabulary contests, monthly math contests, making student work more visible within the school, and raising school spirit through assemblies. This campaign succeeded in focusing our teaching, our assessment, and our community's attention and dialogue on building proficiency – and we eagerly await 2006 MCAS results.

***A Year of New Community and Higher Education Partnerships:*** 2005 was also notable for Banneker as a year in which new community partnerships, of all sorts, flourished:

- ❖ ***Union Baptist Church***, led by Reverend Jeffrey Brown, launched an extremely generous project at Banneker in collaboration with Curious George Goes to Wordsworth in Cambridge. The church provided every Banneker third grade student with a new book each week from this store, instilling a love of books and also developing the home libraries of our students.
- ❖ ***Hope Fellowship Baptist Church*** was a friend to Banneker throughout the year, supporting our school on projects ranging from painting, to our food can and sock drives, to our Spaghetti Dinner and school assemblies. A member of the parish even joined Banneker's School Culture team.
- ❖ ***Harvard Smithsonian Center for Astrophysics***, through Dr. Bruce Ward, partnered with Banneker on projects ranging from the Banneker Science Seminar Series to a science grant resulting in the gift of several new science units and on-site professional development for Banneker teachers.
- ❖ ***Project Zero of Harvard University's Graduate School of Education*** has chosen to work with members of Banneker's Science Team in their "Understandings of Consequence Project," as teachers help assess professional development materials created by this project.
- ❖ ***MIT's STOMP, Students & Teachers Outreach Mentoring Program***, is sponsoring one Banneker teacher's attendance at the summer Lego institute and will bring MIT students to Banneker classrooms in 06-07.

Banneker is grateful for this heightened level of community support, and looks forward to continuing these rich and rewarding partnerships next year.

***Dissemination Across Disciplines:*** In 2005, Banneker also continued to engage in dissemination activities across disciplines: in science, technology, and literacy. Banneker staff presented our approach to connecting hands-on science units across grade levels as a best practice at the Massachusetts Charter School Association in spring 2006. Banneker staff presented our literacy approach to integrating curriculum in a center-based framework at the Massachusetts Annual Title I conference this year. And Banneker made a unique contribution in the area of technology dissemination by distributing Ed Tech Links, an online newsletter describing current technology education articles with links, to various technology leaders across the state.



## Academic Performance

### Reading

**Goal 1:** Students at the Banneker will demonstrate continuous improvement in reading, and meet No Child Left Behind's Adequate Yearly Progress targets.

#### **Banneker's Literacy Program**

Our literacy program consists of several integrated components:

- Literacy Collaborative
- Reading Recovery
- Project Read

Throughout the program, reading specialists and classroom teachers regularly inform parents about their child's progress, through parent meetings, mailings, phone conversations and parent/teacher conferences. We encourage all parents to be involved in Title I reading programs, and offer information sessions to provide parents with information and tips related to reading strategies.

#### **Literacy Collaborative, K-Six, in its Third Year**

05-06 marked another successful year of implementation of the Literacy Collaborative, grades K-six, at the Banneker. A comprehensive model for school reform, Literacy Collaborative is a research-based, instructional model that is language-based, student-centered, and both process and outcome oriented. This program:

- Provides long term, site-based professional development for teachers
- Provides in-school leadership through the training and support of school administrators, leadership teams, and literacy coordinators
- Provides additional in-class support through direct instruction as well as coaching
- Emphasizes systematic data collection, assessment, and analysis to monitor the progress of students

Research has shown that effective implementation of Literacy Collaborative improves students' reading and writing performance and supports students in meeting state language and literacy standards. Literacy Collaborative is a collaboration of Lesley University, Ohio State University, and the Benjamin Banneker Charter Public School and implementation is overseen at Banneker by two full time literacy coaches.

#### **Continued Success with Reading Recovery**

In 05-06, we continued to implement Reading Recovery, an early intervention program that supports the lowest achieving students in the first grade. Reading Recovery helps these students develop their reading and writing capacities, and reduces the number of children who score below average on standardized achievement tests. In addition, Reading Recovery provides teachers with a base of information from which we can develop appropriate ongoing educational interventions for individual students.

#### **Project Read**

Project Read provides a systematic multi-sensory approach to decoding and spelling. Lessons are taught in a highly structured systematic manner with consistent review of previously presented concepts.

## **Kaplan Afterschool Support**

2005-06 marked Banneker's second year of offering Kaplan afterschool programs in both reading and math to Banneker students on-site. This on-site program was one of several critical initiatives supported by the Banneker Board of Trustees in 05-06, designed to provide our students with the support they need to achieve academic success. Banneker's Kaplan program provided services to at risk students in grades three-eight whose MCAS performance, internal assessments and class performance were below standard. Forty-two students participated in this program, approximately the same number of students who participated in 2004-05. These Kaplan students received small group academic instruction twice a week for an hour and forty-five minutes from trained teachers who were hired through Kaplan.

## **Literacy Assessments**

Banneker students' progress in literacy is measured through teacher observations, student work, and individual student assessments. Banneker administers both internal and external assessments in literacy, including:

- Clay's Observation Survey (K-two)
- Developmental Reading Assessment (DRA) (grades one-eight)
- The Slosson Oral Reading Test (SORT) (grades three-six)
- The Schlagal Developmental Spelling Test (grades three-six)
- Stanford Achievement Tests Version 9 (grades two-eight)
- Banneker ELA Mock MCAS (grades three-eight)
- MCAS (grades three-eight)

Internal reading and MCAS assessment results are presented in the Internal & External Assessments section of this report.

## **Literacy Success in 05-06**

In Banneker's third year of Literacy Collaborative, strategies for improvement in literacy achievement included:

- All K-six students received 2.5 hours of literacy instruction every day
- All K-six teachers received twenty-five hours of intensive training
- All K-six teachers received one in-class coaching session per month (including pre-conference, observation, and post-conference)
- Two full time literacy coaches provided professional development and coaching for all K-six teachers
- Two reading specialists provided small group instruction to students in grades K-eight considered at risk
- Two literacy coaches co-taught literacy with teachers in one Kindergarten, one second, one fifth, and one sixth grade classroom
- A K-six Literacy Leadership Team was created and met monthly to build continuity throughout grades and support and monitor implementation
- Three successful literacy events were held (Literacy Night, Poetry Tea, and Author's Breakfast)

## **Proficiency Campaign 05-06**

In addition to these strategies, we implemented new strategies in literacy during 2005-06 as part of Banneker's Proficiency Campaign. The Proficiency Campaign was a school-wide initiative designed to move all students toward proficiency in both literacy and math. As part of this campaign:

- We designed and administered a Banneker ELA Mock MCAS to all students grades three-eight (pre and mid)
- Administrators, classroom teachers, and literacy coaches worked together to create action plans based on this and other achievement data, setting individual student and classroom proficiency targets
- We assessed progress against these targets at mid-point of the year, using this data to guide instruction for the remainder of the year

## **Measuring Our Progress**

As defined in our Accountability Plan, Banneker's targets for improvement in literacy in 05-06 included:

- 10% increase in proficiency across all grade levels on MCAS
- 10% decrease in warning across all grade levels on MCAS

- Increased percentage of students reading on or above grade level over the course of the year (as measured by DRA)

Banneker met its overall literacy goal once again in 2005 by making Adequate Yearly Progress in English language arts for all students and all student subgroups. In addition, Banneker's performance at the third grade level soared in 2005. 97% of our third grade students passed MCAS, with 42% scoring at the proficient level. Banneker's passing rate for third grade students was higher than that of the state, and Banneker's proficiency rate for African American students also surpassed that of the state. We are proud of this achievement.

Banneker's performance against our Accountability Plan targets in literacy at other grade levels was mixed in 05-06, however. Proficiency at the fourth grade level declined in comparison with 04-05 results, but the warning level held steady at 13%. At the eighth grade level, proficiency did not increase over 04-05 results (30%) but the warning level remained extremely low at 5%. Our commitment to increasing proficiency for all students helped inspire this year's Proficiency Campaign, and we eagerly await 2006 MCAS results.

Banneker's performance on our internal reading assessment (DRA) in 05-06 shows remarkable gains for individual students over one year, particularly at the fourth-sixth and second grade levels. These grades experienced improvement gains ranging from 20 to 37 percentage points between September and June testing. 72-84% of students in second-fifth grades were reading on or above grade level by year end. The percentage of students reading on or above grade level was lower at the first and sixth grades, but all grades exceeded Banneker's minimum target of 50% of all students reading on or above grade level.

We are excited not only by the rate of improvement and reading levels of our students, but also by the significant increase of 05-06 year-end scores over 04-05 year-end scores at the fourth-sixth grade levels:

- 72% of fourth grade students were reading on or above grade level versus 56% in 04-05
- 76% of fifth grade students were reading on or above grade level versus 46% in 04-05
- 60% of sixth grade students were reading on or above grade level versus 22% in 04-05

### **Literacy Plans for 06-07**

Our literacy goal for 06-07 is to achieve a higher rate of student success. Our current strategies to achieve this goal include:

- Continued uninterrupted literacy blocks (2.5 hours/day) for all K-six classrooms
- Increased literacy teaching resources in all K-six classrooms, so that each student receives more instruction at the level appropriate for him/her
- Ongoing professional development for all K-six teachers
- Increased coaching support for grades exhibiting uneven performance
- Additional special education and small group intervention for grades exhibiting uneven performance
- Administering a consistent internal literacy assessment (DRA) to all students, grades one-six (pre, mid, and post each year) to guide instruction and our analysis of each student's performance over time
- Administering a new external assessment, Terra Nova, instead of Stanford 9
- Continued development of our K-six Literacy Leadership Team, to build continuity throughout grades and support and monitor implementation
- Continued strengthening of our home-school connection, ensuring our parents are aware of and are contributing to students' literacy achievements, and increased parent participation in literacy events

### **Math**

**Goal 2:** Students at the Banneker will demonstrate continuous improvement in math, and meet No Child Left Behind's Adequate Yearly Progress targets.

### **Mathematics Success on MCAS 2005**

Since the fall of 2003, Banneker has been devoted to continuous school improvement in the area of mathematics. During 2003-05, Banneker implemented Math Everywhere, a highly focused, visible, and multi-faceted school-

wide campaign designed to significantly raise student achievement. In 2004, Banneker made impressive gains as measured by Math MCAS: 60% of Banneker students passed in 2004 compared to 60% of Banneker students failing in 2003. In 2005, Banneker succeeded in attaining its math improvement goal, meeting its Adequate Yearly Progress targets in MCAS math for all students and all student subgroups.

This achievement was notable for several reasons. MCAS 2005 marked the first time in the history of the school that Banneker succeeded in meeting its No Child Left Behind targets in mathematics. In 2005, Banneker was also the only Massachusetts school designated as in Restructuring for math to succeed in meeting its Adequate Yearly Progress targets for all students and all subgroups. We are extremely proud of our community's achievement, and remain focused on and committed to continuous improvement in this area.

### **Math Improvement Plan 05-06**

Banneker created a new Math Improvement Plan for 2005-06, designed to build on the successes and lessons learned of the Math Everywhere campaign. The strategies of this plan included:

- Strengthening leadership in mathematics by expanding the role of Banneker's Science Coordinator. As Banneker's new Science and Math Coordinator, Lin Tucker is responsible for oversight and coordination of both curriculum areas, with the goal of more robust integration over subsequent years.
- Providing targeted math support to all teachers and classrooms, K-eight. Part-time Math Support Teachers worked collaboratively with teachers to provide direct services to students, K-two, three-five, and six-eight.
- Providing on-site professional development for teachers in Trailblazers, Banneker's current math curriculum.
- Providing an on-site Kaplan afterschool program in math for students in grades three-eight.

### **Proficiency Campaign 05-06**

In addition to the strategies of our Math Improvement Plan, we implemented additional strategies in math during 2005-06 as part of Banneker's Proficiency Campaign. The Proficiency Campaign was a school-wide initiative designed to move all students toward proficiency in both literacy and math. As part of this campaign:

- We designed and administered a Banneker Math Mock MCAS to all students grades three-eight (pre and mid)
- Administrators and classroom teachers worked together to create action plans based on this and other achievement data, setting individual student and classroom proficiency targets
- We assessed progress against these targets at mid-point of the year, using this data to guide instruction for the remainder of the year

### **Math Assessments**

Banneker students' progress in mathematics is measured through teacher observations, student work, and individual student assessments. Banneker administers both internal and external assessments in math, including:

- Banneker Math Internal Assessment
- Banneker Math Mock MCAS (grades three-eight)
- MCAS (grades three-eight)

### **Measuring Our Progress**

As defined by Banneker's Accountability Plan, our targets for improvement in math in 05-06 include:

- 10% increase in proficiency and 10% decrease in warning across all grade levels on MCAS
- Increased number of students showing improvement gains over the year and scoring 50% or higher on Internal Math Assessment post test

2005-06 math MCAS results were cause for celebration at Banneker, as the school made Adequate Yearly Progress for all students and all student subgroups for the first time in its history. Banneker was the only Massachusetts school in Restructuring for math to met these No Child Left Behind targets.

Banneker's performance against our own Accountability Plan grade level MCAS targets was mixed in 05-06. Fourth grade performance fell below improvement targets; sixth grade performance rose above them in proficiency; and eighth grade performance met warning but not proficiency targets. These results helped inspire this year's Proficiency Campaign, and we eagerly await 2006 MCAS results.

Banneker's Internal Math Assessment, administered for the first time in 03-04, is based on Massachusetts frameworks and consists of open response, multiple choice, and short answer questions. The 05-06 results for this assessment show significant improvement gains for individual students in math over one year, with notable growth at the sixth grade (49 percentage points) and Kindergarten (33 percentage points). These results also show higher levels of school-wide achievement than in previous years, with students in grades K-two averaging approximately 80% correct on post testing, and all grades other than third surpassing the Accountability Plan target of 50% or more correct.

Results from Banneker's internal assessment and 2005 MCAS are presented in the Internal & External Assessments section of this report.

### **Math Plans for 2006-07**

Our math goal for 06-07 is to not only maintain the improvement we have realized in recent years, but focus our improvement efforts on achieving even higher rates of student success. We have multiple strategies in place for 06-07 that are extremely exciting, and that we believe will result in new levels of achievement. These strategies include:

- Maintaining our current leadership and math support structure (oversight by our Science and Math Coordinator, and direct services to students by Math Support Teachers)
- Administering a new external assessment, Terra Nova, to assess student achievement over time and in comparison to national norms
- Adopting a new math curriculum, ThinkMath, currently under development by the Math Center for Education at EDC. In 06-07, Banneker will be a pilot site for this curriculum, which will be published in January 2007. ThinkMath curriculum developers will work directly with Banneker staff to monitor and support the initial implementation of this curriculum.

We are very excited by our math progress and plans, and by our upcoming collaboration with EDC in a curriculum area of such significance to our school. We look forward to our work next year and to significant improvements in the areas of curriculum and assessment.

### **Support Services**

**Goal 3:** The Benjamin Banneker Charter Public School will demonstrate effective support services, including special education.

### **Banneker's Special Education Program**

The Banneker's approach to special education is to provide services to students on Individual Education Plans (I.E.Ps) using an inclusionary model that minimizes the amount of time students spend working outside of the classroom. Individual Education Plans are written for students eligible and in need of special education services. Special education teachers focus instruction to facilitate progress toward mastery of objectives on these plans.

The Special Education Team consists of a Director of Support Services, two full-time teachers, a school adjustment counselor, a speech pathologist, and a consulting occupational therapist. Throughout the year, this team works collaboratively with general education staff to best meet the needs of students.

### **Parent Involvement**

We encourage parents to participate in their child's special education program. We hold parent meetings, communicate with parents on an ongoing basis, offer a parent resource library, and have joined MASSPAC. This year, our parents committed to creating a Parent Advisory Council (PAC) and they were instrumental in planning the spring parent meeting. We hosted two parent nights to provide parents an opportunity to meet the Special

Education Team as well as one another. In the fall, we presented *The Rights and Responsibilities of Special Education Parents* and *Connecting Self Esteem to Academic Achievement*. In the spring, we had a guest speaker who spoke about *Strategies for Addressing Attention Issues in Children*. At this meeting, parents were given Summer Time Activities to promote learning throughout the summer.

### **Homework Club**

Banneker also offers Homework Club to students on IEPs, second language students, and others who are recommended by teachers. Homework club is designed to provide after school support. During Homework Club, students receive clarification on assignments, extra help on long and short-term assignments, and support in studying for tests. The overall emphasis of homework club is to help students develop better study habits and to increase their academic independence. Homework Club meets twice a week and is staffed by Banneker teachers. Homework Club is voluntary; therefore, students who stay after school are dedicated to completing homework and receiving extra help. Homework Club is regularly attended and students show marked independence by the end of the school year.

### **Specialized Instruction**

Banneker offers a variety of specialized programs to address the needs of individual students. These programs include: Project Read, The Story Grammar Marker, and Handwriting Without Tears. Project Read, taught by learning center teachers, provides a systematic multi-sensory approach to decoding and spelling. Lessons are taught in a highly structured, systematic way, with consistent review of concepts learned over the year. Our speech pathologist uses The Story Grammar Marker, a hands-on manipulative tool, to model discourse skills that students need to communicate verbally and in writing. Handwriting Without Tears is a developmentally based handwriting curriculum, whose multi-sensory lessons address all learning styles. It is used in our lower elementary classrooms to promote handwriting skills, and its use is supported by our occupational therapist.

### **Measuring Our Progress**

As defined in our Accountability Plan, Banneker's improvement targets for students on Individual Education Plans in 05-06 include:

- Students will reach level of mastery on 75% of their IEP literacy and math objectives by their annual IEP review date
- Students will show a minimum improvement of one and a half years in reading, writing, and math on Woodcock Johnson III at their three-year reevaluation

Students are meeting, and in some cases exceeding, these goals.

### **Mastery of Objectives on IEPs**

Our data shows strong performance in meeting this goal for 05-06. All of our students mastered a minimum of 75% of their IEP objectives. In fact, most students mastered all IEP objectives at an 85% accuracy level. We have become more precise in writing learning objectives and tying these objectives to grade-level learning standards. Furthermore, use of assessment data when developing objectives along with direct, focused instruction from Learning Center teachers has resulted in mastery of IEP goals and objectives.

### **Academic Progress at Three-Year Reevaluation**

Students eligible for special education services are required by law to receive a special education reevaluation every three years to determine their current level of progress and continued need for special education services. This year, five students received a reevaluation. Comparative data is available for only three of these students (two students' initial testing was developmental testing, which is not easily compared to higher level academic testing). Of the three students for whom we have comparative data, all students met and exceeded minimum improvement of 1.5 grade levels for reading, math and writing. In fact, growth ranged from 2.8 years to 4.1 years. One student not only made significant growth but demonstrated through classroom performance that he is no longer in need of specialized services. The goal of special education is to provide direct, specialized instruction in order to help students build areas of weakness, develop strategies for learning, and become independent learners. Once students have developed greater academic confidence and skill, they are prepared to undertake the academic demands placed on them in general education and no longer need special education support.



## Organizational Viability

### Educator Quality and Satisfaction

**Goal 4:** The Banneker will demonstrate continuous improvement in educator quality and satisfaction.

#### Meeting Our Goals

This year, the Banneker successfully met and exceeded our targets for continuous improvement in educator quality and satisfaction, as defined in our Accountability Plan:

- 100% of Banneker teachers were highly qualified in 2005-06 according to federal No Child Left Behind guidelines
- 75% of staff members who were offered contracts for the 05-06 school year accepted them and were retained (a lower percentage than in 04-05, most likely the result of charter renewal uncertainty in the 05-06 year)
- 100% of new teachers (7) participated in the Banneker Mentoring Program
- All K-six teachers completed twenty-five hours of Literacy Collaborative training in the third year of this program
- Eight staff members attended the Literacy for All Conference in Providence, RI
- The Science Team (85% minimum) and other staff members participated in two offerings of the Banneker Science Seminar Series (two of the four seminars were offered to students). The four-session series featured guest scientists and educators from the Harvard Smithsonian Center for Astrophysics and the Urban Ecology Institute.

In addition, Banneker leadership conducted its third annual staff survey in Spring 2006, gathering data from staff about their accomplishments, concerns, and satisfaction in the 05-06 school year. Survey results are presented in a section that follows.

#### The Banneker Science Seminar Series

2005-06 marked the second full year of the Banneker Science Seminar Series, a professional development and best practice sharing program that features members of the greater Boston scientific and educational community presenting issues of interest to science educators and science learners.

Banneker presented four seminars through this series in 05-06. Two of these seminars were designed for Banneker science teachers and staff; two were designed for Banneker students. This year's seminars were:

- "A Look at the Night Sky," by Dr. Bruce Ward, Director of Projects ARIES and SEDNet at the Harvard Smithsonian Center for Astrophysics. Using StarLab, a portable planetarium, Dr. Ward brought astronomy to life for all Banneker staff members, focusing on the integration of astronomy with other curricula.
- "Research on Common Misconceptions in Science," by Dr. Bruce Ward. Dr. Ward presented research findings on misconceptions, which can help guide science instruction, to the Banneker Science Team.
- "Water Quality: Testing for Phosphates," by Regan Brooks of the Urban Ecology Institute, a seminar for Banneker middle school students.
- "Rocks and Minerals," by amateur geologist Bob Mersereau, a seminar for Banneker third grade students.

## **Technology Training Tuesdays**

2005-06 marked the second year of Technology Training Tuesdays, Banneker's own internal technology training program. Created by the school in 04-05 with funds from a Department of Education technology grant, Tech Tuesdays have become a permanent part of Banneker's approach to professional development. Attendance at Technology Training Tuesday events is required.

This year's sessions included:

- Operating system and software training, including Destination Math and GoSolve
- iSAFE internet safety training
- MassONE training (Massachusetts Online Network for Education)
- SmartBoard training (an interactive whiteboard)
- Technology in the Math and Science Classrooms (by Fresh Pond Education)

## **Technology Mondays**

During the second half of this year, Banneker launched a second technology training program with sessions on topics of general interest to staff. Technology Monday sessions are offered after school and attendance is voluntary.

This year's sessions included:

- Blogs and Wikis: The Next Generation of Information on the Internet
- RSS and Safari: How to Get Information to Come to You

We are excited by Banneker's various advancements in the area of technology this year, and look forward to building on this progress in 06-07.

## **Staff Satisfaction Survey**

In May 2006, Banneker leadership conducted its third annual staff satisfaction survey, surveying teachers, teaching associates, specialists, and other staff members to gather feedback about the successes and concerns of the 05-06 school year. 35 staff members participated, providing invaluable feedback to the Leadership Team.

According to staff, Banneker's greatest successes as a school this year have been:

- Getting our charter renewed
- Building our community and maintaining our culture, morale, and spirit
- Making Adequate Yearly Progress and improving MCAS scores
- Becoming a K-six school

According to staff, the greatest successes in the classroom this year have been:

- Raising student achievement and understanding
- Collaborating with teachers, teaching associates, and coaches
- Building relationships with students
- Creating an environment of high expectations conducive to learning

Staff rated their overall job satisfaction for this school year as:

- 11% Very Satisfied and 56% Satisfied
- 30% Somewhat Satisfied
- 4% Dissatisfied and 0% Very Dissatisfied

These results compare very well with results from the 2005 survey, and demonstrate a higher level of staff satisfaction in 05-06. This survey data tells us that:

- In 2006, a larger percentage of staff members were satisfied than in 2005 (56% vs. 38%), a smaller percentage of staff members were dissatisfied (4% vs. 10% in 2005); and no staff members were very dissatisfied (0% vs. 5% in 2005).

- Banneker not only succeeded in making Adequate Yearly Progress and getting its charter renewed in 05-06, we also built a stronger school community and maintained our morale and spirit in the process.
- Within Banneker classrooms, we not only raised student achievement and expectations in 05-06, but also built relationships with students and amongst staff.

We look forward to building on the momentum of 05-06, and will use this staff feedback to inform our planning and decision making in the 06-07 school year.

## Dissemination

**Goal 5:** The Banneker will demonstrate success as an innovative educational institution and resource.

### Meeting Our Goals

This year, the Banneker met and exceeded our targets for sharing best practice and demonstrating our success as an innovative educational institution. Banneker exceeded Accountability Plan targets with the following best practice achievements:

- Banneker’s approach to connecting hands-on science units across grade levels was chosen by the Massachusetts Charter School Association as a best practice and presented at the Best Practice Showcase in Spring 2006. “A Cup Full of Soil, Some Seeds, and Worms,” was presented by Rachelle Milord, Cherita Gonzales, and Lin Tucker (second and third grade teachers, and Science/Math Coordinator).
- Banneker’s approach to integrating curriculum in a center-based framework was presented at the Massachusetts Annual Title I conference this year. “Teaching the Unreachable: A Literacy Approach to Integrated Curriculum,” was presented by Sarah Little and Heather Martin-Steenburgh (Reading Recovery teacher and Title I Coordinator/Literacy Coach).

In addition to these achievements, Banneker made a unique contribution in the area of technology dissemination in 05-06 by publishing Ed Tech Links on a weekly basis. Distributed via email, Ed Tech Links contains descriptions of and links to current articles about technology education. Created by Banneker’s Director of Technology Integration, Jared Perrine, Ed Tech Links is posted for all Banneker staff and distributed to various technology leaders throughout Massachusetts.

Additional dissemination vehicles in 05-06 also include:

- Banneker’s web site, which was revitalized in 05-06 by the addition of a Weblog that offers an online collection of events and happenings at Banneker.
- Banneker’s new school brochure, produced after charter renewal in 05-06, and distributed to prospective families and the general public. This brochure shares detailed information about the Banneker’s academic progress and literacy, science, and technology programs.
- Banneker’s Annual Report, which is disseminated to Board members, families, and staff at the start of the school year, and is available at the school’s front desk, posted to the Banneker web site, and offered to prospective parents.

Sharing our best practices in urban education is a key goal of our school, and we are proud of our achievements in this area this year.

## A School of Choice

**Goal 6:** The Banneker will demonstrate that it is a school of choice for its community.

### Meeting Our Goals

This year, the Banneker successfully met our targets for improvement as defined in our Accountability Plan by:

- Maintaining an active waiting list of 466 students
- Filling over 94% of budgeted seats for the 05-06 school year

- Administering our Parent Survey in May 2006, with results showing increased satisfaction over 2005 levels, particularly in terms of parent/guardian relationships with classroom teachers

### **Banneker Parent and Guardian Survey**

At the end of the 2005-06 school year, Banneker conducted its annual survey designed to anonymously gather parent feedback about the school and students' experience with us. The survey asks for feedback about homework, communication, school events, and parents' overall satisfaction. It is mailed to students' homes, and is conducted in both English and Haitian Creole.

The survey return rate in 2006 was only slightly higher than that of 2005, with approximately 9% of parents and guardians responding (vs. 8% in 2005). Although these survey results represent only a small portion of our total community, it is interesting to note satisfaction trends in this data.

When asked which language the family speaks at home, responding parents confirmed that a high number of Banneker families speak a language other than English at home – most specifically, Haitian Creole:

- 50% speak English at home
- 25% speak English and Creole at home
- 15% speak Creole only at home

*In other words, approximately 50% of students come from English-only homes, and approximately 40% come from homes in which Haitian Creole is a primary language.*

In 05-06, a higher percentage of parents reported that Banneker was a good school for their children because of its academic program (51% in 05-06 vs. 40% in 04-05). Parents also noted Banneker as a good choice for its:

- Supportive environment (26%)
- Science and technology focus (23%)

Responding parents expressed a very high level of satisfaction with their students' classroom teachers in 2006, increased over 2005 survey levels:

- 100% strongly agreed and agreed that their child's teacher was easy to contact (vs. 81% in 2005)
- 100% strongly agreed and agreed that their child's teacher was responsive to their concerns (vs. 88% in 2005)
- 100% strongly agreed and agreed that they were well informed about their child's academic progress (vs. 80% in 2005)
- 100% strongly agreed and agreed that they felt welcomed in their child's classroom (vs. 94% in 2005)

Parents also continued to express a very high level of satisfaction with the school's academic program and environment:

- 90% strongly agreed and agreed that their child was academically challenged at Banneker
- 96% strongly agreed and agreed that their child was safe at Banneker
- 90% strongly agreed and agreed that the Banneker met their child's social and emotional needs

Although this survey represents feedback from a very small portion of our parent and guardian community, we are pleased with the improved satisfaction represented by these results – and will continue our efforts to increase the return rate of this survey in 2007. In our 2006 Staff Survey, staff identified parent involvement as one of their top concerns. A primary goal for Banneker in 06-07, as a school of choice, is to continue building our parent and school partnerships, increasing our parent involvement.

### **Technology Infrastructure**

<p><b>Goal 7:</b> The Banneker will demonstrate continuous improvement in its technology infrastructure.</p>
--

## Meeting Our Goals

This year, the Banneker successfully met and exceeded our technology infrastructure targets for improvement as defined in our Accountability Plan by:

- Continuing to exceed the Massachusetts Department of Education's recommended ratio of students to computers (5:1) by providing a 2.65:1 student-to-computer ratio
- Meeting a substantial number of Local Technology Plan Benchmark Standards 2004-05 through 2006-07

Under the direction of new Director of Technology Integration, Jared Perrine, Banneker created a new three-year Technology Plan in the fall of 05-06. Over the course of the year, most of the Local Technology Plan Benchmark Standards have been met under this plan. Over the course of 06-07, we will continue to make progress in the areas of:

- Teacher proficiency with technology use: currently, over 33% of Banneker teachers test at the proficient level on TSAT, and we will continue working toward 60% proficiency
- Student technology proficiency: we will continue working to raise fifth and sixth grade students to the proficiency level for the Massachusetts Recommended Instructional Technology Standards
- The expanded use of e-learning environments: Banneker staff currently uses MassONE's TSAT and Curriculum Tools, and we will provide stipends for teachers participating in the Partnership for Technology Professional Development in 06-07

## Continuing to Build our Infrastructure

In addition to meeting these goals, we continued to build on and enhance our technology strength. Over the course of 05-06, we significantly upgraded Banneker hardware by:

- Replacing all computers in the Computer Lab
- Purchasing SmartBoard (interactive whiteboard)
- Upgrading servers and increasing storage capacity
- Adding cable television and modem to the library, media lab, and administration building

We also significantly upgraded Banneker software by:

- Upgrading our Macintosh operating system to OSX Tiger
- Purchasing new curriculum software, including: Destination Reading, Destination Math, GoSolve, and FastMath
- Upgrading to Filemaker 8 and planning to transition to PowerSchool as our student information system

In addition to these improvements, we also completed the design of a new Banneker web site in 05-06, which will become live over the course of the summer. This site will provide each teacher with his/her own classroom space, with direct email access and the ability to post homework assignments. The site's software is easy to use, allowing Banneker teachers and administrators to directly manage and update information.

## Financial Resources

**Goal 8:** The Banneker will demonstrate the sustainability and stability of the school, through careful use of financial resources.

## Meeting Our Goals

This year, the Banneker successfully met our financial targets for improvement as defined in our Accountability Plan by:

- Establishing a board-approved budget that adequately supports our academic program goals
- Receiving an unqualified opinion finding by external auditors for the 05 school year

The Board of Trustees' Finance Committee made several significant contributions to Banneker's budgeting work this year, reviewing the budgeting process and guidelines, and creating a timeline for this annual task. Working closely with the Executive Director, the Board approved a break-even budget for 2006-07 after two years of critical initiative spending that supported Banneker's successful school improvement efforts. The Banneker, as an organization, is financially sound and well positioned for its third charter term.

## Facilities

**Goal 9:** The Banneker will demonstrate the sustainability and stability of the school through careful management of its facilities.

### Meeting Our Goals

This year, the Banneker successfully met our facilities targets as defined in our Accountability Plan by:

- Negotiating an agreement with our landlord, the Vineyard Church, to remain at the present location during the next charter term

## Governance

**Goal 10:** The Banneker Board will demonstrate effective leadership and governance.

### Board Success in 05-06

The 05-06 charter renewal year was another extremely productive one for the Banneker Board of Trustees. The Board set its annual goals during the September retreat, and exceeded its Accountability Plan target for the year by successfully meeting 90% of these goals. 05-06 accomplishments by the Board included:

- Engaging in and supporting a successful charter renewal process, including advocacy work on Banneker's behalf
- Working collaboratively with the Executive Director and Leadership Team on implementation planning for Banneker's successful charter amendment request: Banneker will open in 06-07 as K-six school
- Defining a break-even operating model for the school and approving a break-even budget for 06-07, after two years of Critical Initiatives spending
- Identifying fundraising as a whole Board (rather than subcommittee) responsibility, providing board development on this topic via consultant presentation, and laying the groundwork for developing a fundraising plan
- Implementing the Board's new subcommittee structure and membership
- Increasing Board visibility within the school and at events
- Completing the second Board self evaluation in June 2006

The Board did not receive any official complaints in 2005-06.

### Major Policy Decisions in 05-06

The Banneker Board of Trustees also succeeded in approving numerous policy decisions this year, including:

- Approving a new transportation proposal for 06-07
- Developing a new process and instrument for evaluating the Executive Director
- Evaluating Banneker's teacher compensation and approving a new salary scale for 06-07
- Creating a new grievance procedure and revising the employee handbook

### Charter Renewal and Amendment

On January 24, 2006, the Board of Education voted to renew Banneker's charter for another five-year term, and in the process approved Banneker's charter amendment request to become a K-six school of 350 students. Renewal was granted with the following three conditions:

- Banneker will make Adequate Yearly Progress for all students and no longer be identified as in need of improvement, in English language arts or mathematics, by 2007-08
- Banneker will meet or make substantial progress each year towards meeting its Accountability Plan goals for student academic achievement
- Banneker will enroll only 325 students for the 2006-07 school year, and may increase to 350 students when the two previous conditions have been met

## Board Self Evaluation 2006

The Banneker Board of Trustees' self evaluation in June 2006 revealed the following:

- 85% of participants were Very Satisfied to Satisfied with the extent to which the Board has met its governance responsibilities this year
- The Board considers its three greatest successes this year to have been supporting a successful charter renewal, balanced budgeting, and transitioning to a K-six school
- The Board believes the two most important things for it to focus on next year are fundraising and board recruitment

## Community Support

**Goal 11:** The Banneker will demonstrate continuous improvement in building community support.

### Meeting Our Goals

This year, the Banneker greatly exceeded our targets for building community support, as defined in our Accountability Plan, by creating several new community and higher education partnerships with:

- **Union Baptist Church**, whose Reverend Jeffrey Brown launched an extremely generous project in 05-06, in collaboration with Curious George Goes to Wordsworth. To instill a love of books and learning, and support the development of home libraries, the church provided every Banneker third grade student with a new book every week of the school year.
- **Hope Fellowship Baptist Church**, members of whom joined Banneker's School Culture Team and actively participated in and supported numerous school community events, including Banneker's food can and sock drives, Spaghetti Dinner, and assemblies.
- **Harvard Smithsonian Center for Astrophysics**, whose Dr. Bruce Ward, Director of Projects ARIES and SEDNet, has participated in the Banneker Science Seminar Series, and included Banneker in a science professional development grant. This grant has resulted in the gift to Banneker of several new physical and earth science units (ARIES), with on-site professional development for Banneker teachers in their use during 06-07.
- **Project Zero of Harvard University's Graduate School of Education**, whose Understandings of Consequence Project is working with Banneker's Science/Math Coordinator and teachers as they help assess professional development materials that illuminate how cause and effect impact students' understanding of science concepts.
- **MIT's STOMP**, Students & Teachers Outreach Mentoring Program, which is sponsoring one Banneker teacher's attendance at the summer Lego institute and will bring MIT students to Banneker classrooms in 06-07.

Banneker maintained existing educational relationships with:

- **Lesley University**, in our ongoing implementation of Literacy Collaborative and its extensive professional development for teachers in literacy
- **Fresh Pond Education**, which provided on-site technology training to Banneker staff (Technology Training Tuesdays)
- **Summerbridge**, an educational, college-oriented summer program for middle school students, which enrolled an increasing number of Banneker students for the Summer of 2006

Banneker also continued to build wider community support by hosting key events, such as:

- **Banneker Week**, an annual celebration of the life of scientist and mathematician Benjamin Banneker and other African American leaders, which this year focused on celebrating Banneker's ten years as a school.
- **The Banneker Technology Fair**, an annual event featuring work of students K-eight and illustrating how technology is integrated in support of curriculum.
- **The Banneker Science/Engineering Exposition**, now an annual event in which students present science projects to members of the Banneker community and invited guests.



## Faithfulness To Mission

### Science

**Goal 12:** Students at the Banneker will demonstrate mastery of scientific knowledge and skills.

#### **Banneker's Science Program**

At Banneker, science is a way of understanding the physical and natural world, as well as an evolving body of facts and theories. Through the study and inquiry of science, our students learn critical thinking and process skills. They develop habits of mind that will lead them, as citizens, to make informed decisions about the world around them. Our science program reflects Banneker's mission: it is based on the belief that all students can learn given the opportunity, and it engages teachers as lifelong learners, providing powerful role models for our students.

Banneker uses an exciting inquiry-based, hands-on science and engineering curricula to develop student understanding of basic science and engineering ideas. Inside and outside the classroom, students investigate topics and questions in life sciences, earth and space sciences, physical science, and engineering. Teachers work with our Science/Math Coordinator to ensure the program's success.

Banneker's science curriculum includes:

- Understanding goals aligned to Massachusetts Science, Technology & Engineering Learning Standards
- Core science units from National Science Foundation (NSF)-funded and field-tested curricula
- Curriculum unit assessments as well as Banneker's own assessments
- Annual science expositions that will alternate annually between inquiry (science) and design (engineering) and are guided by rubric
- Field trips to universities and science sites
- Teaching for Understanding units developed by Banneker teachers
- Science units integrating science with math and literature

#### **Banneker Science/Engineering Exposition**

The annual Banneker Science/Engineering Exposition features projects in all four strands of the science and technology/engineering learning standards. All Banneker students participate, presenting their work to other members of the Banneker community and demonstrating their knowledge during question-and-answer sessions. The projects are guided by rubric and the exposition is assessed by the Science Team. Expositions will alternate yearly in focus between Science Inquiry and Design Technology.

#### **Measuring Our Progress**

This year, the Banneker met and exceeded many of our targets for continuous improvement in science, as defined in our Accountability Plan:

- On 2005 MCAS, we met and exceeded our targets for improving the passing rate of fifth and eighth grade students, decreasing the number of students scoring at the warning level by 10 and 20 percentage points. We did not, however, meet our proficiency target at either grade; instead, proficiency rates remained steady at 2004 MCAS levels. Increasing proficiency will be a focus of our 06-07 year.
- Student participation and exhibit quality both significantly increased in 05-06 for the annual Banneker Science Exposition. This year, the expo was held in two parts. The K-Two Exposition was held during

Banneker Week, and included whole class exhibits designed by rubric. The Three-Eight Expo was held in June, and included whole class, small group, and individual projects, designed by rubric. These projects represented all science strands, and this interactive exposition was attended by all Banneker classrooms, members of the community, and local area scientists and science educators.

- Internal assessments, designed to assess student understanding upon completion of each science unit, were administered throughout the year. These post-unit assessments were composed of previously released MCAS questions relevant to that unit.

## Technology

**Goal 13:** Students at the Banneker will demonstrate competency and skill in use of technology and integration across the curriculum.

### **Banneker's Technology Program**

At Banneker, technology is a resource and tool with which students can participate in and improve upon the world in which they live. Technology is a fundamental part of both the teaching and learning process. In addition to computers in each classroom, Banneker provides a state-of-the-art computer lab, which was fully updated in 05-06 and is staffed by a full-time Technology Liaison. Students attend a minimum of two, forty-five minute technology periods each week, with additional periods as needed for project work. Students use technology to accomplish a range of tasks, including research, building multimedia presentations, graphing and analyzing data, integrating graphics with text, and creating movies.

### **Integrated Projects and Digital Portfolios**

Students increase their technical skill and competence – and meet Banneker's grade-level expectations in technology – by completing four integrated technology and curriculum projects each year. These projects are collaboratively designed, and jointly graded, by the Technology Liaison and classroom teachers. The classroom teacher identifies content and learning standards, and the Liaison identifies technical tools and processes. The Technology Liaison then creates a blueprint, or study guide, for each project, which outlines the content and technology expectations for students, and serves as the basis for grading by teachers. Each Banneker student maintains a record of this work by building a digital portfolio, an online collection of the technology projects completed during each year at Banneker.

### **Banneker Technology Fair**

The Technology Fair, now in its sixth year, is an annual event. Parents and community members are invited to see student work and learn how technology at Banneker supports the curriculum and student achievement. Guests can review multimedia presentations throughout the school, and attend an assembly where students of each grade present their work.

### **Measuring Our Progress**

This year, the Banneker met most of our targets for continuous improvement in technology integration, as defined in our Accountability Plan:

- Each student grades three-six completed three integrated curriculum and technology projects for their Digital Portfolios by June 2006 (due to staff illness, we fell slightly short of our targeted four projects). The technology calendar for 05-06 was math, science, social studies, and language arts. Project software included Microsoft Word, Excel, and Powerpoint; KidPix; IMovie; Hyperstudio; and expanded internet use.
- Projects were rubric scored, with technology rubrics customized for each software application
- A large number of students submitted projects for the Banneker Technology Fair, K-eight (which was somewhat smaller in scope this year due to staff illness).

## Students' Non-Academic Needs

**Goal 14:** The Banneker will demonstrate continuous improvement in meeting the challenging non-academic needs of its students.

## **Our Programs and Process**

In 05-06, Banneker continued to invest in meeting the non-academic needs of our students, with staffing that included a School Wellness Coordinator, Behavior Intervention Specialist, and on-site counselor. We maintained the programs and processes that have proven successful in this area:

- Second Step, a nationally recognized, science-based, social skills and violence prevention curriculum (on the U.S. DOE's list of effective programs), continued to be implemented K-eight in 05-06. Second Step promotes positive social skills while reducing anti-social behaviors. All K-second grade teachers and teaching associates received training in 05-06, as well as five additional new teachers and associates. In addition, the School Wellness Coordinator supported implementation in 05-06 with weekly classroom coaching in three classrooms.
- Peer Mediation, a program that encourages students to think critically, respond constructively, and create positive solutions, continued in 05-06. Eight students and three staff members were trained, and this mediation team met thirteen times over the course of 05-06.
- The Coordinated Student Support Team – consisting of the Executive Director, Director of Support Services, School Wellness Coordinator, Behavior Intervention Specialist, Counselor, and Nurse – met regularly to review and discuss students emerging as in need of services. This team made recommendations for both internal and external supports for approximately 21 students in 05-06 and monitored their progress.
- The School Culture Team, funded by an Early Childhood Mental Health grant, met for a second year, with participation from a member of the Hope Fellowship Baptist Church. The School Culture team organized and held monthly school assemblies in 05-06, and was responsible for coordinating other successful school-wide events.

## **Measuring Our Progress**

Banneker's Accountability Plan identifies two targets for measuring school-wide progress in meeting students' non-academic needs:

- Reduced numbers of students reporting violent or negative school-based experiences on the Middle School Health Survey
- Increased number of students moving toward their developmental level on the Relationship Questionnaire

Unfortunately, funding for the Relationship Questionnaire ended in Spring 2004, so we have no data to report in this area. Middle School Health Survey results are available for 2005, on the other hand, and show success in meeting several targets. Between 2003 and 2005, the percentage of students who bullied or threatened others at school declined, from 17% to 14%. The percentage of students who skipped or cut school declined (11% in 2003 to 5% in 2005), as did the percentage of students who were suspended (22% in 2003 to 19% in 2005). However, the percentage of students who were bullied or threatened at school or on the way to school rose, from 15% to 19%.

Meeting the challenging non-academic needs of our students is at the very heart of Banneker's mission. We are proud of our achievements in this area and remain committed to continued improvement.



## School Environment & Statistics

### Parent Communication & Events

***Keeping Parents Informed:*** To keep Banneker parents and guardians well informed about their child's school day and upcoming events, we have continued to publish Wednesday's Backpack, an informational weekly. The backpack is sent home with students and also posted to our web site. In 2005-06, we also introduced a new component to our website, the Weblog. The Weblog offers an online collection of Banneker activities and events, including pictures and video clips. We also recently completed the design of a new Banneker website that will give our teachers their own classroom space, so that teachers can post homework and other information.

***Monthly Parent Council Meetings:*** Banneker parent and guardian meetings were held monthly throughout 2005-06. This year, we alternated monthly morning and monthly evening meetings, to accommodate parent schedules – and even held one meeting off-site in Boston.

***First New Families Welcome Dinner:*** In June 2006, Banneker held its first Welcoming Dinner for newly enrolled students and their families. We introduced our school to new families over a seated dinner with entertainment by staff and students. A current Banneker parent welcomed new families to the school and spoke about her child's experiences.

### Afterschool : Banneker Extended Enrichment Programs

***During the School Year:*** The Banneker Extended Enrichment (BEE) Program supports parents and students throughout the school year by providing an academically supportive and socially, physically, and emotionally safe enrichment program from 3:00-6:00 p.m., Monday through Friday. Studies have shown that these hours are the time of day when children are most vulnerable to negative influences. The BEE program assists students in meeting academic standards by providing them with opportunities for academic enrichment activities, homework help, mentoring, peer leadership, arts and crafts, test-taking skills, and self development.

At BEE, students have time to complete homework, have a snack, receive enrichment in MCAS subject areas, and participate in thematically based activity sessions. Some of our themes have centered on nutrition, science, engineering, basic finance and critical thinking. A special photography project that brought the Banneker, Lesley University, Cambridge community members and Ghanaian students together ran through the year and into the summer.

This year, BEE was grateful for volunteers from the Vineyard Church, Hope Fellowship Baptist Church, Cambridge Health Department, Boston University School of Health, University of Massachusetts College of Art, Lesley University, Salem State College, guests from Ghana, and our Banneker parents and staff. The BEE program also worked collaboratively with Child Care Resource Centers in Cambridge, Boston and Lawrence, as well as Cambridge's Agenda for Children and Boston's Bridging the Gap. BEE's professional development and community participation included Agenda for Children, Leading for Quality, Governor's Summit on Out of School Time, and MAP at MOS among other trainings and workshops.

***During the Summer:*** The Banneker Summer Program is an extension of the BEE school year program that provides academic support and enrichment for Banneker students. The program runs through the month of July, from 8:00 a.m.-3:00 p.m. The focus of the program is on developing critical thinking skills and providing extra support for each child based on final school year assessments, with a post assessment at the end of the month.

The program consists of small academic classes in the morning, lunch, and afternoon enrichment activities and field trips. Field trips included: the Arboretum, Children's Museum, Cambridge Multicultural Arts Center, Uno's Pizzeria in Porter Square, Cambridge Public Library, Blue Hills, Newport Mansions, and Pawtucket Sox

### School Information

Grades Served	K-8
School Year	September 6, 2005-June 21, 2006
Number of instructional days	180
Hrs of Operation	8:00 am – 3:00 pm
Attendance	94.5 %.
Enrollment Cap	350
Average Class Size	17.6
Student/Teacher Ratio	6.5:1
Total Enrollment	310
Applications received	295
Applicants/Waitlist to seats	Approximately 6 to 1

\* Resumes Received: 1500 for 18 openings: 5 classroom teachers, 1 reading teacher, 1 receptionist, 5 Associate Teachers, 1 Business Manager, 1 Technology Director, 1 FT Speech &Language, 2 PT Math, one PT Spanish.

### Faculty Information

% Teachers who left during 05-06 school year	5%
	1 moved, 1 terminated, 2 went to another job
Teachers not returning since last report	1
% Teachers returning for the 06-07 school year	85%
Average years of teaching experience	4.7
Average years of service at Banneker	3.6
Teachers Highly Qualified according to NCLB	100%
Teaching Associates Highly Qualified by NCLB	100%

### Student Characteristics

Race	Number	Percentage
Black	266	86%
Hispanic	35	11.3%
Multi-Race, Non-Hispanic	8	2.7%

Sending District	Number	Percentage
Boston	128	41.3%
Cambridge	113	36.5%
Medford	18	5.8%
Malden	13	4.2%
Everett	7	2.3%
Somerville	6	1.9%
Randolph	5	1.6%
Lynn, Brockton (4 each)	8	2.6%
Lawrence	3	1.0%
Chelsea	2	0.7%
Arlington, Canton, Lowell, Revere, Waltham, Watertown, Woburn (1 each)	7	2.3%

## Other Informational Statistics

Characteristic	Number	Percentage
<b>Gender</b>		
Female	173	56%
Male	137	44%
<b>Language</b>		
Number and percentage of students classified as limited English proficient	32	10%
Number and percentage of students with home language other than English	98	32%
<b>Special Education</b>		
Percentage of Special Needs students (those with formal IEPs)	20	5%
Percentage of students who receive special services, but are not on IEPs	0	0%
<b>Free and Reduced Lunch</b>		
Number of students on free lunch	180	58%
Number of students on reduced lunch	40	13%
Total number of students on free and reduced lunch	220	71%
<b>Suspensions &amp; Expulsions</b>		
Out-of-School Suspensions (including fighting, continued disrespect of staff, verbal confrontation)	44 incidents 23 students	14% 7%
In-House Suspensions	43 incidents 29 students	14% 9%
Expulsions	0	0

## Applications And Enrollment

### Applications Received During the 05-06 School Year

Grade	Boston	Cambridge	Surrounding Towns	Total
K	92	20	24	136
1	21	4	4	29
2	27	2	2	31
3	25	3	2	30
4	25	1	0	26
5	17	1	4	22
6	18	1	2	21
Total	225	32	38	295

### Wait List by Grade and Residence

Grade	Boston	Cambridge	Somerville	Various Surrounding Towns	Totals	Openings
K	68	22	5	15	110	46
1	12	4	1	3	20	3
2	41	0	1	6	48	6
3	19	1	2	5	27	4
4	24	3	1	5	33	6
5	47	0	1	4	52	0
6	35	2	2	4	43	0
7	61	1	2	6	70	2
8	54	4		5	63	4
Totals	361	37	15	53	466	65

### Students Not Returning for the 2005-06 School Year

Moved/Transportation/Transition: 32	Other Reasons: 11	Total: 43
-------------------------------------	-------------------	-----------

**Students That Left During the 05-06 School Year and the Reasons They Left**

Grade	City	Date Left	Reason Left	Total
K	Boston (3) Cambridge (1) Chelsea (1) Woburn (1)	10/08/05 10/15/05 1/24/06 1/4/06 2/1/06 2/7/06	Moved (3) Transportation (1) Back to old school (1) Went into Foster Care (1)	6
1	Cambridge (1) Malden (1)	9/6/05 10/18/05	Moved (2)	2
2	Boston (2) Cambridge (1) Medford (2)	9/15/05 9/24/05 10/22/05 12/8/05 2/18/06	Moved (3) Transportation (2)	5
3	Boston (1) Cambridge (1) Malden (1) Medford (1)	9/24/05 10/1/05 10/22/05 2/1/06	Moved (2) Dissatisfied (1) Wanted to be with family (1)	4
4	Boston (1) Cambridge (1) Malden (1)	11/4/05 12/3/05 6/2/06	Moved (2) Back to old school (1)	3
5	Boston (2) Cambridge (1)	9/15/05 10/8/05 12/24/05	Moved (2) Transportation (1)	3
6	Malden (1)	10/1/05	Moved (1)	1
7	Brockton (1) Cambridge (2)	11/19/05 12/3/05 1/24/06	Dissatisfied (1) Moved (1) Transition (K-6) (1)	3
8	Boston (3)	12/2/05 12/8/05 3/27/06	Dissatisfied (1) Moved (1) Transition (K-6) (1)	3
<b>Totals</b>	Boston (12) Brockton (1) Cambridge (8) Chelsea (1) Malden (4) Medford (3) Woburn (1)		Dissatisfied (3) Moved/Transportation (21) Transition (2) Back to old school (2) Foster Care (1) Family (1)	30

**Students Entering the Banneker After the First Day of School**

Grade	Boston	Cambridge	Surrounding Towns	Total
K	3	2	2	7
1	2	2	1	5
2	5			5
3				0
4		1		1
5				0
6				0
7		1	1	2
8			1	1
<b>Total</b>	<b>10</b>	<b>6</b>	<b>5</b>	<b>21</b>



## Banneker Staff

<b>Executive Director</b>	Lenora Jennings	All are full-time employees, unless otherwise noted.	
Sherley Bretous-Carré	Curriculum Director	Annie Dugay	ESL
Adrienne Custodio	Kindergarten	Melissa-Rose Balan	Speech and Language
Derrek Magnette	Kindergarten	Charles Banks*	Associate Teacher
Julia Zack	Kindergarten	Julie Behenna	Associate Teacher
Susan Manuel	First Grade	Jared Converse	Associate Teacher
Catherine Julian	First Grade	Andrea Fernald*	Associate Teacher
Rachelle Milord	Second Grade	Faith Garner	Associate Teacher
John Willett	Second Grade	Theresa Gomes	Associate Teacher
Cherita Gonzales	Third Grade	James Hogan	Associate Teacher
Beverly Timothy	Third Grade	Widline Joseph	Associate Teacher
Gizelle Dizon	Fourth Grade	Andrianna Ramos	Associate Teacher
Amanda VanVleck	Fourth Grade	Alan Rodriguez	Associate Teacher
Suzannah Carr	Fifth Grade	Lauren Smith	Associate Teacher
Andrew Fotsch	Fifth Grade	Stanley Sterlin	Associate Teacher
Nicole Bunk	Sixth Grade	Janell Thompson-Weeks	Associate Teacher
Elizabeth Walsh	Sixth Grade	Samantha Walters*	Associate Teacher
Elise Morgan*	Seventh/Eight Grades Science	Adele Wilson	Associate Teacher
Tracy Amaral*	Seventh/Eight Grades English	Lori Likis	Dir. School Improvement
Amelita Phillips*	Seventh/Eight Grades SS	Robert Jumper	Business Manager
Barbara Greenberg*	Seventh/Eight Grades Math	Sharon Lombara	Executive Assistant
Lin Tucker	Math/Science Coordinator	Mary Lucey	Admin Assistant
Sean Best	Physical Education	Marie St. Germain	Receptionist
Darrow White	Music Education	Eusabia Rosario	Nurse
Julianne Franklin	Art	Jennifer Gordon	Librarian
Heather Steenburgh	Reading/Title I/Literacy Coach	Vinnette Brown	Cafeteria Manager
Molander Etienne	Reading/Literacy Coach	Elena Doolittle	Cafeteria Aide .5
Marie Seddio*	Reading	Louise Dunn	Nutrition .2
Sarah Little	Reading/Math	Sean Rahim	Security
Lucrecia Rodriguez*	World Languages.3	Barbara Brothers	Afterschool Coordinator
Shelly Hinds *	Health .2	Elena Doolittle	Afterschool .5
Jared Perrine	Technology Director	Chandra Banks Gooding*	Wellness Coordinator
Chuck Fisher	Technology	Shelly Hinds	Behavior Specialist .8
Anita Hicks	Computer Literacy	Deborah Durant	Transition (6-8)
Frank Koerner*	Math Tutor .5		
Dina Patel*	Math Coach .5		
Dr. Kathleen Horrocks	Sped Director		
Jennifer B'Oris*	Special Ed Teacher		
Howard Brown*	Counselor		

**\*Staff Not Returning in 2006-07 and Reasons Given**

Position Eliminated	Out-of-State Move	New Position	Maternity	Total
10	3	1	1	15

## Profiles of Teaching Staff

**Tracy Amaral:** Masters of Arts, Bridgewater State; Bachelor of Arts, Saint Anselm College; One year of teaching experience, first year at Banneker. **Certified, HQ.**

**Melissa Balan:** Masters, Massachusetts General Hospital Institute of Health Professions; Bachelors, University of Hartford; One year teaching experience, first year at Banneker. **Certified, HQ.**

**Sean Best:** Bachelors from Muskihgum College; Three years of teaching experience, third year at Banneker. Ohio certified; Passed all MTEL, **HQ.**

**Nicole Bunk:** Bachelors, Saint Joseph College; First year teaching, second year at Banneker. Passed all MTEL, **HQ.**

**Susannah Carr:** Masters from Middlebury College Bachelors from Salem State; Six years of experience, fourth year at Banneker. **Certified, HQ.**

**Adrienne Custodio:** Bachelors, Wheelock College; Four years of experience, fifth year at Banneker. **Certified, HQ.**

**Gizelle Dizon:** Masters, Wheelock College; Bachelors from Boston College; Four years of teaching experience, fifth year at Banneker. **Certified, HQ.**

**Annie Duguay:** Masters from Harvard; Bachelors, McGill University; Two years of experience, second year at Banneker; **Certified, HQ.**

**Molander Etienne:** Bachelors from University of the Virgin Islands; Certified as Literacy Coach, Literacy Collaborative; Sixteen years of experience, ninth year at the Banneker. **Certified, HQ.**

**Andrew Fotsch:** Masters from Trinity College Washington DC; Six years experience, third year at Banneker, **Certified, HQ.**

**Julianne Franklin:** Bachelor of Fine Arts St. Michaels College; Four years of experience, fourth year at Banneker. **Certified, HQ.**

**Barbara Greenberg:** Bachelors from State University of NY at Binghamton; First year teaching, first year at Banneker. **Certified, HQ.**

**Cherita Gonzales:** Masters from Lesley College; Bachelors from University of Massachusetts /Boston; Five years of teaching experience, sixth year at the Banneker. **Certified, HQ.**

**Catherine Julian:** Masters from American International College; Three years of teaching, experience third year at the Banneker. **Certified, HQ.**

**Frank Koerner,** Masters, Loyola University; Bachelors, Loyola University; Over thirty years of experience, first year at Banneker. **Certified, HQ.**

**Sarah Little:** Masters from Harvard University; Bachelors from University of Michigan; Seven years of experience, sixth year at Banneker. **Certified, HQ.**

**Derek Magnette:** Masters from Wheelock College; Bachelors from University of New Hampshire; Four years experience, fourth year at Banneker **Certified, HQ.**

**Susan Manuel-Nee:** Masters, Cambridge College; Bachelors from Elmira College; Seven years of teaching experience, nine years at the Banneker. **HQ.**

**Heather Martin-Steenburgh:** Masters, Wheelock College; Bachelors from Emmanuel College; Nine years of experience, eighth year at Banneker. **Certified, HQ.**

**Rachelle Milord:** Masters from Wheelock College; Bachelors University of Amherst; Six years of experience, third year at Banneker. **Certified, HQ.**

**Elise Morgan:** Masters from Antioch New England Graduate School; Bachelors from Earlham College; First year teaching, first year at Banneker. **Certified, HQ.**

**Amelita Phillip:** Masters from University of Phoenix; Bachelors from Boston University; First year teaching, first year at Banneker; **Certified, HQ.**

**Marie Seddio:** Masters from Long Island University; Bachelors of Arts in Child Study from St. Joseph's College; First year teaching, first year at

Banneker; **Certified, HQ.**

**Beverly Timothy:** Masters from Wheelock College. Second year teaching, third year at Banneker. Passed all MTEL, **HQ**

**Amanda VanVleck:** Masters from Bank Street College of Education; Bachelors, Haverford College; Fourth year teaching, second year at Banneker; **Certified, HQ**

**Elizabeth Walsh:** Masters from Boston College; Bachelors Boston College; Four years of experience, first year at Banneker; MTEL for Elementary (in process); **Certified, HQ.**

**Darrow White:** ABD, Musical Arts Boston University; Masters from Boston University; Bachelors from Yale; Fifteen years experience; tenth year at the Banneker. **Certified, HQ.**

**John Willett:** Bachelors from Bowdoin College; One year teaching experience, third year at Banneker. **Certified, HQ.**

**Julia Zack:** Bachelors from Laselle College. Three years of experience, fourth year at the Banneker. MTEL (in process) **HQ.**



## The Banneker Board of Trustees

### Officers

#### **Roland A. Hence**

Consultant  
Co-Chair, Board of Trustees  
Eighth year of service  
Third term expires September 2008

#### **Harriet G. Tolpin**

Consultant, Partners HealthCare  
Co-Chair, Board of Trustees  
Fifth year of service  
Second term expires June 2007

#### **Pamela Ogletree**

President & CEO, Children's Services of Roxbury  
Clerk, Board of Trustees  
Founding member, Benjamin Banneker  
Fifth year of service  
Second term expires July 2007

#### **Charles McVea**

CFO, Lena Park Development  
Treasurer, Board of Trustees  
Chair, Finance Committee  
Sixth year of service  
Second term expires July 2007

### Other Trustees

#### **Robert Bridgeman**

Director of Programs, Phillips Brooks House  
Harvard University  
Board Member  
Third year of service  
First term expires July 2007

#### **Anita Burke-Johnson**

Consultant  
Board Member  
Second year of service  
First term expires July 2008

#### **Scott Darling**

Environmental Counsel, MBTA  
Past Co-Chair, Board of Trustees  
Founding member, Benjamin Banneker  
Eleventh year of service  
Voted to extend third term one year  
Term expires July 2006

#### **Wei Ding**

CFO, Imaging Devices, Inc.  
Board Member  
Fifth year of service  
Second term expires July 2008

#### **Drucilla Edwards**

Paralegal, W.R. Grace & Company  
Board Member  
Parent  
Sixth year of service  
Second term expires July 2006

#### **Jean French**

Consultant, Director of Career Services  
Boston College Law School  
Board Member  
Second year of service  
First term expires July 2008

#### **Denise Patmon**

Associate Professor  
University of Massachusetts-Boston  
Board Member  
Second year of service  
First term expires July 2008

#### **Linda Rosetti**

Executive VP of HR, Iron Mountain Corporation  
Board Member  
Fifth year of service  
Second term expires July 2008

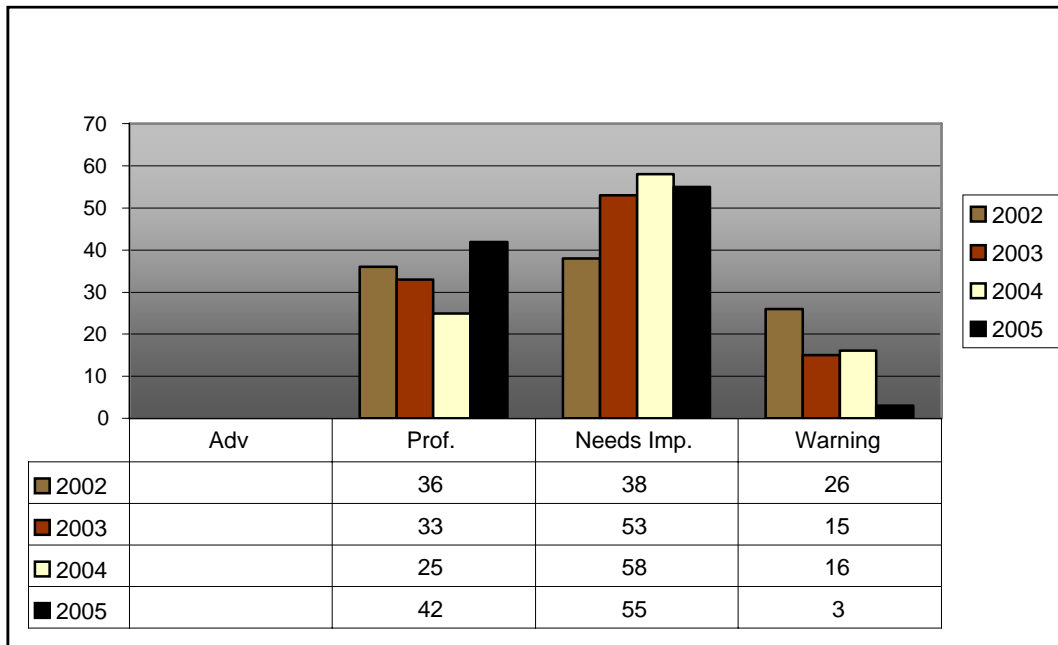
#### **Lenora Jennings**

Executive Director (Ex-officio)

# Internal & External Assessments

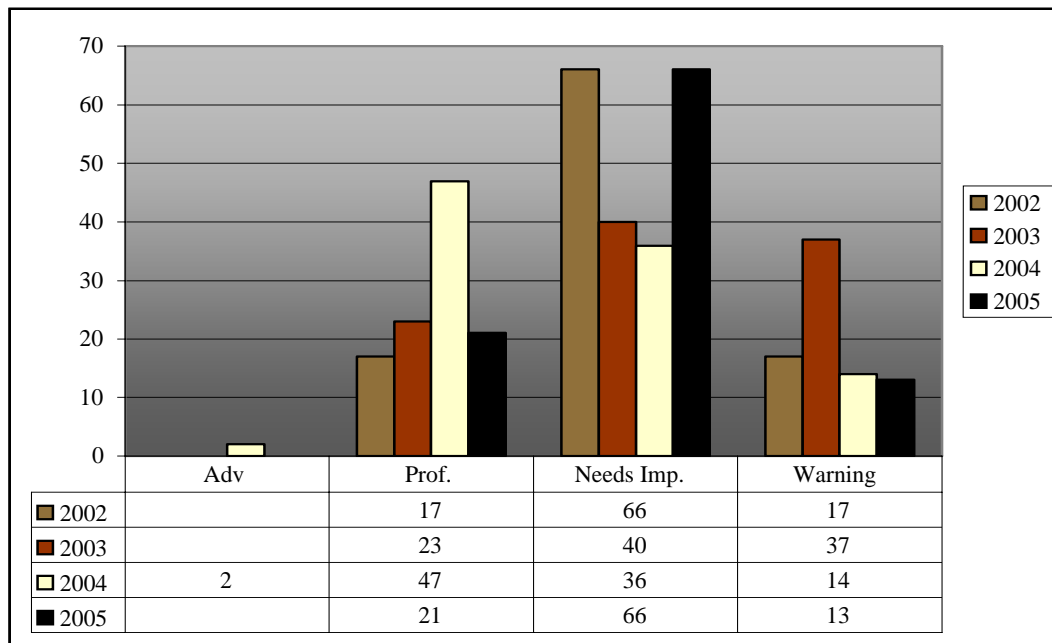
## MCAS Reading & English Language Arts

### Third Grade Reading MCAS 2002-2005



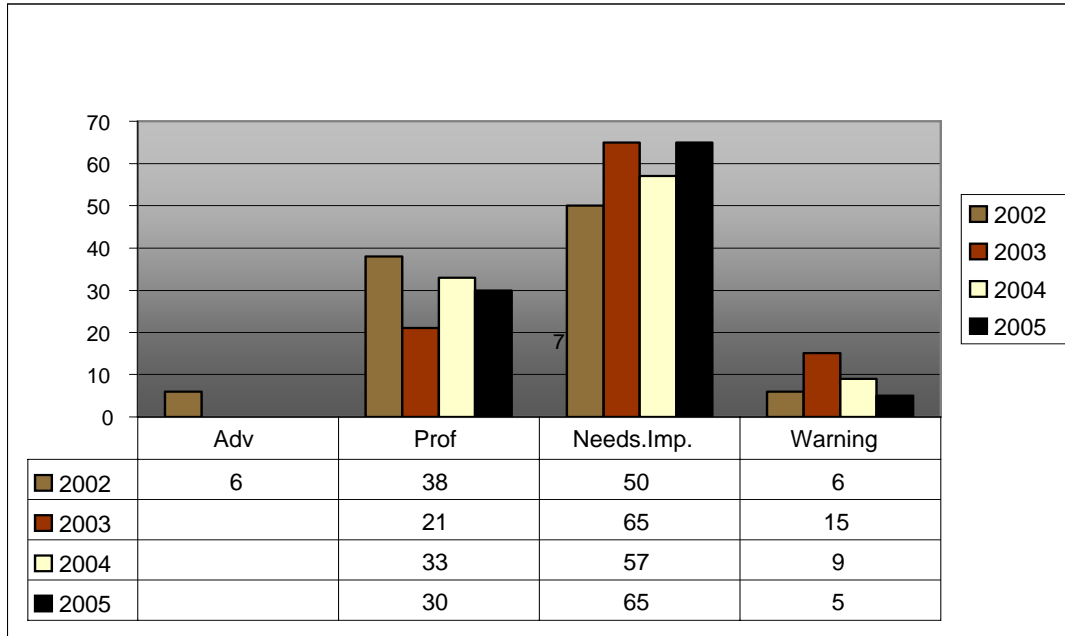
In 2005, 97% of Banneker third grade students passed the Reading MCAS. This passing rate surpassed the state's passing rate of 93%. The percentage of students scoring at the proficient level also rose in 2005 to 42%, an increase of 17 percentage points over 2004 levels.

### Fourth Grade English Language Arts MCAS 2002-2005



In 2005, 87% of Banneker fourth grade students passed English Language Arts MCAS. The percent of students scoring at the proficient level fell below the 2004 proficiency rate (21% vs. 49%).

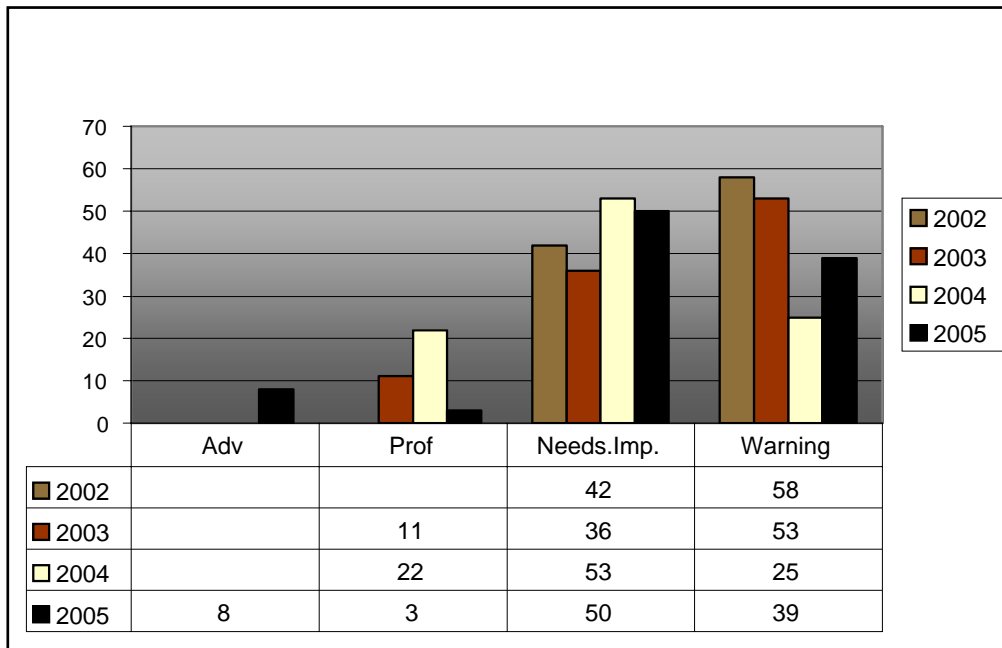
## Seventh Grade English Language Arts MCAS 2002- 2005



In 2005, 95% of Banneker seventh grade students passed English Language Arts (an increase of 4 percentage points over 2004). This passing rate surpassed the state's own passing rate of 92%. The proficiency rate for seventh grade students remained about the same as 2004 levels.

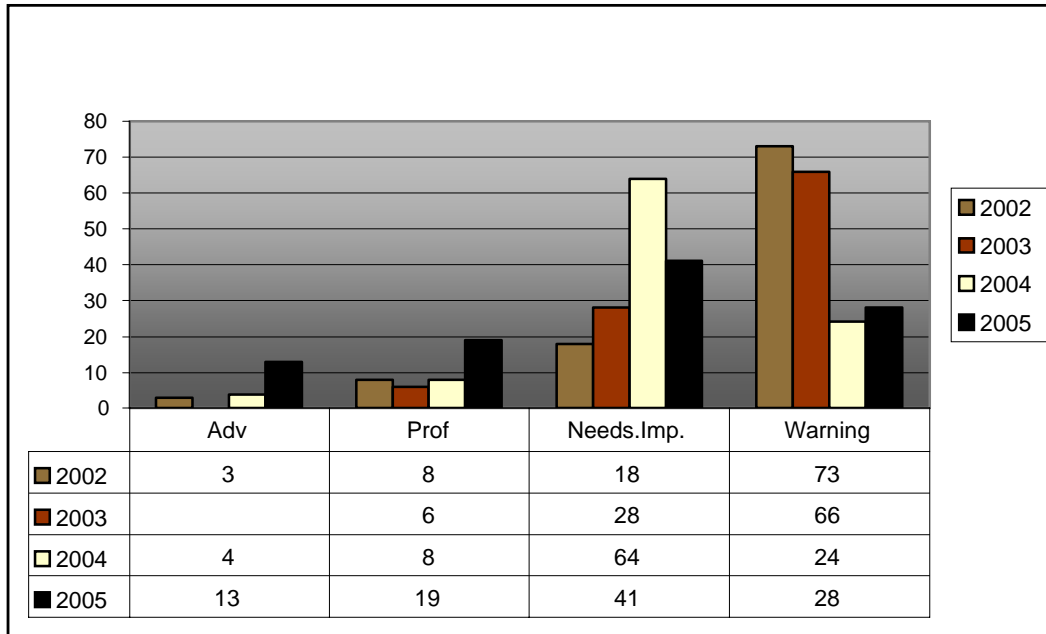
## MCAS Math

### Fourth Grade Math MCAS 2002-05



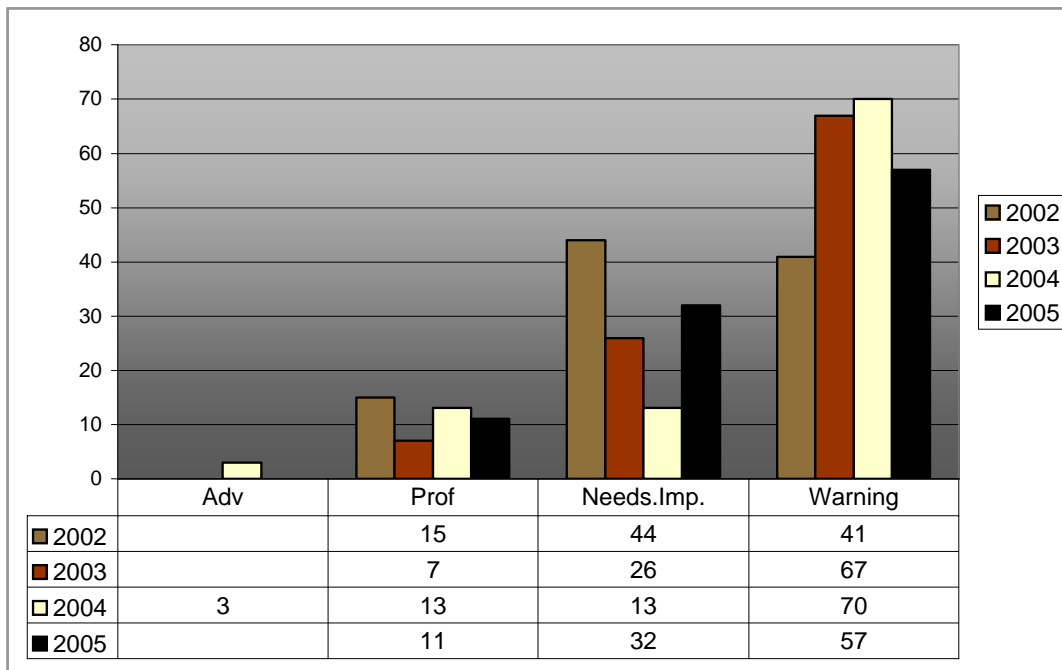
In 2005, 61% of Banneker fourth grade students passed Math MCAS (compared to 75% in 2004). The proficiency rate for fourth grade students decreased from 2004 levels (11% vs. 22%), but 8% scored at the advanced level for the first time.

### Sixth Grade Math MCAS 2002-2005



In 2005, 72% of Banneker sixth grade students passed Math MCAS, approximately the same passing rate as in 2004. However, 19% scored at the proficient level, and 13% scored advanced. The percent of students scoring at these levels increased dramatically over 2004 levels (by 20 percentage points in total).

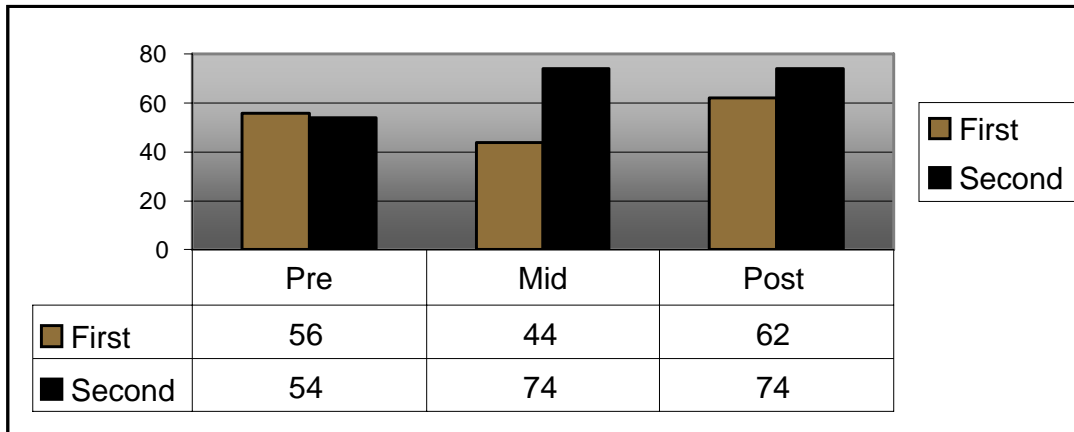
### Eighth Grade Math MCAS 2002-2005



In 2005, 43% of Banneker eighth grade students passed Math MCAS, a 13 percentage point increase over 2004 passing rates. 11% of Banneker eighth graders performed proficient or advanced, compared to 16% in 2004.

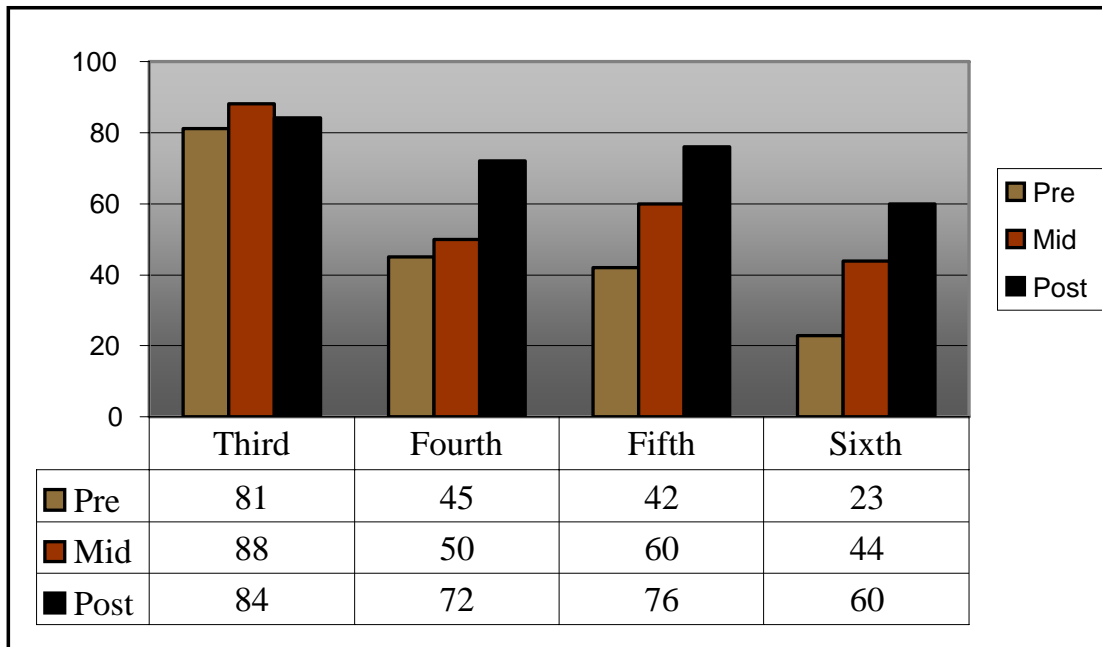
## Developmental Reading Assessment (DRA)

### First-Second Grades 2005-06: Students Reading On/Above Grade Level



By year end, the majority of all students in grades one-two were reading on or above grade level: first grade 62%, second grade 74%. The greatest improvement from pre to post testing occurred at second grade (20 percentage points).

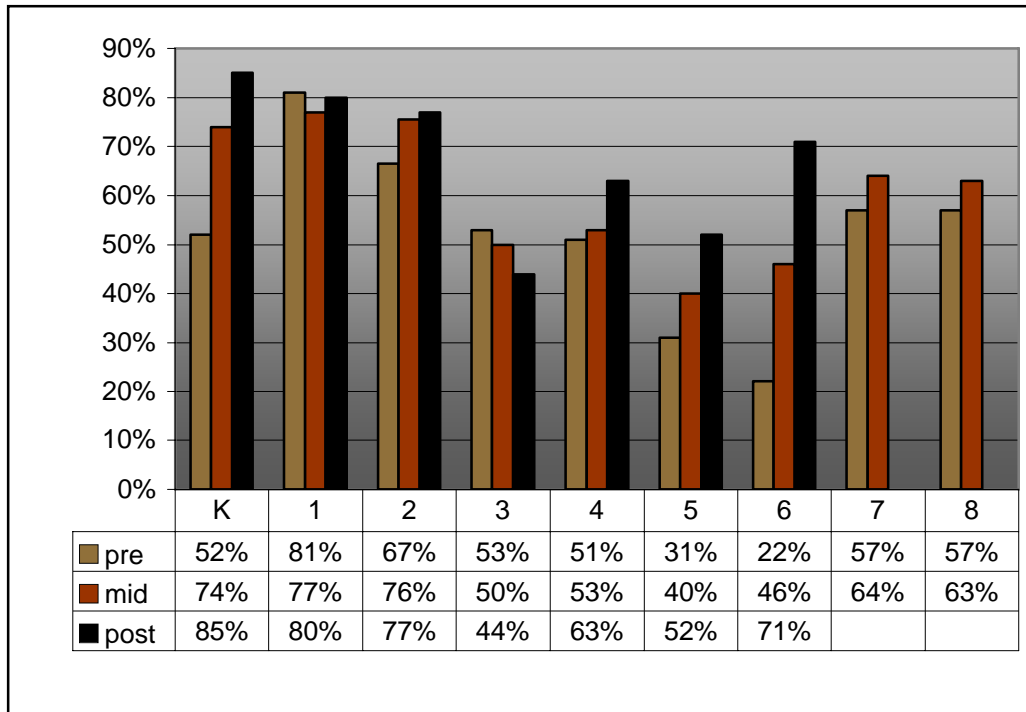
### Third-Sixth Grades 2005-06: Students Reading On/Above Grade Level



By year end, the majority of all students in grades three-six were reading on or above grade level. Third grade 84%; fourth grade 72%; fifth grade 76%; sixth grade 60%. The greatest improvement from pre to post testing occurred at sixth grade (37 percentage points); fifth grade (34 percentage points), and fourth grade (27 percentage points). The percentage of third grade students reading on/above grade level remained significantly high (above 81%) throughout the school year.

## Banneker Internal Math Assessment

### K-Eighth Grades 2005-06: Percent Correct on Pre, Mid, Post



Results for the Banneker Math Assessment show significant improvement gains for individual students over one year. Particularly notable growth occurred at sixth grade (an increase of 49 percentage points pre to post) and Kindergarten (an increase of 33 percentage points pre to post). Students grades K-two averaged approximately 80% correct on post testing, and all grades other than third well surpassed the 50% correct mark.



## Financial Information

### Statement of Financial Position As of June 30, 2006

#### Assets

##### Current Assets

Cash	\$2,240,924
Undeposited Funds	\$0
Accounts Receivable	\$26,441
Accrued Grant revenue	\$129,682
Prepaid Expenses	\$48,157
<b>Total Current Assets</b>	<b>\$2,445,203</b>

##### Fixed Assets

Equip & Improvements	\$1,364,052
Less Accum Depr	(\$1,320,222)
Total Fixed Assets	\$43,830
<b>Total Assets</b>	<b>\$2,489,032</b>

#### Liabilities and Equity

##### Current Liabilities

Accounts Payable	\$80,853
Other Current Liabilities	\$7,654
Accrued Expenses	\$362,078
Deferred revenue	\$59,838
<b>Total Current Liabilities</b>	<b>\$510,423</b>

##### Equity

General Fund Net Assets	\$2,325,434
Net Loss	(\$346,825)
<b>Total Equity</b>	<b>\$1,978,609</b>
<b>Total Liabilities and Equity</b>	<b>\$2,489,032</b>

## Pro Forma Income Statement FY06

<b>Revenue</b>		<b>FY06</b>
PP Revenue		\$4,037,351
Interest		\$24,181
Food Service		\$7,388
AfterSch Fees		\$83,032
Other		\$64,693
Grants		
	Title 1	\$180,428
	Nutrition	\$131,561
	Facility	\$560
	SPED	\$60,002
	Private Grants	\$14,500
	Title II	\$21,565
	Title V	\$4,396
	Other State Gr	\$39,553
	Total Grants	\$452,566
<b>Total</b>	<b>Revenue</b>	<b>\$4,669,211</b>
<b>Expenses</b>		<b>FY06</b>
Salaries		
	Teachers	\$908,907
	Associate	
	Teachers	\$421,849
	Title 1	\$178,814
	SPED	\$250,643
	Critical	
	Initiatives	\$131,019
	Other	\$381,808
	Administrative	\$614,520
	After School	\$71,780
	Summer	\$14,372
	Grant Staff	\$30,624
Total Salaries		\$3,004,336
Benefits/Taxes		\$554,492
Activities		\$24,243
Information		
Technology		\$71,845
Instructional		\$65,758
Title 1		\$38,423
SPED		\$24,972
Other Grant/Pr		
Exp		\$46,250
Instr Support		\$294,130
	Summer Prog	\$15,794
	Physical Plant	\$606,153
	Depreciation	\$83,893
	Administration	\$45,147
	General	\$140,600
<b>Total Expenses</b>		<b>\$5,016,036</b>
<b>Net Loss</b>		<b>(\$346,825)</b>

## Pro Forma Income Statement FY07

<b>Revenue</b>		<b>FY07</b>	<b>FY07 Total</b>
Per Pupil		4,595,190	
	Other	115,975	
	Grants	491,703	
<b>Total Revenue</b>			<b>\$5,202,867</b>
<b>Expense</b>		<b>FY07</b>	<b>FY07 Total</b>
Staff	Teachers	727,023	
	Ass. Teachers	425,412	
	Admin	749,293	
	Other	1,021,149	\$2,922,878
	Benefits/Tax		\$562,552
	Activities		\$22,025
	IT		\$120,305
	Instructional		\$87,140
	Title 1		\$41,897
	SPED		\$31,727
	Other Grants		\$39,574
	Inst Support		\$398,001
	Plant		\$682,696
	Depreciation		\$83,893
	General		\$178,511
<b>Total Expense</b>			<b>\$5,171,198</b>
<b>Net Income</b>			<b>\$31,669</b>



## Friends of Banneker

The Benjamin Banneker Charter Public School Offers Thanks  
To the Many Parents And Staff Members  
Who Have Given of Their Time, Tal ent, and Resources

The Banneker Al so Thanks Its Many Friends,  
Grateful l y Acknowl edging Donations From the Fol l owing:

- ❖ Alison Tolpin
- ❖ Anita Burke-Johnson
- ❖ Anne V. Garrity
- ❖ Anthony Lockhart
- ❖ Anthony Scavone
- ❖ Barbara Bazemore
- ❖ Barbara Boger
- ❖ Barbara Greenberg
- ❖ Barbara Vinick
- ❖ Big Picture Framers
- ❖ Bola and Theresa Ojo
- ❖ Catherine A. Cugell
- ❖ Charles Banks
- ❖ Charles McVea
- ❖ Chuck Fisher
- ❖ Dan Bertko & Lois Carra
- ❖ Daniel Tolpin, M.D.
- ❖ David Goldman
- ❖ Deborah Riel
- ❖ Denise Patmon
- ❖ Donna Jean Kaiser
- ❖ E. Caitlin Donnelly
- ❖ Emily Bushnell
- ❖ Eric Richard
- ❖ Fidelity Charitable Gift
- ❖ Harland Alpaugh
- ❖ Harriet Tolpin
- ❖ Jared Perine
- ❖ Jean French
- ❖ Jeanne Thiel
- ❖ Jose's Mexican Restaurant
- ❖ Judith D. Bentkover
- ❖ Julie A. Rosen
- ❖ Karen M. Quigley
- ❖ Katherine Schenck
- ❖ Ken Glusman
- ❖ Kenneth Kaiser
- ❖ Kim Seward & Jake Laughner
- ❖ Laura Cooley & Stephen Pasto
- ❖ Lenora & James Jennings
- ❖ Linda Rossetti
- ❖ Linwood Grill
- ❖ Lisa Gilmore
- ❖ Lisa T. Kling
- ❖ Lori Likis
- ❖ Lynette Robinson-Weening
- ❖ Lynn Wiatrowski Madsen
- ❖ Luna Azteca Restaurant
- ❖ MaMagoo's Restaurant
- ❖ Manuel & Sharon Smith
- ❖ Margaret Malt
- ❖ Marian L. Knapp
- ❖ Marie Seddio & Family
- ❖ Maxx Clothing
- ❖ Meryl Cohen & Philip Werner
- ❖ Michael Duclos & Julia Khorana
- ❖ Michael & Betty Hannigan
- ❖ Mr. & Mrs. Charles Nesson,
- ❖ Mr. and Mrs. Louissaint
- ❖ Myra J. Green
- ❖ Nancy C. Turnball
- ❖ Pam Ogletree
- ❖ Pamela W. Fox
- ❖ Pemberton Farms
- ❖ Prem Pradhan
- ❖ Redbones Restaurant
- ❖ Richard Casten & Carin Cookman
- ❖ Robert Bridgeman
- ❖ Robert Duguay
- ❖ Robert Jumper
- ❖ Robert S. Peterkin
- ❖ Robin Lipman Fishman
- ❖ Roland Gibson
- ❖ Roland Hence
- ❖ S&S Restaurant
- ❖ Sara J. Andrews
- ❖ Scott Darling
- ❖ Susan Manuel-Nee
- ❖ Susan Monsky & Will Williams
- ❖ Susan Spector
- ❖ Thai Kitchen
- ❖ Vineyard Church
- ❖ Wainwright Bank
- ❖ Wei Ding





**"However Diversified in Situation or Color,  
We Are All of the Same Family."**

**– Benjamin Banneker**

The Benjamin Banneker Charter Public School is named for Benjamin Banneker (1731-1806), a scientist, mathematician, astronomer, inventor, and writer. Almost entirely self taught, Benjamin Banneker was one of the first African Americans to gain recognition as a scientist.

Banneker's achievements were many. He built the first watch made in America, forecast several solar and lunar eclipses, and was a member of the first team to survey Washington D.C. He also published six Farmer's Almanacs — the first of which he sent to Thomas Jefferson, who praised his accomplishments.

The Benjamin Banneker Charter Public School honors Banneker's lifelong love of learning, belief in the potential of each person, and commitment to excellence in all pursuits.

**Benjamin Banneker Charter Public School**  
**21 Notre Dame Ave.**  
**Cambridge, MA 02140**  
**617-497-7771**  
**617-497-4223 (FAX)**  
**[www.banneker.org](http://www.banneker.org)**