

Berkshire Arts & Technology Charter Public School
Annual Report
2006-2007

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Mission Statement

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

Letter from the Chairman of the Board of Trustees

I am delighted to present this third annual report of the Berkshire Arts and Technology Charter Public School. During the 2006-2007 school year, the Executive Director and her senior administrators built on the strong foundation laid down the prior year in terms of school culture, behavioral expectations, academic performance and integration of the arts and technology.

Foundation courses for 6th through 10th grades now include quarter-long sessions in visual arts, dance, drama, and music. The grant-funded artists in residence program included: an award-winning composer whose course Music Composition and Introduction to Music Technology included students creating original compositions in the Apple music lab; group and individual projects in clay animation, stop motion animation, and video production; a world-class percussionist who introduced students to the science of sound; a stained glass artist; and a theater company who worked with students on Greek myths. Several new arts-integrated units were developed and added to the resource library, including students creating papier mache villages to illustrate their understanding of ancient Sumeria. Additionally, the school has taken full advantage of the rich arts resources in the area with many visits to museums and concerts.

BArT was once more over-represented in the Western Massachusetts District Chorus with 7 students accepted. A number of music and drama performances were presented during the year with the participation of high percentages of students of all ages and levels of academic achievement. Highlights were the powerful performances of *To Kill a Mockingbird* in the fall, the spring choral concert and the end of year musical, *Fiddler on the Roof*. These activities have contributed toward the building of a strong sense of community and mutual respect among students.

Students set up a Council mirroring the US Government, with their elected officials being sworn in by Representative Daniel Bosley, and presented two well-thought-out bills for consideration by the Board of Trustees. All of the 11th grade students participated in the Model United Nations forum at the University of Massachusetts Amherst.

On the facilities and equipment front, renovations to accommodate increased enrollment were completed prior to school opening and the technology infrastructure was considerably expanded. The school took advantage of the Federal New Markets Incentive Tax Credits program to refinance the 99-year lease at a favorable rate and generate long-term cash reserves. The Business Manager and Executive Director worked with the Finance Committee to develop a 5-year operating budget and 10-year capital plan. The school also secured a competitive Federal Literacy Grant of over \$69,000. This was used for library software, a part-time librarian/media specialist and to purchase books.

Laptop computers and graphing calculators were regularly used in classrooms in all subject areas and students used the Mac lab for BEAM and Lego robotics. Moodle was used for online learning and discussions and to post homework assignments in a forum

accessible to parents and students. For the first time, students participated in science fairs and the Lego Robotics Leagues, with a team of 11th grade students winning the Women in Engineering Award at the Western Massachusetts Regional Science Fair held at the Massachusetts College of Liberal Arts (MCLA) in North Adams.

8th and 11th grade students presented their portfolios, which needed to include examples of arts and technology integration, as part of meeting their graduation requirements. Panel members for the 11th grade presentations from Williams College, MCLA and Berkshire Community College were extremely impressed by the quality of the work presented and by the confidence and demeanor of the presenters. This year we added a college counselor and the high school students participated in regional college fairs. All 10th and 11th grade students took PSATs and all but two of the 11th grade students took the SATs.

Academic achievement is a consistent focus for the Trustees. To further support faculty in the assessment of student performance against Massachusetts standards, the BOT approved the purchase of software that allows for the analysis of individual and group understanding of specific standards. This will provide teachers the data they need to tailor their teaching to the gaps in students' knowledge.

We are particularly proud of this year's faculty who have shown great dedication to the school and formed a cohesive team. The faculty evaluation process was fully implemented and coaching provided where needed. Anonymous surveys have been used in addition to very open communications between faculty and administration. The Arts and Technology Coordinators were selected to make presentations on arts and technology integration at the Charter School Association Best Practices conference and many teachers shared experiences with visitors from a start-up school in California.

The school has continued to build support in the community as word has spread about the richness of the programming and the personal growth of students in a climate of respectful collaboration. We remain open to creating partnerships with other schools and to expanding work with other institutions and continue to do everything we can to overcome the pockets of political opposition that continue to impede these efforts.

Sincerely,

Pamela J. Johnson
Chair of the Board of Trustees

Highlights of the Year

Highlights of the 2006-2007 school year include:

8th and 11th Grade Students Presented First Portfolios to Outside Panels In order to move to the next grade level, all BArT 8th and 11th grade students are required to create and present portfolios of their work that demonstrate their proficiency in the core academic subjects and arts and technology. After much practice, these students successfully presented their portfolios to panels of at least 3 members; the 11th grade panels each included a representative from a local higher education institution, the 8th grade panels included members from the greater North Berkshire community.

Parent Satisfaction Remained High 88% of parents who responded to the school's annual survey reported that they were either very or mostly satisfied with the school's performance overall. 86% reported that they were either mostly or very satisfied with their child's overall progress at BArT throughout the year.

Music and Drama Programs Thrived Over 30% of BArT students participated in one of the many music and drama programs available this year. Seven students represented BArT at the Western District Choral Concert. (BArT represented 4% of the middle school students involved in the Western District Chorus.) Chorus students also presented a spring concert. Students presented the play *To Kill a Mockingbird* in the winter, and the musical, *Fiddler on the Roof* in the spring. A small group of students formed a dance ensemble, performing at school functions and in Northampton. Students also created an African Drumming group that now opens daily morning meetings and some school assemblies.

Series of Outside Artists Participated in Arts Integration Programs Through the support of the Massachusetts Cultural Council, the Local Cultural Council and a number of individual donors, the school brought a number of artists into the building to work with students. Tony Vacca, a percussionist, and the Berkshire Theatre Festival both spent considerable time working with students in their core classes in arts-integrated lessons. Four different practicing artists taught quarter-long residencies to 11th grade students in the areas of videography, stained glass, music composition and painting. Danny Trenner, a tango dancer, and Roger Rees, an actor and current Artistic Director of the Williamstown Theater Festival, also visited the school and worked with all students involved in either of the dramatic productions during the school year.

Investments in Technology Throughout Building In order to achieve the school's mission with respect to technology, significant investments were made throughout the building to improve access to computers, peripherals and other equipment for both teachers and students. All classrooms now have an LCD projector mounted in the ceiling. There are over 150 computers, laptops and desktops, available for student use in addition to the laptops assigned to all faculty and staff members. The music lab received keyboards and microphones - all classroom music instruction is now on the computer. 84% of students report they are happy with the technology at BArT.

School Library Expanded BArT was awarded a Federal School and Libraries Grant, allowing the school to hire a part-time librarian and grow the library collection to over 2,200 books, 14 print periodical subscriptions, and 7 on-line periodical subscriptions. The librarian transitioned the library to an online catalogue that is available to all students and families through the school's webpage. The librarian also co-sponsored a school-wide reading contest – the school met the overall goal (500 books read in 2 months), which meant the Dean of Students had to sit in a dunking booth at the school's annual picnic.

College and Internship Planning Program Launched In order to plan for the first graduating class of students in 2008, BArT created and hired a new position – the College and Internship Placement Coordinator. The Coordinator established the foundation of a strong college advising program and shepherded the students through the PSAT and SAT exams. She has developed relationships with all of the local colleges and many local organizations that will support the school's internship program.

School Profile

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

Summary of Educational Philosophy

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

Clear, high expectations of students

We strongly believe that students will rise to the expectations set for them. We set high expectations for our students – for their learning, their behavior and their habits of mind. By designing curriculum aligned with the Massachusetts State Curriculum Frameworks and articulating the learning standards to students, we are preparing our students for the rigorous demands they will face in college. By developing – and enforcing – a strict code of conduct, we have established a strong school culture in which students understand that their positive participation is essential for their success. By evaluating students on three Standards for Academic Success, our teachers are able to clearly define for students what is expected of them in order to succeed academically.

Standards-based, project-oriented curriculum

Our teachers worked together intensively in the month of August to map out their curriculum for the upcoming school year and develop unit assessments to measure student progress against learning standards through the use of projects. During the school year, students worked on a variety of projects such as building model structures designed to withstand earthquakes, designing a government for a fictional island of refugees and creating computer-generated tessellations demonstrating rotation, reflection or translation symmetry. Each quarter, students and their families received extensive academic reports detailing which standards students were working towards and teacher evaluations of student progress.

Pervasive use of arts and technology

We consider the study of arts and technology important because these disciplines engage students and provide a powerful context for learning in all subject areas. We also believe that the arts and technology transform the learning environment by fostering independence and collaboration. All students participate in a daily arts (visual or performing) course. More importantly, teachers integrate the arts and technology in their daily academic courses. During the 2006-2007 school year, our faculty used the arts to create integrated units on topics such as poetry, ancient civilizations, amplitude and wavelength, Shakespeare and earthquakes. The school's arts teachers, along with visiting artists, collaborated with the humanities, math and science teachers to develop these lessons in advance and ensure that each lesson and project aligned with the Massachusetts State Curriculum Frameworks. Students also used multimedia technologies to create videos and in-class presentations.

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

A College-preparatory curriculum

All students participate in a college-preparatory curriculum designed to meet – and exceed – the Massachusetts State Curriculum Frameworks and to prepare students for college. Students attend a minimum of 20 hours of core academic classes each week, including humanities, mathematics, science and, starting in 8th grade, Spanish. Additional support in reading and math is provided for those students who need it. All 10th and 11th grade students take the PSAT, and, in order to graduate, all 12th grade students need to sit for either the SAT or the ACT, and complete and submit a college application.

Silent reading

Students have 35 minutes three days a week for silent reading to strengthen their skills in and love for reading. Students choose their own reading material from the school’s library; faculty members guide students towards increasingly difficult material.

Daily academic support

Each day, students have 45 minutes of academic support. Teachers use this time to provide additional assistance for homework assignments or to accelerate student learning.

Advisory

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

Field Trips

All students participate in a variety of field trips throughout the year, each connected to the classroom coursework. During the 2006-2007 school year students participated in over 28 field trips throughout Massachusetts and New York, including visits to numerous colleges; a Model UN weekend-long conference; three different science fairs including the Massachusetts State Science Fair at MIT; and a variety of different museums and theaters.

Number of Instructional Days

BAiT students attended school from Monday, August 28, 2006 through Monday, June 25, 2007, for a total of 190 instructional days. Our school day begins at 8:30am and ends at 4:30pm, except for Wednesdays when it ends at 1:45pm. In all, our students received approximately 1,270 hours of instructional time – roughly 30% more than is required by law.

Daily Attendance

The daily attendance rate for the 2006-2007 school year was 94.8%.

NCLB Report Card

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

Governance Profile

Members of the Board of Trustees

The Board of Trustees is a volunteer board made up of local professionals who share BArT's vision for an educational program focused on integrating the arts and technology into a college-preparatory curriculum. The full board meets the first Wednesday of each month at 6pm. Each committee generally meets at least once a month at various times. The Board of Trustees holds an annual meeting each April, at which new officers are elected and committee assignments given. Below is a listing of all board members during the 2006-2007 school year, and their positions and committee assignments as of June 30, 2007.

Name	Employer	Area of Expertise	Term of Appointment	Committee Membership
Julia Bowen Ex-officio	BArT	Executive Director	Ongoing	All, ex officio
Stacey Brock	Independent Consultant	Legal	January 2007 to April 2009 (1 st)	Charter Governance
Gina Coleman	Williams College	Higher Education	April 2007 to April 2010 (1 st)	Development & Communications Finance & Audit
Dianne Cutillo <i>Board Vice-Chair</i>	Southwestern Vermont HealthCare	Marketing Governance	June 2006 to April 2009 (1 st)	Development & Communications Executive
Jessica Harris	Independent Documentary Filmmaker	Arts Development Finance	April 2005 to April 2008 (1 st)	Development & Communications Governance
Pam Johnson <i>Board Chair</i>	Independent Consultant	Arts Finance	April 2005 to April 2008 (2 nd)	Charter Executive Finance & Audit
Sarah McNair	Independent Consultant Illustrator	Arts Education	May 2006 to April 2009 (1 st)	Development & Communications Governance
Eileen Miclette <i>Board Treasurer</i>	Greylock Federal Credit Union	Finance	May 2006 to April 2009 (1 st)	Charter Executive Finance & Audit
Allen Morrill	Mass College of Liberal Arts	Education, Art	July 2005 to April 2008 (1 st)	Charter Executive
Molly Polk	Independent Consultant	Arts	April 2004 to April 2007 (2 nd)	Development & Communications Governance
Charley Stevenson <i>Board Secretary</i>	Williams College	Governance Education	April 2006 to April 2009 (2 nd)	Charter Development & Communications Executive
Charlie Toomajian	Williams College	Governance Education	April 2004 to April 2007 (2 nd)	Charter Executive
Diana Walczak	Kleiser-Walczak	Arts Technology Business	April 2005 to April 2008 (2 nd)	Governance

Summary of Major Policy Decisions Made by the Board of Trustees

During the 2006-2007 school year, the Board of Trustees made a number of major decisions. All decisions relating to policy are outlined below.

Student Experience

The Board of Trustees approved a policy allowing BArT high school students to leave campus for lunch up to 2 times each week, provided their behavior in school is satisfactory. The Board also approved an overnight field trip policy, allowing for field trips like those taken during the school year to attend a Model UN conference and the state science fair at MIT.

The Board of Trustees approved the school's graduation requirements, ensuring that BArT students graduate ready to succeed in college.

The Board of Trustees approved a revised discipline policy for students who either have a documented disability or are suspected to have a disability.

Finally, the Board of Trustees approved a Wellness Policy, as required by the federal school lunch program.

Faculty Experience

The Board of Trustees approved a policy expanding health insurance coverage to any life partner of a BArT employee with whom the employee has a legal commitment (marriage or civil union).

The Board of Trustees also approved a revision to the short-term sick leave policy, allowing other faculty or staff members to donate sick time to employees who need to be out for a minimum of 5 days (consecutive or otherwise) for the same medical condition.

Financial Stability

The Board of Trustees approved New Markets Tax Credit Financing, via the Boston Community Loan Fund and CSDC Capital II, LLC to replace the NCB bridge loan, previously approved by the Board of Trustees.

The Board of Trustees approved revised FY07 budgets in October, February, April and June. In April, the Board also approved the FY2008 budget.

Organizational Stability

The Board of Trustees approved a revised Trustee nominating process and a revised job description for the Executive Director – both actions recognized the transition from a start-up organization to an ongoing concern.

The Board of Trustees also approved a change to the school's bylaws increasing the total time that a Trustee may serve on the Board of Trustees from 6 to 8 years, to ensure greater continuity of board members.

Charter Amendments Approved by the Commissioner or Board of Education

The Board requested one charter amendment of the Commissioner of Education. The amendment was to revise the school's bylaws to increase the maximum number of years a board member may serve as a Trustee from 6 to 8 years. This amendment was approved by the Commissioner in a letter dated June 1, 2007.

Summary of Official Complaints Received by the Board of Trustees

The Board of Trustees did not receive any official complaints in writing during the 2006-2007 school year.

Student Profile

Student Demographics

As of October 1, 2006, 222 students were enrolled at BAiT, representing a 52% increase over the prior year. 70 students were in 6th grade, 65 students in 7th grade, 47 students in 8th grade, 12, 16 and 12 in 9th, 10th, and 11th grades respectively. 50% of the students were male, 50% female.

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

Race / Ethnicity (%)		Selected Populations (%)	
African American	1.8	Limited English Proficiency	2.7
Asian	0.5	Low-Income	47.7
Hispanic	5.0	Special Education	27.0
Multi-Race, non-Hispanic	1.4	First Language Not English	3.2
White	91.4	Migrant	0

Student Applications Received

We received 192 student applications to fill the 122 open seats that were budgeted for the 2006-2007 school year. The table below outlines the geographic data for these students. Towns listed in italics are outside the catchment area defined in our charter.

Number of Applications by Grade and Town

Town	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade
Adams	26	3	5	8	5	0
<i>Ashfield</i>	0	2	0	0	0	0
Cheshire	2	4	1	1	0	0
Clarksburg	2	0	0	0	1	0
<i>Cummington</i>	0	0	1	0	0	0
<i>Dalton</i>	0	0	2	0	0	0
Florida	0	0	0	1	0	0
Hancock	2	1	1	0	0	0
<i>Hinsdale</i>	0	2	0	0	0	1
Lanesborough	0	0	0	1	0	0
<i>Lee</i>	0	0	0	0	1	0
<i>Lenox</i>	0	1	1	0	0	0
North Adams	40	8	7	5	4	2
<i>Pittsfield</i>	10	2	4	13	1	2
<i>Plainfield</i>	0	0	1	0	0	0
Savoy	3	0	0	2	0	0
Williamstown	2	7	2	1	1	1
TOTAL	87	30	25	32	13	6

Student Attrition Data

30 students left BAiT during the school year. Four students left due to discipline reasons, 2 students left because the length of the school day, combined with their commute, was too difficult, 2 high school students dropped out, 1 student moved out of the area, 10 students transferred to local district schools to be with friends, 8 students left because BAiT's academic

program was too challenging (5 of these students needed specialized programming) and 3 students left because they were dissatisfied with the academic program.

16 students left at the end of the school year. 9 students transferred to the vocational high school, 1 student left to play competitive sports, 4 students left for social reasons, 1 student left for discipline reasons and 1 left without stating the reason why.

Student Discipline Data

Students received in-school suspensions for code of conduct infractions including cheating on assessments, frequent referrals to the Dean’s Office (3 or more in one week) or showing disrespect towards teachers and other students.

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

BArT takes the code of conduct very seriously and applies the behavioral policies to ensure students are able to learn in an academic environment free from distraction. As a result, in the end of year student survey, 78% of students agreed that behavioral expectations are clear and 76% of students agreed that they feel safe in school.

of In-School and Out-of-School Suspensions

	# of Students Receiving a Suspension	# of Offenses Resulting in a Suspension
In-School Suspensions	67	221
Out-of-School Suspensions	49	112

No students were expelled during the 2006-2007 school year.

Staff Profile

School Leaders

For the 2006-2007 school year, Julia Bowen served as the school's Executive Director, Ellen Ennis as the Principal and Benjamin Klompus as the Dean of Students. All three will return to BArT in the same positions for the 2007-2008 school year.

Classroom Teachers

The school began the year with 26 teachers filling 23.5 full time equivalent positions and 7 paraprofessionals, all but one of whom were full-time. During the school year, 2 more full-time paraprofessionals were added to meet the needs of our students. On average, BArT teachers had 5.5 years of classroom experience and paraprofessionals had 1.75 years of classroom experience. Including this year, the teachers have served an average 1.3 years at BArT, while the paraprofessionals have served an average of 1.6 years at BArT. 91% of the faculty - 88% of the teachers and 100% of the paraprofessionals - were Highly Qualified by the end of the year.

Breakdown of Teachers and Class Sizes by Discipline

Discipline	# of Teachers	Average Class Size
Humanities	5.5	20.2
Math/Science	7.75	13.9
Arts (Performing, Visual)	2.5	20.2
Foreign Language	1.25	17.4
Special Needs	3.5	1 - 8
Fitness	1.5	22.5
Reading	2.0	1 - 8

Professional Development for Teachers

Teachers and paraprofessionals participate in extensive professional development activities at BArT. All teachers are required to participate in professional development over the summer – new teachers begin work on August 1 and complete a one-month residency at BArT. Returning teachers complete professional development over the summer within their own discipline that is more related to their individual learning needs and, this past year, returned to school on August 13 to join the new faculty.

New teachers attended a Diploma Plus Conference in early August, where they learned about standards-based education, teaching using a workshop model and the effective use of Advisory. Once they returned to BArT, new teachers participated in Curriculum Development workshops that included Understanding by Design and integrating the Massachusetts and Diploma Plus standards. Both new and returning teachers attended professional development sessions in other areas, including BArT's systems for classroom management, using rubrics for assessment, working with students who have disabilities and reading strategies to be implemented across the curriculum.

Throughout the year, teachers participated in additional professional development activities on Wednesday afternoons from 2 to 4:30pm and, once a month, Friday afternoons from 1 to 4:30pm. These professional development sessions included a variety of topics such as technology, arts integration, classroom management, curriculum development, teaching diverse learners, the use of formative assessments, developing rubrics and the portfolio process. Additionally, a number of meetings were dedicated to ensuring all instructional faculty understand their legal

responsibilities as public school teachers, including ensuring a discrimination- and bias-free curriculum and serving as mandated reporters.

Importantly, all teaching faculty received over 19 hours of professional development in technology integration and 14 hours in arts integration, all delivered in a formal, structured program. During the month of August, teachers learned how to create and update webpages and use an interactive curriculum development tool that could be shared by others. They also learned the basic functions of Macintosh computers and how the iLife suite can be incorporated into their classrooms.

All teachers attended three workshops on visual and arts-integration during the year. In August, teachers were introduced to concepts of visual literacy and general arts integration, including important structural changes within the school week that better support arts integration in all disciplines. In November, all instructional faculty participated in a workshop presented by Elaine Sisler, a practicing artist, in “Dancing through the Standards: How to assess arts standards in the classroom.” In April, all faculty attended a full day of professional development with a variety of workshops presented by BArT teachers in the integration of arts and technology throughout the curriculum. All workshops were designed with the guidance of Brian O’Grady, the Arts Program Coordinator.

In addition to the formal professional development activities provided during August and throughout the year, all teachers had opportunities to work with the school’s Arts Program Coordinator, the Technology Program Coordinator and the Director of Curriculum & Assessment to develop arts and technology-based curriculum. All teachers were also able to collaborate with BArT arts teachers to co-teach classes, generally scheduled for Wednesdays. Additionally, through the support of grants received from both the Massachusetts Cultural Council and the Local Cultural Council, most teachers collaborated with at least one outside artist in developing a lesson or a unit that integrated arts into their curriculum.

Teacher Attrition

6 instructional faculty members, or 23% of the teaching staff, will not return to BArT this fall. The school did not renew contracts for some teachers; others chose to leave for family reasons or to find an environment that is a better fit for the individual’s professional needs.

Plans for Dissemination

BArT has begun to undertake efforts to disseminate the school's best practices. Some faculty and staff have presented work to share some of our best practices with outside constituencies. Our Arts Program Coordinator, Technology Program Coordinator and Music and Drama Teacher presented two different sessions at the Massachusetts Charter Public School Association's Annual Convention in March. These sessions focused on "blended learning environments" (a learning environment that includes a significant online component) and arts integration lessons. The Technology Program Coordinator also presented a session on blended learning environments at the Massachusetts Department of Education's "High Schools of the Future" conference.

Additionally, BArT faculty and staff have continued their efforts to disseminate best practices through the following mediums:

Diploma Plus Network

BArT is a member of Commonwealth Corporation's Diploma Plus network. Through this network, BArT participates in professional development workshops and shares curriculum development products with the other network schools (public schools in Massachusetts, Rhode Island, New York and now, California). In the spring, a group of administrators and teachers from a new school being created in California visited BArT for an intense day of observation and collaboration. An initial agreement is in development to create an ongoing partnership with this school.

Curriculum Units

BArT teachers have learned the basics of creating a webpage to share their work – units, lessons and supporting class material - with the outside community. A number of faculty members developed blended learning environments using computer technology to lead online class discussions, share student work and provide accelerated learning opportunities.

As always, BArT is eager to work with local district schools interested in developing their instructional technology programs or expanding their school day, two initiatives at BArT that have proven successful. Unfortunately, the local district schools remain uninterested in collaborating with BArT on these efforts.

Summary of Performance Relative to Accountability Plan Goals

Success of Academic Program

The core work of BArT is to support students in achieving academic excellence. Following the 2005-2006 school year, a year in which the school did not make Adequate Yearly Progress in mathematics, the school implemented a number of additional programs and strategies to support all students in math. These strategies included:

1. Increasing the teacher to student ratio and grouping students according to ability. Historically, all students were taught in the same math classroom. In the 2006-2007 school year, BArT added 5 different “pull-out” math classes to address the needs of students who were either significantly behind grade level or advancing more quickly than their peers.
2. Providing additional support in math strategies and basic math facts to middle school students through a once-weekly “Logic & Communications” course.
3. Utilizing an online formative assessment system, Yearly Progress Pro, with all middle school students to provide teachers with necessary data to drive instruction.

In the 2007-2008 school year, BArT will implement a new school wide student information system, schoolBrains, that includes a Test Performance Assessment module that will allow all middle and high school teachers to better understand individual student performance data and, importantly, design practice tests in line with the state standards and student learning needs and based on questions provided by Measured Progress.

BArT will evaluate the overall success of these programs and the general academic program by reviewing student achievement on a number of external and internal assessments.

MCAS Results

Unfortunately, due to the timing of this report, MCAS data for 2006-2007 is not yet available. Our goals for the 2006-2007 school year for student achievement on the MCAS exams were:

- o 30% of regular education students who have attended BArT for 3 years will pass MCAS in math
- o 50% of regular ed students who have attended BArT for 3 years will pass MCAS in ELA
- o 10% of special education students who have attended BArT for 3 years will pass MCAS in math
- o 10% of special education students who have attended BArT for 3 years will pass MCAS in ELA
- o For students who have been at BArT for 3 years, the percentage of 8th, 9th and 10th passing MCAS in the required test subjects will be above the weighted average of local district averages
- o 15% of students who have attended BArT for 2 years will have improved their pre-BArT score category (e.g., Warning to Needs Improvement)

Stanford Achievement Test (SAT) 10 Results

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

Our goal, as outlined in the school’s accountability plan, for student achievement on the SAT 10 exams was:

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

The end of year SAT 10 test results indicate a decline in average reading and math NCE points by 2.38 and 3.44 points respectively. Based on other data collected throughout the school year, we do not believe that these test results accurately represent student achievement.

Student performance on the tests was greatly compromised by adverse testing conditions. The tests were administered in late June during the last three days of school when students were deeply engaged in building and presenting their portfolios and after all of their local peers had finished the school year. We do not believe our students were able to concentrate on the tests amidst these distractions.

The loss in average NCE points does not correlate with the progress our administrators and teachers know students made during the school year, as reflected in student portfolios and year-end standards-based assessments. Upon close evaluation of individual student scores, it is our conclusion that the adverse testing conditions negatively impacted student performance. School operations and curriculum have continued to develop and improve over the prior year, a year in which our students demonstrated strong gains in NCEs. The Year 3 Site Visit Report substantiates this claim. Therefore, it does not follow logically that after improving the program, streamlining curriculum and adding mathematics support for our students, NCE gains would go down.

Understanding the importance of accurate test data, the school has decided to re-test all students at the start of the 2007-2008 school year in order to provide accurate NCE data for the 2007-2008 school year. For the reasons stated above, it is our expectation that re-test scores will be a better indicator of student ability and therefore a more accurate baseline for comparison when the students take the SAT 10 tests in the spring of 2008.

Lastly, spring tests will be moved forward in the calendar to late May or early June, depending on the MCAS testing calendar for individual grades. It is our contention that this adjustment will provide our students with a more optimal testing environment. (The late spring testing dates in 2007 were chosen to provide students a greater break between MCAS and SAT 10 tests.)

College Board Tests

Additionally, BArT set specific participation goals on the PSAT, SAT and ACT tests for 10th and 11th grade students. Our goals included:

- 70% of BArT 10th graders and 90% of BArT 11th graders will take the PSAT.
- 90% of BArT 11th graders will take either the SAT or ACT.

We are pleased to report that 100% of 10th and 11th grade students enrolled at BArT at the time the PSAT was administered in October sat for the exam. Unfortunately, only 80% of BArT 11th graders sat for the SAT. Two students repeatedly chose not to enroll for the exam, even after significant prodding from the school's College and Internship Placement Counselor.

90% of BArT 11th graders did sit for the Accuplacer exam, administered by Berkshire Community College, to aid in their placement in college courses for the 2007-2008 school year. While this particular achievement was not outlined in the school's accountability plan, it was one more indication of students fulfilling BArT's mission to prepare students for college.

Internal Assessments

Our Accountability Plan states that by BArT's third year, each student will maintain a portfolio that demonstrates proficiency on the requisite arts and technology standards. Our goals for portfolios for the 2006-2007 school year were:

- 100% of graduating 8th grade students will demonstrate proficiency in arts and technology through work contained in their portfolios
- All students will have a portfolio
- Creation of 1 Technology or 1 Arts Portfolio Project for 6-11th grade students

Over the course of the year, the Board of Trustees approved the 8th and 12th grade graduation requirements, which included portfolio and presentation requirements. BArT faculty and staff worked with students in the weekly advisories and academic classes to build the student portfolios and reflect on the work included in them. 100% of graduating 8th grade students presented their portfolios to a panel with 3 members, some of whom were outside community members. All 11th grade students who were promoted to 12th grade presented their portfolios to 3-member panels, each consisting of 1 BArT teacher, 1 BArT administrator and 1 representative from a local institution of higher education. An adjunct professor from Massachusetts College of Liberal Arts, an administrator and faculty member from Berkshire Community College and the Associate Dean of the College from Williams College participated on the 11th grade presentation panels. All of the 8th and 11th grade portfolios met the portfolio requirements before they were presented to the review panels. The entire faculty evaluated the student portfolios to determine whether they met the portfolio criteria.

Throughout the course of the year, students in all grades developed "working portfolios" and presented pieces of these portfolios in student-led conferences. Students in grades 6, 7, 9 and 10 all have portfolios that have been developed to various degrees. All students had the opportunity to create at least 1 arts and 1 technology project for their portfolio, although some students did not choose to include these in their working portfolio at the end of the year. 90% of students did include at least one arts or technology project within their portfolio. Those who did not had a variety of reasons. 76% of the students without an arts or technology project did not meet other grade level requirements and were not promoted to the next grade level. These students did not complete their portfolio process at the end of the year, understanding they would be repeating the process the following year. One student was significantly ill at the end of the year and missed the final portfolio process all-together. The other students did not understand the need to include at least one arts or technology portfolio project within their working portfolio.

Organizational Viability

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

Financial Stability

The Board of Trustees Finance and Audit Committee, in conjunction with the school's Executive Director and Business Manager, successfully achieved financial stability during the 2006-2007 school year and planned for continued financial stability in the years to come. In addition to meeting the metrics defined below, the Committee approved a 10-year capital budget and a 5-year operating budget, ensuring that decisions made for the 2007-2008 budget were sustainable and realistic given the school's long-term view.

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

Metric	Performance
Financial Control	
Budgets are prepared on time for BOT approval in April	FY07 budget was approved on April 5, 2006 FY08 budget was approved April 4, 2007
All revisions to budget are approved by the BOT	Revised FY07 budgets were approved in October, February, April and June.
Short-term borrowing only used to manage cash flow	A line of credit was used to manage gap between expenditures and receipt of Chapter 70 funds, but was paid down completely each quarter.
Financial policies and procedures are in place and followed without deviation	Policies and procedures have been followed throughout the year. Detailed written procedures are in place for the handling of petty cash, placing of orders, payment of invoices, employee time sheets, payroll, bank reconciliation, weekly and monthly reviews. The Board Treasurer reviewed these procedures with the Business Manager.
Yearly independent audit with positive findings	The FY06 audit started August 1, 2006 and was approved in its final form, with positive findings, by the Board at the November meeting. The FY07 audit is currently underway and is expected to be approved by the board at the October meeting, in time to report to all financial lenders within their required timelines.
Transparency of Financial Management	
BOT is made aware of and approves financial assumptions in each budget or major financial transaction	Budget assumptions were reviewed by the Trustees in each of the two months prior to the adoption of the budget in April.
The Finance and Audit Committee and the BOT are informed in a timely manner (within one month) of significant changes to budget assumptions	At each monthly Finance and Audit Committee meeting the Business Manager and/or Executive Director advised of any changes, positive or negative, that would have impact on the operating budget. When there were significant changes, a revised budget was prepared for the Board of Trustees to review and approve.
Budget vs. Actual expenditures are reported monthly to the BOT	Each month the Finance and Audit Committee reviewed the prior month's results and made any recommendations to management and/or the Trustees of remedial actions to be taken. Finance and Audit Committee minutes and the detailed reports were forwarded to Trustees and reviewed at each monthly meeting of the full board.

Metric	Performance
Full year forecast of revenue and expenses is updated three times annually and reviewed with the Finance and Audit Committee and the BOT	The FY07 budget was approved in April, 2006, then updated and approved in and revised on October, 2006 and February, April and June, 2007 by both the Finance and Audit Committee and the Board of Trustees. Revisions were required throughout the year due to a variety of factors, most notably the costs related to serving students with special needs.
Fund-raising	
100% of BOT makes a donation to BArT	All board members who served on the board for the 2006-2007 school year donated to BArT

Effective Governance

The Board of Trustees (BoT) demonstrated effective governance of the school during the 2006-2007 school year, as measured by the metrics in the table below.

Metric	Performance
Quorum	
Quorum will be met at 90% of full BoT meetings	Quorum was met at 100% of the full BoT meetings
Decision-making	
The Executive and Governance Committees will review BOT meeting minutes annually to identify the Board's major decisions	In May, 2007, members of the Executive and Governance Committees identified major decisions reached by the Board during the past year.
The BOT will approve an Action Plan for the following year at its annual retreat	An Action Plan for the 2006-2007 school year was approved at the August 2006 retreat. This retreat focused on identifying the major initiatives required to ensure continued growth of the school, and highlighted the need for a strong Board of Trustees and faculty, improved student recruitment efforts and improved student academic performance. These goals provided the structure within which both the Board of Trustees and the administration made decisions throughout the year. The Executive Committee is currently organizing the next Board retreat for August 2007 at which the Board will approve a new Action Plan for the 2007-2008 school year that will focus on planning for a successful charter renewal in the 2008-2009 school year.
The BOT will demonstrate that it is following best practices for decision making by adhering rigorously to the terms of the BAiT bylaws	In May, 2007, members of the Governance Committee reviewed the BAiT Bylaws and determined that the school was in compliance with these articles except for section 2.4 Election of Trustees. It has been noted that in the Board's recent history, a written invitation to join the Board of Trustees has not been sent to new Trustees since all new Trustees have been present at the time of their election and have verbally accepted their appointments.
Board Stability	
70% of Trustees will serve the length of their term barring extenuating circumstances	In the 2006-2007 school year, all Board members served the lengths of their terms. Two founding board members completed their second terms and left the board after the April, 2007 Annual Meeting, as required by the school's bylaws.

Metric	Performance
Each Trustee will participate in an annual evaluation process to ensure that contribution to the Board demonstrates a strong commitment to the school	In May, all Board members completed a written self-evaluation, prepared by the Governance Committee. The written self-evaluations were reviewed by the Governance Committee to ensure each board member maintains a strong commitment to the school.
The Board will maintain enough members in order to be in compliance with its bylaws	Throughout the 2006-2007 school year, the Board of Trustees maintained enough members in order to be in compliance with its bylaws. The Board began the year with 10 members (a minimum of 9 is required), grew to 12 members and then, when the two founding trustees left the board in April, dropped down to 10 again.

High Levels of Market Demand

During the 2006-2007 school year, BArT increased the size of its student body by roughly 50%. The school measures market demand by considering both enrollment and parent/student satisfaction, as detailed in the table below.

Metric	Performance
Enrollment	
An average of 75% of students will return each year	86% of students who completed the year are expected to return in the fall.
Parent/Student Satisfaction	
No more than 5% of the student body will leave due to dissatisfaction with the school's performance	1.7% of the student body left either during the year or at the end of the year due to dissatisfaction with the school's performance.
75% of responding parents/guardians will acknowledge their satisfaction with the school	88% of parents who responded to the end of year survey acknowledged they were either extremely or mostly satisfied with the school.

Qualified Human Resources

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

Metric	Performance
Administration	
School leaders will ensure that the school meets the relevant academic and organizational goals outlined in the accountability plan	The school leaders developed good systems and processes to meet the school's relevant academic and organizational accountability goals. Not all goals were met, as detailed in this annual report.
School leaders will meet a number of pre-determined process-goals each year. Process-goals will be determined at the end of each year.	The school leaders met most pre-determined process-goals, as described below.
Instructional Staff	
100% of the instructors at BArT will be considered "highly qualified" according to NCLB criteria within the school year	91% of the faculty - 88% of the teachers and 100% of the paraprofessionals – were considered "highly qualified" according to NCLB criteria by the end of the school year.
80% of staff – when surveyed – will acknowledge their satisfaction with the school's work environment	92% of faculty and staff members acknowledged they were either sufficiently or highly satisfied with the school's work environment. The remaining 8% reported they were somewhat satisfied. No one said they were dissatisfied with the school's work environment.
No more than 20% of staff will leave due to dissatisfaction with the school as a work environment	No teachers left the school due to dissatisfaction with the school's work environment.

Metric	Performance
Staff will be provided at least 30 hours of professional development training in the arts and technology each school year	Staff was provided with more than 30 hours of professional development training in the arts and technology during the school year. A detailed description of staff training is included in the Staff Profile section of this report.

In advance of the 2006-2007 school year, the Board of Trustees outlined a number of process goals for the Executive Director, and the Executive Director outlined process goals for the administrative team. All goals were met, unless noted below. They included:

Improve Academic Program and Student Achievement with specific goals to:

1. Increase focus school-wide on college-preparatory element of mission
2. Improve access to and reliability of technology within school
3. Implement school-wide portfolio system
4. Develop the Advisory system to support academic achievement and improve connections between faculty and students
5. Implement two student-led conferences for each grade
6. Develop / augment silent reading “curriculum” for teachers
7. Implement a fully accessible and utilized system for cataloguing and archiving curriculum at BARt
8. Develop and implement a tool to support and track arts integration curriculum development / lessons and arts integration activities across the school
9. Develop and implement clear procedures for coordination between special education and regular education faculty
10. Implement an ELL program
11. Improve special education processes and record keeping in accordance with the Corrective Action Plan

The following goals related to improving the academic program and student achievement were not met:

12. Develop ongoing process to reflect (quarterly) data to teachers on their coverage of standards and match between what they’re teaching and what students will be tested on (The data system that was delivered by Diploma Plus was not able to provide this service; the school has entered into a contract for 2007-2008 with Aptium to deliver this analysis and student-level analysis of student attainment of standards.)
13. Develop and implement a process to support (and track) technology integration curriculum development (The Technology Program Coordinator left midyear before developing this process.)
14. Document procedures for teaching class with laptops (The Technology Program Coordinator left midyear before documenting these procedures. They will be completed during the 2007-2008 school year.)
15. Implement an online grade reporting system (The data system that was delivered by Diploma Plus was not able to provide this service at the MA Standards level; the school has entered into a contract for 2007-2008 with Aptium to deliver this service.)

Improve School Program and Market Demand with specific goals to:

16. Develop student policies, including: off-campus lunch, parking (The student parking policy is in the process of being finalized with the Board of Trustees.)
17. Create process for better, broader communication of school and student successes
18. Establish Student Government

19. Develop School Safety Committee more fully
20. Create clear process for discipline of special education students in accordance with Corrective Action Plan

Improve Strength of Faculty with specific goals to:

21. Create clear job descriptions and organizational chart
22. Create and work against a professional development calendar to support the teacher evaluation system adequately (including August, Wednesday calendar for year, pd days)
23. Implement a more strategic teacher evaluation system
24. Clearly define and document instructional delivery expectations for teachers

Faithfulness to the School's Charter

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

The school's goals for portfolios for the 2006-2007 school year were:

- 80% of 8th graders will receive a passing grade on their portfolios.
- 80% of 11th graders will receive a passing grade on their portfolios.
- In addition to student-led conferences in all grade levels, students in grades 8 and 11, in their final quarter, will present and be assessed on their portfolio of work that incorporates the use of arts and technology and demonstrates evidence that they are independent thinkers, dynamic workers and active citizens.

The school met these three portfolio goals – 89% of 8th and 89% of 11th graders received a passing grade on their portfolios. Those students who did not pass their portfolios were retained in their grade for the following year. All graduating 8th and 11th graders were assessed on their portfolio of work that incorporated the use of arts and technology, and all graduating 8th and 11th graders presented these portfolios to a panel of administrators and teachers and, in the case of the 11th graders, to community members in higher education. One requirement within the portfolio included a reflection in which the student needed to demonstrate evidence that he or she is an independent thinker, dynamic worker and active citizen.

Unaudited FY07 Financial Reports

**Berkshire Arts & Technology Charter Public School
The BArT Foundation, Inc**

Combined Profit & Loss - Year Ending June 30, 2007

	BArT Charter Public School	BArT Foundation	Combined Total
OPERATING REVENUES			
Tuition	2,339,182	0	2,339,182
Grants-State	14,785	0	14,785
Grants-Federal	340,126	0	340,126
Grants-Private	102,300	0	102,300
Nutrition Program	48,975	0	48,975
Other Program Fees	30,405	0	30,405
Contributions from Foundation	34,457	0	34,457
Contributions from Others	77,257	23,838	101,095
State Reimbursements	106,718	0	106,718
Rental/Lease Revenue	0	140,336	140,336
Total Operating Revenues	3,094,205	164,174	3,258,379
OPERATING EXPENSES			
Administration	284,505	0	284,505
Instructional Services	1,793,882	0	1,793,882
Pupil Services	268,332	0	268,332
Operation & Maint of Facility	313,150	95,056	408,206
Benefits & Other Fixed Charges	298,659	0	298,659
Foundation Expenses	0	38,556	38,556
Contributions to School	0	34,457	34,457
Total Operating Expenses	2,958,528	168,069	3,126,597
Net Operating Income	135,677	-3,895	131,782
NONOPERATING REVENUE			
Contributions-Other	19,500	0	19,500
Investment Income	14,642	141,554	156,196
Total Nonoperating Revenue	34,142	141,554	175,696
NONOPERATING EXPENSES			
LT Debt Service	137,669	0	137,669
Amortization-Loan Closings	53,592	13,964	67,556
Other Nonoperating Expenses	0	0	0
Total Nonoperating Expenses	191,261	13,964	205,225
Net Nonoperating Income	-157,119	127,590	-29,529
Net Income	-21,442	123,695	102,253

**Berkshire Arts & Technology Charter Public School
The BArT Foundation, Inc.**

Combined Balance Sheet - as of June 30, 2007

	BArT Charter School	BArT Foundation	Total
ASSETS			
Current Assets			
Cash & Cash Equivalents	391,229	14,080	405,309
Accounts Receivable	50,133	357	50,490
Grants Receivable - State	1,557	0	1,557
Grants Receivable - Federal	4,575	0	4,575
Grants Receivable - Private	1,315	0	1,315
Contributions Receivable	150	3,967	4,117
Prepaid Expenses	20,219	6,064	26,283
Due from Foundation	83,465	0	83,465
Total Current Assets	552,643	24,468	577,112
Fixed Assets (Net)			
Art Collection	19,500	0	19,500
Land & Building	0	2,028,337	2,028,337
Building/Leasehold Improvemnts	238,443	1,549,135	1,787,579
Furniture & Equipment	41,441	288,505	329,946
Total Fixed Assets	299,384	3,865,978	4,165,362
Other Assets			
Prepaid Lease	3,816,312	0	3,816,312
Prepaid Expenses	0	92,700	92,700
Loan/Clos Costs (net of amort.)	531,322	95,805	627,127
Restricted Funds Held by Others	663,326	2,285,201	2,948,527
Total Other Assets	5,010,960	2,473,706	7,484,666
TOTAL ASSETS	5,862,987	6,364,152	12,227,139
LIABILITIES			
Current Liabilities			
Accounts Payable	57,228	50,679	107,907
Accrued Payroll Expenses	123,608	0	123,608
Deferred Revenue	33,528	0	33,528
Due to School	0	83,465	83,465
Total Current Liabilities	214,365	134,144	348,509
Noncurrent Liabilities			
Long-Term Debt	5,760,600	2,060,000	7,820,600
Unearned Revenue	0	3,816,313	3,816,313
Total Noncurrent Liab.	5,760,600	5,876,313	11,636,913
TOTAL LIABILITIES	5,974,965	6,010,457	11,985,421
EQUITY			
Opening Balance Equity	-90,535	230,000	139,465
Net Income	-21,443	123,696	102,253
TOTAL EQUITY	-111,978	353,696	241,718
TOTAL LIABILITIES AND EQUITY	5,862,987	6,364,152	12,227,139

BERKSHIRE ARTS & TECHNOLOGY CHARTER PUBLIC SCHOOL

FY 2008 Approved Budget

Approved by Board of Trustees 04/04/2007

Revenue

Charter School Tuition	2,726,752
Federal Grants	279,597
State Grants	14,875
Private Grants/Foundations	50,900
Individual Donations	100,000
State Reimbursements	159,287
Earned Revenues	119,475
Investment Income	27,312

Total Revenue 3,478,198

Expenditures

Administration	298,592
Instructional Services	2,054,796
Pupil Services	300,825
Operations & Maintenance of Building	317,226
Benefits & Other Fixed Charges	306,262
LT Debt Service	141,016
Amortization Costs	15,109

Total Expenditures 3,433,826

Net

Income **44,372**