

BENJAMIN BANNEKER CHARTER PUBLIC SCHOOL

ANNUAL REPORT 2007

**A SECOND DECADE OF SERVICE
TO CAMBRIDGE-BOSTON AREA FAMILIES**



**WELCOMING ALL CHILDREN,
CHALLENGING EVERY LEARNER,
CELEBRATING STUDENTS' SUCCESS**



TABLE OF CONTENTS

LETTER FROM THE BOARD & EXECUTIVE DIRECTOR	1
MISSION, VISION, PHILOSOPHY, EXPECTATIONS	2
EXECUTIVE SUMMARY	4
ACADEMIC PERFORMANCE.....	6
READING	6
MATH.....	10
SUPPORT SERVICES	12
ORGANIZATIONAL VIABILITY.....	15
EDUCATOR QUALITY AND SATISFACTION	15
DISSEMINATION	17
A SCHOOL OF CHOICE	18
TECHNOLOGY INFRASTRUCTURE.....	19
FINANCIAL RESOURCES.....	20
FACILITIES	20
GOVERNANCE	20
COMMUNITY SUPPORT	21
FAITHFULNESS TO MISSION.....	23
SCIENCE	23
TECHNOLOGY.....	24
STUDENTS’ NON-ACADEMIC NEEDS	25
SCHOOL ENVIRONMENT & STATISTICS.....	28
PARENT EVENTS & AFTERSCHOOL.....	28
SCHOOL INFORMATION	29
FACULTY INFORMATION.....	29
STUDENT CHARACTERISTICS	29
OTHER INFORMATIONAL STATISTICS	30
APPLICATIONS AND ENROLLMENT.....	30
BANNEKER STAFF	32
THE BANNEKER BOARD OF TRUSTEES.....	35
INTERNAL & EXTERNAL ASSESSMENTS.....	36
MCAS READING & ENGLISH LANGUAGE ARTS	36
MCAS MATH.....	37
DEVELOPMENTAL READING ASSESSMENT (DRA).....	39
FINANCIAL INFORMATION	40
FRIENDS OF BANNEKER.....	43

LETTER FROM THE BOARD & EXECUTIVE DIRECTOR

August 1, 2007

Dear Friends of Banneker,

We are proud to present Banneker's Annual Report 2007, chronicling another exciting year of challenge, innovative change, and accomplishment at the Benjamin Banneker Charter Public School. 2006-07 was a year of many "firsts" for our eleven-year-old school, including:

- The first year of Banneker's third charter term
- Our first year as a K-6 school
- The introduction of ThinkMath!, Banneker's new math curriculum
- The administration of Terra Nova in literacy and math, our new norm-referenced assessment
- The opening of the Banneker Science Laboratory
- The addition of our mobile computer laboratory
- Participation in the first City of Cambridge Science Festival
- The implementation of Banneker's new transportation program, offered at no-cost to our families
- The founding of the Lenora Jennings Mentoring Program for students
- The creation of the Banneker Visitor's Program, welcoming members of the community into our school

2006-07 was also a transitional year at Banneker, with the announcement of Executive Director Lenora Jennings' retirement in July. After a successful search process that attracted numerous qualified candidates, engaged all constituencies of our school, and met project timelines, the Banneker Board of Trustees appointed Marlon Davis as Banneker's next Executive Director. Marlon, who comes to the Banneker from his position as Assistant Principal of the Dr. Martin Luther King, Jr. School of Cambridge, is an experienced educator with fifteen years' experience as a teacher, assistant principal, and principal in urban schools. Marlon is excited to join the ranks of Banneker leaders committed to improving our students' academic achievement and realizing Banneker's mission: providing a high quality education for all children, regardless of race, culture, language, or socio-economic status. We welcome him to the Banneker community.

As we celebrate Lenora's retirement, we reflect on Banneker's challenges and successes of the past five years. During this period, Banneker was one of the first schools to be designated as in Restructuring for mathematics – and was the only school to make Adequate Yearly Progress for all students and student subgroups that year. Banneker applied for a third charter term and was renewed by the Board of Education. After ten years as a K-8 school, Banneker restructured as a K-6 school, recognizing our greater success at these grade levels. Banneker adopted Literacy Collaborative and ThinkMath, curricula proven effective for our students; continued to distinguish itself as a Science and Technology School, investing in laboratory equipment and teacher training; and offered a no-cost transportation program to help meet our families' needs. Banneker received over \$150,000 in professional development grants and participated in literacy, math, science, technology, and school improvement dissemination activities, including publication of two articles in an international education journal. Banneker has achieved gains in student achievement, improved the quality of our instruction and professional culture, and built a cohesive community centered on Banneker's mission.

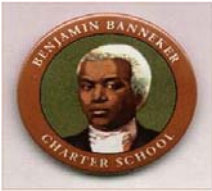
It is the quality of our community – hardworking, invested, collaborative, resilient, and celebratory – that is perhaps Banneker's greatest achievement. Whether striving to improve student achievement or helping those outside Banneker less fortunate than we, our community is characterized by a spirit of generosity, determination, and hope. This spirit has been central to our success and our ability to rise up from disappointment.

In farewell, Lenora asked staff to, "Stay strong. Stay together. Stay Banneker." We will work hard to do just that.

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-6 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.

EDUCATIONAL PHILOSOPHY:

WELCOMING & CHALLENGING ALL, CELEBRATING SUCCESS

We believe that every student is a unique and talented individual who can and will learn given a rich curriculum and environment, quality teachers, and a culture of high expectations and encouragement. We believe that by working together as a community, we will successfully educate the whole child. We celebrate individual growth and community success.

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 first year of its third charter term was another exciting year of challenge, innovative change, and accomplishment. This summary highlights the most notable of Banneker's accomplishments in 2006-07.

Successful Transition to a K-6 School: After ten years as a K-8 school, 2006-07 marked Banneker's first year as a K-6 school. In 2005, after Banneker's own analysis of past academic performance revealed greater success K-6, the Banneker Board of Trustees requested permission from the Board of Education to become a K-6 school. Although this decision was a difficult one, we were pleased with the extraordinary smoothness of this transition for our families and staff. Banneker established a Moving On Ceremony for sixth grade students, assisted families with student placement, and reconfigured staffing to better address the needs of K-6 students. This restructuring has provided the desired benefits, improving our ability to focus on achievement K-6.

MCAS Passing Rates for African American and Low Income Students Higher Than the State: Banneker once again demonstrated success in serving its students in 06-07, in spite of having missed Adequate Yearly Progress by the slimmest of margins (1.0 point in English language arts and 0.9 point in math) on 2006 MCAS. In literacy, Banneker continued to excel in its ability to raise students to the passing level. MCAS 2006 passing rates for Banneker students grades K-6 exceeded or rivaled those of students across the state at all grade levels except fourth. Specifically, on 2006 MCAS reading and English language arts tests:

- The passing rates for all students at Banneker rivaled or exceeded the passing rates for all students in the state – regardless of students' racial and socioeconomic status – at the third, fifth, and sixth grades. In 2006, 100% of Banneker third grade students passed MCAS.
- The passing rates of African American students at Banneker significantly exceeded the passing rates of African American students across the state at the third grade (by 15 percentage points), fifth grade (by 7 percentage points) and sixth grade (by 12 percentage points).
- The passing rates of free and reduced lunch students at Banneker significantly exceeded the passing rates of free and reduced lunch students across the state at the third grade (by 17 percentage points), fifth grade (by 10 percentage points), and sixth grade (by 17 percentage points).

In math, the area in which Banneker has been designated a school in Restructuring, Banneker continued to demonstrate strength in the performance of African American and low income students as compared to their counterparts state-wide. On 2006 MCAS math:

- The passing rate of African American students at Banneker significantly exceeded the passing rates of African American students across the state at the fourth grade (by 11 percentage points) and sixth grade (by 18 percentage points), and was equal to that of the state at the third and fifth grades.
- The passing rate of free and reduced lunch students at Banneker significantly exceeded the passing rates of free and reduced lunch students across the state at the fourth grade (by 7 percentage points), fifth grade (by 9 percentage points), and sixth grade (by 15 percentage points).

ThinkMath, Our New Math Curriculum: 2006-07 marked the first year of implementation for Banneker's new K-6 math curriculum, ThinkMath. Banneker was a pilot site for this curriculum in 06-07, which was newly developed by the Math Center for Education at EDC. The Banneker Math Team selected ThinkMath in 05-06 after researching and testing several math curriculums. In 06-07, ThinkMath curriculum developers joined Banneker as Math Support Specialists, working directly with staff and students to support and monitor the initial

implementation of this curriculum. We are excited by the possibilities for learning ThinkMath offers our students, particularly over time.

A Comprehensive MCAS Improvement Campaign: In our continuing pursuit of higher levels of student achievement, Banneker once again launched a Proficiency Campaign in the fall of 2006 designed to raise student achievement in both English language arts and math. As part of this campaign, Banneker:

- Administered assessments throughout the year – Terra Nova and Banneker Mock MCAS – in ELA and math, to assess students’ strengths, weaknesses, and learning.
- Created and monitored action plans that were based on achievement data, setting individual student and classroom improvement targets, and identifying strategies for meeting them.
- Created an MCAS Preparation Program for all grade three-six students that provided two additional periods of literacy and math instruction every week. Banneker coaches designed the curriculum and administrators served as instructors, working with assigned classrooms between January and MCAS.
- Offered MCAS test taking strategy sessions for every class starting in January.
- Offered two afterschool academic programs: MCAS Clinics in both literacy and math offered onsite and taught by Banneker teachers and administrators; and supplemental education services, offered off-site by approved vendors.

New Community and Higher Education Partnerships: 2006-07 was also notable for Banneker as a year in which partnerships of all sorts flourished:

- **Project Zero of Harvard University’s Graduate School of Education** selected Banneker as one of twelve charter and district public schools invited to participate in *Making Learning Visible: A Charter-District Partnership*. Through this professional development and dissemination project, participants share research and best practices related to documenting and supporting individual and group learning.
- **Union Baptist Church** continued, for a second year, an extremely generous project launched by Reverend Jeffrey Brown in 05-06. The church, in collaboration with Curious George Goes to Wordsworth, provided every Banneker third grade student with a new book every week of the school year, instilling a love of books and learning.
- **Harvard Smithsonian Center for Astrophysics** continued to partner with Banneker, as Dr. Bruce Ward, Director of Projects ARIES and SEDNet, regularly participated in the Banneker Science Seminar Series, and included Banneker as a project partner in the center’s application for an out-of-school learning grant.
- **Harbus Foundation of the Harvard Business School** awarded Banneker a \$10,000 grant to support the purchasing of additional science and technology equipment for our Science Lab.
- **Hope Fellowship Baptist Church** continued to participate in various Banneker community activities.

Dissemination Across Disciplines: In 2006-07, Banneker also continued to engage in dissemination activities across disciplines: in science, technology, math, literacy, and school improvement. Highlights included:

- Participation in the first City of Cambridge Science Festival, partnering with Dr. Morimoto of Lesley University to offer “Invasion of the Bio-Diversity Snatchers” to members of the general public.
- Science education presentations at Wheelock’s conference, “Effective Practices in Math and Science Teaching in Today’s PreK-6 Classrooms,” and at the SED Thursday Seminar program at the Harvard-Smithsonian Center for Astrophysics.
- Videotaping of teachers’ ThinkMath and science lessons by EDC, for professional development purposes.
- Publication of an article about Banneker’s successful school improvement process in an issue of *Educational Leadership* devoted to No Child Left Behind.

A New Executive Director: With the announcement of Executive Director Lenora Jennings’ retirement in 06-07, the Banneker Board of Trustees engaged EDCO Collaborative to conduct an efficient and effective search process. This process resulted in the appointment of Marlon Davis, former Assistant Principal of the Dr. Martin Luther King, Jr. School of Cambridge, in May. Banneker celebrated Lenora’s retirement in June, commemorating her tenure by establishing the Lenora Jennings Mentoring Program for students, a program dedicated to providing students with mentors who offer encouragement and an understanding ear. Banneker welcomed new Executive Director Marlon Davis to the Banneker community in July.



ACADEMIC PERFORMANCE

READING

Goal 1: Banneker students will demonstrate continuous improvement in reading, with the primary focus of meeting 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
- Clay's Theory of Literacy Processing
- 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-6, in its Fourth Year

2006-07 marked another successful year of implementation of the Literacy Collaborative, grades K-6, 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 2006-07, 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.

Clay's Theory of Literacy Processing

Clay's theory is an early intervention program that supports struggling students in first grade whose performance is below average. Clay's Theory is a program similar to Reading Recovery for students who score below average

but slightly higher than those participating in Reading Recovery. This program also provides teachers with information that enhances their in-class support of these 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.

Afterschool Academic Programs

In 2006-07, Banneker provided students the opportunity to participate in two afterschool academic programs:

- MCAS Clinics, in both literacy and math, offered onsite and taught by Banneker teachers and administrators. The 2006-07 program included 12 literacy sessions and 11 math sessions. Six students from each grade three-six classroom were invited to participate, on teacher recommendation. Fifty-five students participated in total.
- Supplemental education services, offered off-site by approved vendors: Pinnacle Learning, Boston Learning, Club Z, and St. Ann's Christian Center. Fourteen students signed up with these vendors to receive one-on-one tutoring; most students received this tutoring at home.

Banneker's MCAS Clinic was one of several critical initiatives supported by the Banneker Board of Trustees in 06-07, designed to provide our students with the support they need to achieve academic success. Both programs were offered free of charge to participating students and families.

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)
- Developmental Reading Assessment (DRA) (grades one-six, pre and post; K post only)
- The Slosson Oral Reading Test (SORT) (grades three-six)
- The Schlagal Developmental Spelling Test (grades three-six)
- Terra Nova (grades 2-6)
- Banneker ELA Mock MCAS (grades three-six)
- MCAS (grades three-six)

The DRA and Terra Nova tests are administered at the start and end of each year for grades three-six, with results used to guide instruction for the year as well as measure outcomes. Banneker's ELA Mock MCAS is administered twice: at the start and mid-point of the year. Internal reading and MCAS assessment results are presented in the Internal & External Assessments section of this report.

Literacy Strategies in 06-07

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

- All K-6 students received 2.5 hours of literacy instruction every day
- All K-6 teachers received 17 hours of intensive training
- All K-6 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-6 teachers
- Two reading specialists provided small group instruction to students in grades K-6 considered at risk
- Two literacy coaches co-taught literacy with teachers in kindergarten, first, and third grade classrooms
- Three successful literacy events were held: Literacy Night, an evening of literacy games and projects for families; Character Day, featuring a visit by Clifford the big red dog; and Education Station, a program for K-2 and 3-6 parents, offering tips for parents and reading materials to use at home.

Proficiency Campaign 06-07

In 2006-07, we also continued to implement a comprehensive set of strategies designed to build students' literacy proficiency on MCAS. 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 administered the Terra Nova, our new nationally-normed test, to all students grades three-six in the fall, to assess current students' strengths and weaknesses.
- We administered the Banneker ELA Mock MCAS to all students grades three-six in the fall and winter to assess learning.
- Administrators, classroom teachers, and literacy coaches worked together to analyze students' achievement data and create action plans for the year, setting individual student and classroom proficiency targets and identifying strategies for meeting them. We then assessed progress against these targets at mid-point of the year, using this data to guide instruction for the remainder of the year.
- We created an MCAS Preparation Program offered to all students grades three-six during the school day. With this initiative, students received two additional periods of literacy instruction every week. Literacy coaches designed the curriculum and administrators served as instructors, working consistently with their assigned classrooms between January and MCAS.
- All grade three-six students were offered one forty-five minute session in MCAS test taking strategies each week, from January until MCAS.
- All fourth grade students received an additional hour of instruction each week devoted to the MCAS composition test, from January until MCAS.
- We offered an afterschool MCAS Clinic to students in grades three-six who were recommended by teachers. Fifty-five students participated in two session each week, for a total of 12 sessions between January and MCAS.

Measuring Our Progress

As defined in our Accountability Plan, Banneker's targets for improvement in literacy in 06-07 include:

- An increased percentage of students at each grade reading on or above grade level over the course of the year (a minimum increase of 10 percentage points as measured by the DRA)
- An average increase in Proficiency of approximately 5 percentage points (as measured by MCAS)
- An average increase in the Composite Performance Index (an MCAS proficiency indicator) that equals Banneker's No Child Left Behind gain target plus or minus the index error band

We eagerly await our MCAS 2007 results this fall, and look forward to gauging our progress toward these targets. Student performance on the Developmental Reading Assessment (DRA), our internal reading assessment, shows that a majority of students in grades one-six were reading on or above grade level by year end (first grade 58%; second grade 75%; third grade 77%; sixth grade 69%). Slightly less than 50% of students in fourth and fifth grades scored on or above grade level by year end.

DRA results also show remarkable gains for individual students over the course of one year, particularly at the sixth (37 percentage points), second (35 percentage points) and fourth (27 percentage points) grade levels. Third grade, which had the highest number of students reading on or above grade level at the start of the year (67%) also achieved the targeted 10 percentage point increase over the year, ending with 77% of students reading on or above grade level. Only first grade (7 percentage points) and fifth grade (5 percentage points) achieved gains of less than 10 percentage points between fall and spring DRA testing.

MCAS 2006 Results

For the first time in 2006, Banneker did not make Adequate Yearly Progress in English language arts for all students and all subgroups. Banneker performance fell just slightly below these No Child Left Behind improvement targets: Banneker missed this mark for all students by only 1.0 point. Banneker's Adequate Yearly Progress range for all students was 72.5-77.5, and our Cycle IV Composite Performance Index was 71.5.

In spite of this disappointment, MCAS data confirms that Banneker continued to excel in its ability to raise students to the passing level in 2006. Literacy passing rates in 2006 for Banneker students grades K-6 exceeded those of students across the state at all grade levels except fourth:

- The passing rates for all students at Banneker rivaled or exceeded the passing rates of all students in the state – regardless of students' racial and socioeconomic status – at the third, fifth, and sixth grades. In 2006, 100% of Banneker third grade students passed MCAS.

- The passing rates of African American students at Banneker significantly exceeded the passing rates of African American students across the state at the third grade (by 15 percentage points), fifth grade (by 7 percentage points) and sixth grade (by 12 percentage points).
- The passing rates of free and reduced lunch students at Banneker significantly exceeded the passing rates of free and reduced lunch students across the state at the third grade (by 17 percentage points), fifth grade (by 10 percentage points), and sixth grade (by 17 percentage points).

MCAS results for those grades used to measure Adequate Yearly Progress for literacy in 2006 (third, fourth, and seventh) are presented in the Internal & External Assessments section of this report. More detail about scores for these two K-6 grades is included below.

Third Grade: Banneker's performance at the third grade level continued to improve in 2006 over 2005 levels. For the first time, 100% of our third grade students passed MCAS. Forty-four percent of third grade students scored proficient and above (up from 42% in 2005), and 0 students scored in warning (down from 3% in 2005). This slight improvement in proficiency is below Banneker's own improvement target, but the elimination of students in warning meets the improvement target Banneker set for itself in 2003-04. Comparatively, Banneker's passing rate for all third grade students was higher than that of the state in 2006 (100% vs. 92% for the state), and the proficiency index (Composite Performance Index) for both African American and Free/Reduced Lunch students at Banneker was higher than that of their counterparts across the state:

- The Composite Performance Index for Banneker African American students was 79.5 vs. 72.0 for African American students across the state
- The Composite Performance Index for Banneker Free/Reduced Lunch students was 76.6 vs. 71.3 for Free/Reduced Lunch students across the state

We are proud of these achievements at the third grade level.

Fourth Grade: Banneker's performance at the fourth grade level was disappointing in 2006. Proficiency remained steady at 2005 levels (21%), and the warning level increased to 26% (a gain of 13 percentage points over 2005 levels). These performance levels fell below the improvement targets Banneker set for itself. An analysis of these results revealed that a high number (21%) of fourth grade students tested in 2006 were new to Banneker in the 05-06 year, and that of these students 75% scored at the warning and low needs improvement levels. We identified numerous improvement strategies for our fourth grade students, implemented in 06-07 as part of our Proficiency Campaign, and look forward to MCAS 2007 results.

Literacy Plans for 07-08

Our literacy goal for 07-08, as always, is to achieve an even higher rate of student success. Our current strategies to achieve this goal next year include the continuation of the majority of strategies now in place:

- Continued uninterrupted literacy blocks (2.5 hours/day) for all K-6 classrooms
- Ongoing professional development for all K-6 teachers
- Increased coaching support for grades exhibiting uneven performance
- Student literacy assessment by the DRA and Terra Nova in the fall and spring, and the Banneker Mock MCAS in the fall and winter
- The creation and monitoring of action plans for each classroom and student, based on our analysis of achievement data

In addition, the Board of Trustees has approved Critical Initiatives for literacy in 07-08 that include:

- The hiring of an additional part-time Literacy Support Teacher to work with small groups of students, as targeted by classroom action plans next year.
- The continuation of our afterschool MCAS Clinics for students in grades three-six, as recommended by teachers.
- The continued strengthening of our home-school connection, by providing MCAS support sessions for Banneker parents.

MATH

Goal 2: Banneker students will demonstrate continuous improvement in math, with the primary focus of meeting No Child Left Behind's Adequate Yearly Progress targets.

Banneker's Math Program

2006-07 marked the first year of implementation for Banneker's new K-6 math curriculum, ThinkMath. Banneker was a pilot site for this curriculum in 06-07, which was newly developed by the Math Center for Education at EDC. The Banneker Math Team selected ThinkMath in 05-06 after researching and testing several math curriculums. In 06-07, ThinkMath curriculum developers joined Banneker as Math Support Specialists, working directly with staff and students to support and monitor the initial implementation of this curriculum. We are excited by the possibilities for learning ThinkMath offers our students, particularly over time.

Afterschool Academic Programs

In 2006-07, Banneker provided students the opportunity to participate in two afterschool academic programs:

- MCAS Clinics, in both literacy and math, offered onsite and taught by Banneker teachers and administrators. The 2006-07 program included 12 literacy sessions and 11 math sessions. A minimum of 6 students from each grade three-six classroom were invited to participate, on teacher recommendation. Fifty-five students participated in total.
- Supplemental education services, offered off-site by approved vendors: Pinnacle Learning, Boston Learning, Club Z, and St. Ann's Christian Center. Fourteen students signed up with these vendors to receive one-on-one tutoring; most students received this tutoring at home.

Banneker's MCAS Clinic was one of several critical initiatives supported by the Banneker Board of Trustees in 06-07, designed to provide our students with the support they need to achieve academic success. Both programs were offered free of charge to participating students and families.

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:

- Terra Nova (grades two-six)
- Banneker Math Mock MCAS (grades three-six)
- MCAS (grades three-six)

The Terra Nova is administered at the start and end of each year for students in grades three-six, with results used to guide instruction for the year as well as measure outcomes. The Banneker Math Mock MCAS is administered at least twice over the course of the year, between the fall and spring MCAS.

Math Strategies in 06-07

Strategies for improvement in mathematics in 2006-07 included:

- ❖ A new K-6 math curriculum: ThinkMath, from EDC
- ❖ A new Math Support Team of 3, including two developers of the ThinkMath curriculum
- ❖ On-site professional development throughout the year for all staff, by ThinkMath developers
- ❖ An improved assessment strategy, replacing our internal math assessment with Terra Nova math testing at the start and end of the year

Proficiency Campaign 06-07

In 2006-07, we also continued to implement a comprehensive set of strategies designed to build students' math proficiency on MCAS. As part of this campaign in math:

- We administered the Terra Nova, our new nationally-normed test, to all students grades three-six in the fall, to assess current students' strengths and weaknesses.
- We administered the Banneker Math Mock MCAS to all students grades three-six in the fall, winter, and spring to assess learning.

- Administrators, classroom teachers, and the Math Coordinator worked together to analyze students' achievement data and create action plans for the year, setting individual student and classroom proficiency targets and identifying strategies for meeting them. We then assessed progress against these targets at mid-point of the year, using this data to guide instruction for the remainder of the year.
- We hired an additional Math Support Teacher (for a total of 4 part-time Math Support Teachers) who worked with third and fourth grade classrooms.
- We purchased math games for every K-6 classroom and instituted game playing as a strategy for building student understanding and confidence in math.
- We purchased FastMath, a software program effective with our sixth grade students, for all classrooms grades three-six. FastMath allows teachers to adjust facts tested for each student based on how that student performs in the classroom and on current Fastmath facts.
- We created an MCAS Preparation Program offered to all students grades three-six during the school day. With this initiative, students received one or two additional periods of math instruction every week. Administrators and math specialists designed the curriculum, and administrators served as instructors, working consistently with their assigned classrooms between January and MCAS.
- We offered an afterschool MCAS Clinic to students in grades three-six who were recommended by teachers. Fifty-five students participated in two session each week, for a total of 11 sessions between January and MCAS.

Measuring Our Progress

As defined in our Accountability Plan, Banneker's targets for improvement in math in 06-07 include:

- An average increase in Proficiency of approximately 5 percentage points (as measured by MCAS)
- An average increase in the Composite Performance Index (an MCAS proficiency indicator) that equals Banneker's No Child Left Behind gain target plus or minus the index error band

We eagerly await our MCAS 2007 results this fall, and look forward to gauging our progress toward these targets.

MCAS 2006 Results

Banneker did not make Adequate Yearly Progress in math for all students and all subgroups in 2006, missing these No Child Left Behind improvement targets by the slimmest of margins: less than 1 point. Banneker's Adequate Yearly Progress range for all students was 56.9-61.9, and our Cycle IV Composite Performance Index was 56. While performance was stronger at some grade levels than others in 05-06, performance at the eighth grade level (70% of students scoring in warning) was remarkably low and significantly impacted Banneker's Adequate Yearly Progress calculations. Banneker had requested permission to become a K-6 school in June 2005 in recognition of lower student achievement at the middle school level, and became a K-6 school in 06-07.

As a K-6 school in 06-07, Banneker appealed the finding that it had failed to make Adequate Yearly Progress on the basis of the performance of a grade level the school no longer served (eighth). This appeal, however, was denied, leaving Banneker designated as a school in Restructuring.

In spite of this disappointment, Banneker continued to demonstrate strength on MCAS 2006, particularly in the performance of African American and low income students:

- The passing rate of African American students at Banneker significantly exceeded the passing rates of African American students across the state at the fourth grade (by 11 percentage points) and sixth grade (by 18 percentage points), and was equal to that of the state at the third and fifth grades.
- The passing rate of free and reduced lunch students at Banneker significantly exceeded the passing rates of free and reduced lunch students across the state at the fourth grade (by 7 percentage points), fifth grade (by 9 percentage points), and sixth grade (by 15 percentage points).

MCAS results for those grades used to measure Adequate Yearly Progress for math in 2006 (fourth, sixth, and eighth) are presented in the Internal & External Assessments section of this report. More detail about scores for these two K-6 grades is included below.

Fourth Grade: Banneker's performance at the fourth grade level in 2006 improved over 2005 levels. While the percentage of students scoring proficient and above remained steady at the 2005 level of 11%, the percentage of

students scoring at warning significantly decreased, falling to 21% in 2006 from 39% in 2005. This proficiency level is below Banneker's own improvement target, but this warning level beats the target of 23% in warning that Banneker set for itself in 2003-04. Comparatively, the passing rate for fourth grade African American and Free/Reduced Lunch students at Banneker was higher than that of their counterparts across the state. 81% of Banneker African American students passed fourth grade math MCAS compared to 70% of African American students across the state, and 79% of Banneker Free/Reduced Lunch students passed compared to 72% across the state.

Sixth Grade: Banneker's performance at the sixth grade level in 2006 declined from 2005 levels, with 20% scoring proficient and above in 2006 compared to 32% scoring at this level in 2005. In addition, the percentage of students scoring at warning rose slightly, to 32% over the 2005 level of 28%. This proficiency level is below Banneker's own improvement target, but this warning level beats the target of 36% in warning that Banneker set for itself in 2003-04. Comparatively, Banneker's passing rates for sixth grade African American and Free/Reduced Lunch students were higher than those of their counterparts across the state. Seventy-one percent of Banneker African American students passed sixth grade math MCAS compared to 52% of African American students across the state, and 69% of Banneker Free/Reduced Lunch student passed compared to 54% across the state. The proficiency index (Composite Performance Index) for both African American and Free/Reduced Lunch students at Banneker was significantly higher than that of their counterparts across the state:

- The Composite Performance Index for Banneker African American students was 58.3 vs. 51.0 for African American students across the state.
- The Composite Performance Index for Banneker Free/Reduced Lunch students was 57.8 vs. 53.0 for Free/Reduced Lunch students across the state.

Math Plans for 07-08

Our math goal for 07-08 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. The strategies in place for 07-08 include:

- The hiring of a Math Coach to work directly with K-6 teachers and other support staff, implementing ThinkMath, providing professional development, and increased coaching.
- Student math assessment by the Terra Nova in the fall and spring, and the Banneker Mock MCAS in the fall and winter.
- The creation and monitoring of action plans for each classroom and student, based on our analysis of achievement data.

In addition, the Board of Trustees has approved Critical Initiatives for math in 07-08 that include:

- The hiring of a Math Support Specialist to work directly with students in grades three-six
- The continuation of our afterschool MCAS Clinics for students in grades three-six, as recommended by teachers
- The continued strengthening of our home-school connection, by providing MCAS support sessions for Banneker parents

SUPPORT SERVICES

Goal 3: Banneker 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.P's) 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 part-time counselor, a part-time 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

At Banneker, we encourage parents to participate in their child's education. We hold parent meetings, communicate with parents on an ongoing basis and have created a parent resource library. We have three parents who co-lead the Parent Advisory Council (PAC). The Director of Support Services works closely with parents in planning parent meetings. This year, we hosted two parent nights, which were well attended. Fall topics included: *The Rights and Responsibilities of Special Education and Supporting Learning at Home*. Spring topic of discussion focused on *Maintaining Skills throughout Summer Months*. At each parent meeting, parents know they can count on free child care; light supper for children; engaging speakers; useful information; an opportunity to network, ask questions, and actively engage in discussion; and door prizes for all. We have built a community of parents whose children are on IEP's or are receiving English as a second language services.

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.

Measuring Our Progress

As defined in our Accountability Plan, Banneker's targets for improvement for students on Individual Education Plans and LEP students in 06-07 include:

- Students will reach level of mastery on 75% of their IEP ELA 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 will improve at least one level in 4/5 proficiency components on MELA-O between pre and post
- Students will improve results within and between performance levels on MEPA from one year post to the next

Mastery of Objectives on IEPs

Our data shows strong performance in meeting this goal for 06-07. All of our students mastered a minimum of 75% of their IEP objectives. Although all of our students met this goal, students in the lower elementary grades (first-third) mastered 90% or above of their IEP objectives. Such strong performance may be related to several factors. First, our lower elementary group consists of students who have been enrolled at Banneker since they began school. Our Special Education Team knows these students, has assessed them, and written their individual education plans. A majority of students in the upper elementary group (fourth-sixth), on the other hand, are new to the Banneker this year and enrolled with IEP's from other schools which were based on other schools' curricula and programming. In addition, as children advance in grade and curriculum gets more complex, challenges are greater for students with disabilities and the gap often widens. Direct, focused instruction from Learning Center teachers and collaboration with general education teachers has resulted in mastery of IEP goals and objectives. Our goal is to continue to strive for higher levels of mastery for all of our students.

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 of academic achievement as measured on the Woodcock Johnson III Achievement Battery is available for four of these students (we do not have previous testing for one student). All students met or exceeded minimum improvement of 1.5 grade levels for Math and Writing. In fact, growth ranged from 1.7 years to 4.0 years for math and 2.0 to 2.7 years growth in written language. One student not only made significant testing growth but also has demonstrated, through classroom performance, that he is no longer in need of specialized services. Another student demonstrated significant growth in math and will no longer need special education services in that area. In the area of Reading, three out of four students who were reevaluated met or exceeded this objective. The range of growth was between 1.5 to 2.9 years of growth. One student made 1.3 years of growth in reading.

The goal of special education is to support student learning through specialized instruction. Special education services facilitate learning by helping students strengthen weaknesses, develop strategies for learning and become academically independent. 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.

Improvement of MELA-O Proficiency Components and MEPA Performance Levels

Federal and state laws require that limited English proficient (LEP) students be assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English. In keeping with these laws, LEP students must participate in the Massachusetts English Proficiency Assessment (MEPA), which consists of two assessments. *Massachusetts English Proficiency Assessment-R/W (MEPA-R/W)* assesses LEP students' proficiency in reading and writing at grade spans 3-4, 5-6, 7-8, and 9-12. *Massachusetts English Proficiency Assessment-Oral (MELA-O)* assesses LEP students' proficiency in listening (comprehension) and speaking (production) at grades K-12. It measures five areas of oral language: comprehension, fluency, vocabulary, grammar, and pronunciation.

Banneker has 11 students who were administered the MEPA. Ten of the 11 students improved results within and between performance levels. One student did not meet the criteria; however, the student is currently performing on grade level.

Banneker has 20 students who were assessed using the MELA-O. What we found with the MELA-O is that it is reasonable for beginner students and students in lower grades to make gains on 4/5 measures (on a rating scale of 5). Students who were already intermediate or even advanced in their oral language skills, especially in the upper grades, did not make that kind of growth (many already have scores of 4 or 5 out of a possible 5). After reviewing our data, we have found that our objectives for the MELA-O did not match the construction of this subjective observational measure. We will review our objectives to ensure we can accurately report on English language proficiency levels of our students. Furthermore, it should be noted seven LEP students are being recommended to transition out of ELL services in the fall of 2007 based on MEPA scores, classroom work, and internal assessments.



ORGANIZATIONAL VIABILITY

EDUCATOR QUALITY AND SATISFACTION

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

Meeting Our Goals

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

- 85% of staff members who were offered contracts for the 06-07 school year accepted them and were retained, a very high staff retention rate that both surpasses the 75% retention rate of 05-06 and exceeds the target minimum of 75% for 06-07.
- 94% of staff rated their job satisfaction as Somewhat Satisfied to Highly Satisfied on the Staff Survey, greatly surpassing the minimum target of 75%. In addition, twice as many staff members (21% vs. 11%) were Very Satisfied in 2007 compared to 2006.
- Banneker's teacher salary scale was re-evaluated in 06-07, revised, and approved for 07-08 by the Board of Trustees, so that it is generally comparable to that of our local community (within 10% of the Cambridge Public Schools).
- 100% of new teachers plus two additional teachers (a total of 6) participated in the Banneker Mentoring Program, and 100% of the participants surveyed reported they were Highly Satisfied with the program.

Making Learning Visible Project

In 2006-07, Banneker was one of twelve charter and district public schools selected to participate in *Making Learning Visible: A Charter-District Partnership*. The MLV Project is based on collaborative research conducted by Project Zero at the Harvard Graduate School of Education with teachers from the Municipal Preschools of Reggio Emilia, Italy. MLV draws attention to the power of the group as a learning environment and documentation as a way to see how and what children are learning.

Participating schools meet together with Project Zero staff to share research and best practices related to documenting and supporting individual and group learning, and develop documentation examples to share at a summer institute and on the Web. As described by Project Zero, through this work, teachers:

- Share, assess, and improve innovative practices around group learning and documentation as a way to increase opportunities for student success
- Deepen understanding of students' strengths, interests, and ways of learning and expressing themselves
- Discover additional ways to support the creation of learning groups in the classroom in which students and teachers learn from and with each other

Over the past year, 7 Banneker teachers and coaches participated in the MLV Project (including the Science and Math Coordinator, Literacy Coach for grades three-six, and teachers grades second-fifth). All Banneker staff members also participated in two MLV training sessions in the fall and spring. Banneker is excited to be collaborating with Project Zero and partner schools in this very important professional development and dissemination work, and looks forward to continued participation in 07-08.

Technology Training Tuesdays

Banneker's technology training program for staff focused primarily on "system-level training" in 2006-07. Almost all software was new this year as a result of Banneker's upgrade to a new operating system (Tiger), and with the revamping of our website, all teachers, departments, and clubs had web pages to create and maintain. To support staff in their use of these tools, Banneker offered technology training sessions in:

- New systems and new software training
- Website Training
- Firstclass Training
- Digital Camera Training
- iLife 06 Training

Many technology training sessions in 06-07 were taught by Banneker staff members, promoting technical expertise and collegiality within our school. In addition, we encouraged staff to take advantage of the many state-wide online courses available, providing stipends to participants.

The most exciting development in the technology training arena in 06-07 was the offering of Banneker's first online professional development for staff. Banneker's Technology Department partnered with our Support Services Department to design and provide English-language learning training. We were pleased by staff's response to this online program, and look forward to developing our capacity in this area in 07-08.

Staff Satisfaction Survey

In April 2007, Banneker leadership conducted its fourth annual staff satisfaction survey, surveying teachers, teaching associates, specialists, and other staff members to gather feedback about the successes and concerns of the 06-07 school year. Thirty-four staff members participated, providing invaluable feedback to the Leadership Team.

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

- Implementing ThinkMath (our new math curriculum) school-wide, with the support of our Math Coaches
- Our team-spirited approach of working together to improve our students' academic success; continuing to build our community
- Successfully and smoothly transitioning to a K-6 school

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

- Using Literacy Collaborative more effectively and seeing students' reading levels and proficiency improve
- Collaborating with other teachers and Literacy and Math Coaches
- Reaching diverse learners; setting high expectations for all students; creating a positive classroom culture.

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

- 21% Very Satisfied and 38% Satisfied
- 35% Somewhat Satisfied
- 6% Dissatisfied and 0% Very Dissatisfied

These results compare very well with results from the 2006 survey, and demonstrate an even higher level of staff satisfaction in 06-07. This survey data tells us that:

- In 2007, the percentage of staff members who were Very Satisfied (the highest rating) doubled over previous years' levels (21% in 2007 vs. 11-12% in 2005 and 2006).
- In 2007, the percentage of staff members who were dissatisfied remained at the very minimal level established in 2006 (6% Dissatisfied, 0% Very Dissatisfied)

We have already begun the work of using this staff feedback to inform our planning and decision making in the 07-08 school year.

DISSEMINATION

Goal 5: 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 participated in the first City of Cambridge Science Festival, partnering with Dr. Morimoto of Lesley University to offer “Invasion of the Bio-Diversity Snatchers” to members of the general public.
- Banneker hosted three additional Science Seminars for K-6 students and staff.
- Banneker’s Director of School Improvement, Lori Likis, published an article recounting Banneker’s successful school improvement story of the past four years, “How a Strong School Faced ‘Failure,’” in the November 2006 issue of the international magazine, *Educational Leadership*, devoted to “NCLB: Taking Stock, Looking Forward.” Senator John Kerry’s Policy Director, Katie Ahearn, visited Banneker to tour the school and talk with school leadership in response to this article.
- Banneker’s Science and Math Coordinator, Lin Tucker, presented “Science Education at the Banneker Charter Public School,” in November 2006 as part of the SED Thursday Seminar program at the Harvard-Smithsonian Center for Astrophysics.
- Lin Tucker and Gizelle Dizon, fourth grade teacher, partnered with Karen Worth of Wheelock College to present, “The Important Role of Science Talk in Student Learning,” as part of Wheelock’s conference, “Effective Practices in Math and Science Teaching in Today’s PreK-6 Classrooms” in June 2007. This workshop focused on the role of science talk in supporting students’ scientific reasoning and concept development.
- Kate Julian, Beverly Timothy, and Nicole Bunk (first, third, and sixth grade teachers), taught ThinkMath lessons which were videotaped by EDC (with funding by the National Science Foundation), and distributed via DVD as a ThinkMath professional development supplement.
- Gizelle Dizon, fourth grade teacher, collaborated with the Educational Development Center by participating in a research project about science literacy. Videotape of science instruction in her classroom was presented to members of the National Science Teachers’ Association.

The Banneker Science Seminar Series

2006-07 marked the third 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 06-07. Two of these seminars were designed for Banneker science teachers and staff; one for Banneker students; and one for the Cambridge/Boston area community, as part of the City of Cambridge Science Festival. This year’s seminars were:

- “Motion and Force,” by Dr. Bruce Ward, Director of Projects ARIES and SEDNet, and Joe Barranco, both of the Harvard Smithsonian Center for Astrophysics. This two-session seminar, with fall and winter sessions, provided professional development for science teachers.
- “Stars and Constellations,” by Dr. Bruce Ward, who used StarLab, a portable planetarium, to introduce students to stars and constellations.
- “Invasion of the Bio-Diversity Snatchers,” by Dr. David Morimoto of Lesley University. This session was presented as part of Cambridge’s first city-wide Science Festival. It included a presentation about invasive species by Dr. Morimoto, followed by a nature walk through the neighborhood and local park. Approximately thirty adults and children attended this Saturday morning event in April.

Additional Dissemination Vehicles

In addition to activities described above, Banneker disseminates information to the public through:

- Banneker's web site, which includes pages for each classroom and a Weblog offering an online collection of events and happenings at Banneker.
- 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: Banneker will demonstrate that it is a school of choice for its community.

Meeting Our Goals

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

- Maintaining an active waiting list, which included 466 students at the start of the year
- Filling 95-100% of budgeted seats throughout the 06-07 school year
- Administering our Parent Survey in May 2007: the return rate of 18% was double that of previous years, and results reflect increasing satisfaction among Banneker's parent and guardian community.

In addition to these achievements, we were pleased to note a significant decrease in the percentage of students who left Banneker over the courses of the 06-07 school year:

- 4% of Banneker students left the school during the 06-07 school year (14 out of 327 total students) vs. 10% who left over the course of the 05-06 school year (30 out of 310 total students)

Only 8 students who left Banneker during the 06-07 school year cited move or transportation issues as the cause, versus 21 students who left Banneker in 05-06. This significant decrease in students leaving Banneker due to family moves and transportation issues (greater than 60 percentage points) appears to reflect Banneker's success in meeting the needs of students and families through our new no-cost transportation program.

Banneker Parent and Guardian Survey

In the spring of 2007, 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 was significantly higher in 2007, double that of previous years: 18% of parents responded in 2007, compared to 9% in 2006 and 8% in 2005.

When asked which language the family speaks at home, 21% of participants identified a language other than English (15% Creole, 6% Spanish).

In 06-07, the percentage of parents reporting that Banneker was a good school for their children because of its academic program continued to climb over previous years (65% in 06-07 vs. 51% in 05-06 and 40% in 04-05). Parents also noted Banneker as a good choice for its:

- Science and Technology focus (57%)
- Supportive environment (52%)

Responding parents expressed a very high level of satisfaction with their students' classroom teachers in 2007:

- 93% strongly agreed and agreed that their child's teacher was easy to contact
- 91% strongly agreed and agreed that their child's teacher was responsive to their concerns
- 93% strongly agreed and agreed that their child's teacher genuinely cares about their child
- 94% strongly agreed and agreed that they were well informed about their child's academic progress
- 100% strongly agreed and agreed that they felt welcomed in their child's classroom

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

- 85% strongly agreed and agreed that their child was academically challenged at Banneker
- 84% strongly agreed and agreed that their child was safe at Banneker
- 75% strongly agreed and agreed that the Banneker met their child's social and emotional needs

We are extremely pleased by the increased return rate of this year's parent and guardian survey, and by the high level of satisfaction expressed by approximately one-fifth of our parent and guardian community

TECHNOLOGY INFRASTRUCTURE

Goal 7: Banneker will demonstrate continuous improvement in its technology infrastructure.

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 2.54:1 student-to-computer ratio
- Meeting all hardware, software, professional development, and curriculum targets of Banneker's Technology Plan. In addition, during 06-07, we updated the budget for the next two years to support the Technology Plan through 2008-09.
- Meeting or exceeding all five of the Local Technology Plan Benchmark Standards for mission and vision; technology use; professional development; accessibility of technology; and infrastructure for connectivity. Notable statistics for Benchmark 2, Student and Teacher Use of Technology, include:
 - 94% of staff use technology for professional activities nearly every day
 - 80% of fourth grade students have mastered all or nearly all standards
 - 29% of teachers are at the Proficient and Advanced levels according to the Technology Self-Assessment Tool

Continuing to Build our Infrastructure

In addition to meeting these goals, we continued to build on and enhance our technology strength. 100% of Banneker classrooms remain connected to the internet, and we have established a four-five year computer replacement cycle. In 06-07, we also:

- Rolled out a new Banneker web site, providing each teacher his/her own classroom space with direct email access and the ability to post homework assignments and student work.
- Purchased a mobile computer lab, consisting of 20 IMacs and a networked color laser printer, for use within classrooms.
- Upgraded our Macintosh operating system to OSX Tiger.
- Purchased new curriculum software, including FastMath and Mavis Beacom Typing.

FINANCIAL RESOURCES

Goal 8: 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 and maintains a reasonable reserve for future facility use
- Receiving an unqualified opinion finding by external auditors for the 06 school year

Working closely with the Executive Director, the Board approved a budget for 2007-08 that is aligned with Accountability Plan goals; continues to support Banneker's no-cost transportation program for families; increases the teacher salary scale to one more competitive with neighboring districts; and provides additional support in the areas of math, literacy, and MCAS preparation.

FACILITIES

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

Meeting Our Goals

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

- Negotiating terms with our landlord, the Vineyard Church, for the remainder of the third charter term (2008-11), with an option to extend the lease an additional two years after this date
- Establishing the Banneker Science Lab for use during the 06-07 school year, with construction, technology, and laboratory equipment improvements to be made prior to the start of the 07-08 school year. In the spring of 2007, Banneker received a \$10,000 grant from the Harbus Foundation of the Harvard Business School to purchase science and technology equipment for this laboratory.

GOVERNANCE

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

Successful Executive Director Search

The 06-07 year was a challenging one for the Banneker Board of Trustees, with the announced retirement of Executive Director Lenora Jennings in July and the search for Banneker's next Executive Director. Committed to a comprehensive and inclusive search process, the Board interviewed numerous search firms and engaged EDCO Collaborative to spearhead this effort. EDCO facilitated an efficient and effective search process that attracted numerous qualified candidates, engaged all constituencies of the Banneker School, met project timelines, and resulted in the appointment of Marlon Davis, former Assistant Principal of the Dr. Martin Luther King, Jr. School of Cambridge, in May. Successfully managing this critical leadership transition within the school was the Board's primary accomplishment of 06-07, as identified by the Board in its Self Evaluation 2007.

Board Accomplishments in 06-07

In addition to appointing a new Executive Director, the Board achieved several other goals in 06-07:

- Revising the Banneker School by-laws, as requested by the Charter School Office of the Department of Education.

- Working collaboratively with the Executive Director to review and revise the teacher salary scale for 07-08, so that it is generally comparable to that of our local community (within 10% of the Cambridge Public Schools).
- Establishing the Lenora Jennings Mentoring Program at Banneker, named in honor of our retiring Executive Director.
- Increasing fundraising activities and revenue for the year. Activities included a mail solicitation for the Banneker Science Lab; staff donations to the Jennings Mentoring Program in honor of Lenora Jennings' retirement; Board member giving; securing of a \$10,000 grant from the Harbus Foundation of the Harvard Business School. Total donations by individuals in 06-07 (minus the Harbus grant) increased over the 05-06 total by 20% (exceeding the Accountability Plan target of 10% growth above previous year's level).
- Setting Board annual goals in September and achieving at least 75% of these goals over the year.
- Completing the third Board self evaluation in June 2007.
- Participating in discussions with school leadership to further define Banneker's vision as a Science and Technology School.
- Increasing Board visibility within the school and at events.

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

Board Self Evaluation 2007

The Banneker Board of Trustees' self evaluation in June 2007 revealed the following:

- 84% of participants were Very Satisfied to Satisfied with the extent to which the Board has met its governance responsibilities this year
- 85% of participants were Very Satisfied to Satisfied with the Board's decision making process
- 100% of participants were Very Satisfied to Satisfied with the level of information provided to them about the Banneker and its challenges
- The Board considers its two greatest successes this year to have been hiring the new Executive Director and developing an enrollment management strategy

COMMUNITY SUPPORT

Goal 11: 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 both maintaining and creating new community and higher education partnerships with:

- **Union Baptist Church**, which for a second year continued an extremely generous project launched by Reverend Jeffrey Brown in 05-06. The church, in collaboration with Curious George Goes to Wordsworth, provided every Banneker third grade student with a new book every week of the school year, instilling a love of books and learning.
- **Project Zero of Harvard University's Graduate School of Education**, which selected Banneker as one of twelve charter and district public schools invited to participate in *Making Learning Visible: A Charter-District Partnership*. Through this professional development and dissemination project, participants share research and best practices related to documenting and supporting individual and group learning.
- **Harvard Smithsonian Center for Astrophysics**, whose Dr. Bruce Ward, Director of Projects ARIES and SEDNet, has regularly participated in the Banneker Science Seminar Series, and included Banneker as a partner in the center's application for an out-of-school learning grant.
- **Lesley University**, in our ongoing implementation of Literacy Collaborative and its extensive professional development for teachers in literacy.
- **Summerbridge Cambridge**, an educational, college-oriented summer program for middle school students, which has enrolled an increasing number of Banneker students every summer since 2004.

- **Conservatory Lab Charter Public School and Boston College**, who invited Banneker to partner with them in application for a grant to study the effects of music education on academic progress.
- **Hope Fellowship Baptist Church**, members of whom have participated in and supported Banneker community activities, volunteering to work with our summer afterschool program and offering English as a Second Language classes to Banneker families. Banneker's dance troupe, Baderinwa, also performed at a Hope Fellowship event.

In 2006-07, Banneker also extended its relationships with individual educators and researchers, establishing:

- **The Banneker Visitor's Program**, a school leadership initiative designed to acquaint key members of the greater Boston education and scientific community with the Banneker. Visitors included Jackie Jenkins-Scott, President of Wheelock College; Mario Borunda, Dean of the School of Education, Lesley University; and Desiree Ivy, Director of the Teacher Training Course, the Shady Hill School.
- **Relationships with numerous graduate and post-doctoral students** from local institutions of higher learning, including Tufts (doctoral program for Science, Math, and Engineering Education), Harvard, and Northeastern
- **Research relationships** with TERC (exploring Science MCAS) and EDC (exploring literacy and science)

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 African American leaders as role models and students' own role in the community.
- **The Banneker Science/Engineering Exposition**, now an annual event in which students present science projects to members of the Banneker community and invited guests.
- **The Banneker Technology Fair**, an annual event featuring work of students K-6, demonstrating how technology is integrated in support of curriculum.



FAITHFULNESS TO MISSION

SCIENCE

Goal 12: Banneker students 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 every Banneker classroom, members of the community, and local area scientists and science educators. Students demonstrate 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:

- Student participation in Banneker's two-day Science/Engineering Exposition reached 100% in 2006-07. Students in grades K-one participated in grade-level projects; students in second-third grades participated in classroom projects; students in fourth-sixth grades participated in small group projects. Projects

explored a wide range of topics, including butterflies, windmill design, sound, machines, chemical reactions, mold, and magnetic attraction.

- Fifteen visitors, including local area scientists and science educators, attended this year's Science/Engineering Exposition, and half of these visitors completed evaluation forms assessing the quality of student work. These external evaluators gave highest marks for observing evidence of the following during their visit to student exhibits:
 - Age-appropriate experimental design ("fair tests," repeated tests, etc): 100% of respondents saw evidence of this 75-100% of the time
 - Student engagement (knowledgeable and excited): 86% of respondents saw evidence of this 75-100% of the time
 - Evidence of development and use of scientific processes: 72% of respondents saw evidence of this 75-100% of the time
- On 2006 Science MCAS, we exceeded our target for improving the passing rate of fifth grade students, decreasing the number of students scoring at the warning level by 14 percentage points over the 2005 level. We did not, however, meet our proficiency target; proficiency on fifth grade Science MCAS remained steady at our 2005 level (16%). Improving proficiency remains our primary MCAS Science goal.

TECHNOLOGY

Goal 13: Banneker students 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 (fully updated in 05-06), a mobile computer lab (20 IMacs and a networked color laser printer) for use within classrooms, and a full-time Technology Facilitator. Students attend at least one forty-five minute technology period in the lab each week with the Technology Facilitator, and students in grades two-six attend at least one technology period with the Technology Facilitator in their classrooms each week. 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 Technology and Curriculum Projects

Students in grades three-six increase their technical skill and competence – and meet Banneker's grade-level expectations in technology – by completing a minimum of two integrated technology and curriculum projects each year. These projects are collaboratively designed, and jointly graded, by the Technology Facilitator and classroom teachers. The classroom teacher identifies content and learning standards, and the Facilitator identifies technical tools and processes. The Technology Facilitator 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 the work completed over their years at Banneker.

In sixth grade, all Banneker students complete a culminating technology project demonstrating their proficiency in the use of a wide range of technical tools. These culminating projects are rubric scored and exhibited at the Technology Fair.

Banneker Technology Fair

The Technology Fair, now in its seventh year, is an annual exhibition of student work. Parents and community members are invited 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, including sixth grade culminating projects.

Measuring Our Progress

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

- Students in third grade completed one integrated curriculum and technology project in 06-07, and students in grades four-six completed two or more. Curriculum areas for integrated projects were social studies and math. Project software included Microsoft Word, Excel, and Powerpoint; KidPix; IMovie; Hyperstudio; and expanded internet use. Exemplary integrated projects will be exhibited on the Banneker website this summer.
- This spring, Banneker piloted our new sixth grade culminating technology project. All sixth grade students completed this project: an eight-minute documentary. Students submitted a proposal with hypothesis, conducted research, and edited and produced the documentary in IMovie. Topics included the Iraq War, gang violence, and health issues such as obesity. Tools included Microsoft Office, IMovie, Graphic Converter, video camera and recorder. Select students presented their culminating projects at a Film Festival held as part of Banneker's Technology Fair.
- Student use of technology within classrooms increased significantly in 06-07, with the addition of our mobile lab (20 IMacs and a networked color laser printer) and a new approach to instruction. The mobile lab was used every day by approximately two classrooms, grades three-six. The Technology Facilitator worked with students once per week in all grade two-six classrooms, as well as working with students in the computer lab. And the use of curricular software was heightened with the purchase of FastMath for grades three-six. FastMath allows teachers to adjust facts tested for each student based on how that student performs in the classroom and on current Fastmath facts.
- All classrooms contributed work to the Banneker Technology Fair in 06-07, which included a Film Festival of selected sixth grade culminating projects. Students held question and answer sessions after their screening.

STUDENTS' NON-ACADEMIC NEEDS

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

Our Policies and Programs

In 06-07, Banneker continued to invest in meeting the non-academic needs of our students, with some changes to programming as a result of Banneker's transition to a K-6 school. Staffing in this area includes a Student Support Specialist and part-time, on-site counselor. Policies and programs now include:

- **School Wellness Policy:** Approved by the Banneker Board of Trustees in September 2006, the School Wellness Policy defines minimum benchmarks Banneker is committed to for physical activity, nutrition education, nutrition standards, and snack foods.
- **Transportation Program:** Approved by the Banneker Board of Trustees for implementation beginning 06-07, Banneker now provides free transportation for all students. By supporting our families in this way, Banneker has removed what was, for many students, a financial hardship and an obstacle to attending Banneker.
- **Coordinated Student Support Team:** Consisting of the Executive Director, Deputy Director, Director of Support Services, Student Support Specialist, Counselor, and Nurse, this team meets regularly to review and discuss students emerging as in need of services. This team makes recommendations for both internal and external supports for students and monitors students' progress.
- **School Culture Team:** Consisting of the Deputy Director, Technology Director, Student Support Specialist, and school specialists, this team meets weekly to organize monthly school assemblies and design other community building events.
- **Lenora Jennings Mentoring Program:** Founded in 06-07 by Banneker's Executive Director Lenora Jennings, this student mentoring program was named in her honor by Banneker's Board of Trustees upon her retirement. The Jennings Mentoring Program pairs targeted students in grades three-six with an adult

mentor from the Banneker community. In 06-07, the program focused on providing male mentors to boys. Mentors create and maintain a relationship with students over the course of the year, communicating with students weekly, providing encouragement and an understanding ear, and joining students for program outings and lunches.

- **Second Step:** A nationally recognized, science-based, social skills and violence prevention curriculum (on the U.S. DOE's list of effective programs), Second Step promotes positive social skills while reducing anti-social behaviors. In 06-07, it was implemented in many classrooms K-6. In 07-08, we will more fully invest in this social skills and violence prevention curriculum, as three staff trainers provide training for all staff through professional development sessions beginning in August and continuing throughout the year.
- **Banneker Bucks:** Created in 06-07, Banneker Bucks is a positive behavior incentive program. Students earn Banneker Bucks for being of service to our community: helping a teacher, supporting another student, picking up trash, etc. Students receive various forms of community recognition according to the number of Banneker Bucks earned.

In 07-08, Banneker will also re-introduce Responsive Classroom, a social competency program designed to create a sense of community and shared purpose. Responsive Classroom is an effective program for improving classroom culture and behavior, and teachers will begin receiving professional development in this curriculum in August.

Measuring Our Progress

This year, the Banneker met and exceeded many of our targets for meeting our students' non-academic needs as defined in our Accountability Plan:

- Over 90% of responding parents expressed high satisfaction with Banneker's school environment (children are safe, parents are welcomed, student social and emotional needs are met) on the Banneker Parent and Guardian Survey 2007 (well over our 75% target). See Goal 6, "School of Choice," for more detail about survey results.
- Banneker successfully implemented its School Wellness Policy in 06-07 and implemented at least one activity in support of each component of the policy. Notable achievements in this area include a November student assembly, "Be Happy, Be Healthy," devoted to nutrition – and the redesigning of the Banneker school menu. Banneker's Nurse, Food Manager, and Executive Director led the menu redesign in collaboration with nutritionists from the Healthy Children's Task Force and the Food Director of the Cambridge Public Schools. This team conducted research and made site visits in the fall and winter, and implemented menu improvements in the spring, introducing more whole grains, salads, and fruits.
- Student assemblies, hosted by the School Culture Team, were held every month of the academic year.
- Three staff members attended Second Step training in June 2007, and are prepared to train other staff in Second Step during 07-08.
- Seventeen students and nine mentors participated in the Lenora Jennings Mentoring Program in 06-07, and expressed high satisfaction on the Mentoring Program Survey.
- 174 students were recognized for positive behavior by the Banneker Bucks program.

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.

Jennings Mentoring Program Survey

In the spring of 2007, Banneker conducted a survey gathering feedback from all participants in the Jennings Mentoring Program: students, mentors, and participating students' classroom teachers. Seventeen students, 9 mentors, and 8 classroom teachers participated in the program; approximately 55-75% of the members of each group participated in the survey. Survey results confirmed the success of the program in its first year, and provide data helpful in planning program improvements for 07-08.

Responding mentors expressed a very high level of satisfaction:

- 80% always found the mentoring program to be a learning experience for them
- 80% would always recommend participation in the mentoring program to other adults

- 100% always believe that the mentoring program should be continued at Banneker

Responding classroom teachers also reported high satisfaction:

- 50% always/usually thought the mentoring relationship had a positive effect on the student academically
- 80% always/usually got positive feedback from the student about his mentoring experience
- 83% always/usually thought the mentoring program has been a valuable experience for the student

Participating students also expressed a very high level of satisfaction:

- 72% always liked being part of the mentoring program
- 86% always thought their mentor really cared about them
- 100% would always like to keep in touch with their mentor next year

When asked, “What did you like most about having a mentor?” students cited field trips and activities but also the benefits of having a mentoring relationship with an adult in the Banneker community. Comments included: “You got to say what you felt,” and, “Just having someone to talk to.” We are very pleased with the results of our in-house mentoring program in its first year and plan to build on its success. We look forward to improving the Jennings Mentoring Program in 07-08, hoping to offer higher levels of encouragement to an even greater number of students, and serve girls as well as boys.



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 newsletter. The backpack is sent home with students and posted to our web site. Our redesigned web site also offers a Weblog, an online collection of Banneker activities and events, including pictures and video clips, which parents and others can view from home. In addition, each classroom also has its own page on our web site, so that teachers can post homework and other information for parents and students.

The Parent Council: Banneker's Parent Council was reborn in 2006-07, with a new and active parent membership. The Council held elections this fall, filling the offices of President, Vice President, Secretary, and two Treasurers. The Council met every month to discuss school issues, explore specific topics of interest (such as bullying and the school's behavior policy) and plan future fundraising. Council members actively participated in the Executive Director Search process, attending a focus group session to identify qualities they were seeking in the next Executive Director and interview sessions with the three finalists. Their involvement and feedback was an important contribution to the search process.

The Council experimented with meeting times and locations (holding one meeting offsite in Boston), in order to try to increase parent participation, and ultimately met the last Wednesday of each month at 7:45 a.m. The Council hosted a Spaghetti Dinner for the community, an appreciation breakfast for staff, and celebrated Executive Director Jennings' retirement with a gift. The Council raised over \$500 through bake sales and other fundraising activities.

As a kick-off event, the Parent Council is organizing a family picnic in August for the 2007-08 school year, so that families and staff will have an opportunity to meet and socialize before the start of school.

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, self development and individual projects.

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 and health, science, engineering, math, basic finance and critical thinking.

This year, BEE was grateful for volunteers from the Vineyard Church, Hope Fellowship Baptist Church, Cambridge Health Department, Cambridge Election Commission, Dole Fruit Company, Bertucci's, Cambridge Lanes and Games, Jose's Mexican Restaurant, Snapple Student Sport Support program with Agganis Arena at Boston University, Harvard University, Kendall Square Community Skating Rink, Ma Magoos, Entertainment Cinemas-Fresh Pond movie theatre, guests from Ghana, our own BEE alumni and 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.

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 program consists of small academic classes in the morning, lunch, and afternoon enrichment activities and field trips. Thank you to Mara Hoyer-Whitfield, Cambridge Multicultural Arts Center, and the Cambridge Public Library Rindge Avenue Branch.

SCHOOL INFORMATION

Grades Served	K-6
School Year	September 5, 2006-June 18, 2007
Number of instructional days	180
Hrs of Operation	8:00 am – 3:00 pm
Attendance	93.3 %.
Enrollment Cap	325
Average Class Size	20
Student/Teacher Ratio	8:1
Total Enrollment	327
End of Year Enrollment	313
Applications received	374
Applicants/Waitlist to seats	3 to 1

FACULTY INFORMATION

% Teachers who returned for the 06-07 school year	85%
% Teachers who left during 06-07 school year	7% 3 family issues, 1 TA accepted teaching position
Teachers not returning since last report	1
% Teachers returning for the 07-08 school year	87%
Resumes received	800
Average years of teaching experience	5.1
Average years of service at Banneker	4.9
Teachers Highly Qualified according to NCLB	83%
Teaching Associates Highly Qualified by NCLB	100%

STUDENT CHARACTERISTICS

Race	Number	Percentage
Black	256	82%
Hispanic	47	15%
Multi-Race, Non-Hispanic	10	3%

Sending District	Number	Percentage
Boston	166	53.0%
Cambridge	87	28.0%
Medford	13	4.0%
Malden	8	2.5%
Everett, Randolph (6 each)	12	3.8%
Brockton	5	1.6%

Sending District	Number	Percentage
Lawrence	4	1.3%
Canton	3	1.0%
Chelsea, Lynn, Quincy, Somerville, Walpole (2 each)	10	3.2%
Arlington, Dartmouth, Revere, Saugus, Waltham (1 each)	5	1.6%

OTHER INFORMATIONAL STATISTICS

Characteristic	Number	Percentage
<i>Gender</i>		
Female	158	50.5%
Male	155	49.5%
<i>Language</i>		
Number and percentage of students classified as limited English proficient	23	11.8%
Number and percentage of students with home language other than English	96	30.6%
<i>Special Education</i>		
Percentage of Special Needs students (those with formal IEPs)	25	7.0%
Percentage of students who receive special services, but are not on IEPs	0	0
<i>Free and Reduced Lunch</i>		
Number of students on free lunch	210	67.0%
Number of students on reduced lunch	29	9.0%
Total number of students on free and reduced lunch	239	76.0%
<i>Suspensions & Expulsions</i>		
Out-of-School Suspensions (including fighting, continued disrespect of staff, verbal confrontation)	17	5.4%
In-House Suspensions	24	7.7 %
Expulsions	0	0

APPLICATIONS AND ENROLLMENT INFORMATION

Applications Received During the 06-07 School Year

Grade	Boston	Cambridge	Surrounding Towns	Total
K	103	26	41	170
1	37	5	10	52
2	26	7	10	43
3	32	3	8	43
4	20	5	3	28
5	16	3	4	23
6	11	2	2	15
Total	245	51	78	374

Wait List by Grade and Residence

Grade	Boston	Cambridge	Surrounding Towns	Totals	Openings
K	106	25	23	154	58
1	36	9	11	56	23
2	35	3	7	45	18
3	45	3	11	59	15
4	38	3	5	46	21
5	35	3	9	47	9
6	52	1	6	59	7
Totals	348	47	72	466	151

Students Not Returning for the 06-07 School Year

Moved/Transportation/Transition	Dissatisfied	Total
29	2	31

Students That Left During the 06-07 School Year and the Reasons They Left

Grade	City	Date Left	Reason Left	Total
K	Boston (2)	09/23/06	K, not ready (1)	3
	Cambridge (1)	01/07/07	Transportation (2)	
		01/27/07		
1	Cambridge (1)	9/16/06	Moved (1)	2
	Lowell (1)	12/16/06	Transportation (1)	
2	Boston (1)	9/22/06	Moved (1)	2
	Cambridge (1)	1/23/07	Dissatisfied (1)	
3	Boston (1)	1/20/07	Moved (1)	2
	Somerville (1)	1/27/07	Transportation (1)	
4	Boston (3)	12/6/06	Moved (1)	3
		3/11/07	Back to old school (2)	
		5/23/07		
6	Boston (2)	9/30/06	MS (2)	2
		12/2/06		
Totals	Boston (9) Cambridge (3) Lowell (1) Somerville (1)		Dissatisfied (1) Moved/Transportation (8) Transition/MS (2) Back to old school (2) Not Ready for K (1)	14

Students Entering After the First Day of School

Grade	Boston	Cambridge	Surrounding Towns	Total
K	4	2		6
1	2	2	1	5
2	3	1		4
3	1			1
4	3			3
5	1			1
6	2			2
Total	16	5	1	22



BANNEKER STAFF

Executive Director
Deputy Director

Lenora Jennings*
Sherley Bretous-Carré

All are full-time employees, unless otherwise noted.

Adrienne Custodio Kindergarten
 Derek Magnette* Kindergarten
 Alan Rodriguez Kindergarten
 Julie Behenna First Grade
 Catherine Julian First Grade
 Julia Zack First Grade
 Rachelle Milord Second Grade
 John Willett Second Grade
 Cherita Gonzales Third Grade
 Beverly Timothy* Third Grade
 Gizelle Dizon Fourth Grade
 Amanda VanVleck Fourth Grade
 Suzannah Bukenya Fifth Grade
 Andrew Fotsch Fifth Grade
 Nicole Bunk Sixth Grade
 Elizabeth Walsh* Sixth Grade
 Lin Tucker Math/Science Coordinator
 Sean Best Physical Education
 Darrow White Music Education
 Julianne Franklin * Art
 Heather Steenburgh Reading/Title I/Literacy Coach
 Molander Etienne Reading/Literacy Coach
 Sarah Little * Reading/Math
 Tracy Amaral* Reading
 Jared Perrine Technology Director
 Chuck Fisher Technology
 Anita Hicks Technical Liaison
 Dr. Kathleen Horrocks Sped Director
 Susan Manuel Special Ed Teacher
 Joan Gregory Special Ed Teacher
 Deena Zeigen Counselor .6
 Annie Dugay ESL
 Jeannie Thiel Speech (Contractual) .6

Cindy Carter Math Support .6
 Paul Goldberg Math Support .2
 Nina Shteinhold Math Support .2
 Deirdre Coffey Associate Teacher
 Sarah Cunningham* Associate Teacher
 Ashley D'Amour Associate Teacher
 Meredith Daley Associate Teacher
 Faith Garner Associate Teacher
 James Hogan * Associate Teacher
 Lea Napolitano Associate Teacher
 Adriana Ramos Associate Teacher
 Lauren Smith Associate Teacher
 Stanley Sterlin Associate Teacher
 Janell Thompson-Weeks Associate Teacher
 Rachel Vela Associate Teacher

Lori Likis School Improvement Dir .75
 Robert Jumper Business Manager
 Sharon Lombara Executive Assistant
 Mary Lucey Admin Assistant
 Charles Banks Student Support Specialist
 Jennifer Gordon Librarian
 Barbara Brothers Afterschool Coordinator
 Elena Doolittle* Recess Associate .5
 Vinnette Brown Cafeteria Manager
 Elena Doolittle Cafeteria Aide .5
 Louise Dunn Cafeteria Aide .2
 Eusabia Rosario Nurse
 Marie St. Germain Receptionist
 Sean Rahim Security

***Staff Not Returning for 2007-2008 and Reasons Given**

Position Eliminated	Changed Fields	Graduate School	New Position	Retired	Not asked back	Total
1	3	1	2	1	2	10

PROFILES OF TEACHING STAFF

Tracy Amaral: Masters of Arts from Bridgewater State; Bachelor of Arts from Saint Anselm College; Two years of teaching experience, second year at Banneker: **Certified.**

Julie Behenna: Bachelors of Arts, Early Childhood Education from Tufts University; One years of teaching experience, second year at Banneker: **Certified, HQ**

Sean Best: Bachelors from Muskingum College; Four years of teaching experience, Four years at Banneker: Ohio certified; Passed all MTEL, **HQ.**

Nicole Bunk: Bachelors from Saint Joseph College; Second year teaching, third year at Banneker: **Certified, HQ.**

Susannah Bukenya: Masters from Middlebury College, Bachelors from Salem State; Seven years of experience, Fifth year at Banneker: **Certified, HQ.**

Adrienne Custodio: Bachelors from Wheelock College; Five years of experience, sixth year at Banneker: **Certified, HQ.**

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

Annie Duguay: Masters from Harvard; Bachelors from 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.**

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

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

Cherita Gonzales: Masters from Lesley College; Bachelors from University of Massachusetts

/Boston; Six years of teaching experience, seventh year at the Banneker: **Certified: HQ.**

Joan Gregory: Bachelors Arts/Education from Memorial University, Canada; In Masters program from Salem State in Special Ed; Third year of teaching experience, first year at Banneker as special ed teacher.

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

Sarah Little: Masters from Harvard University; Bachelors from University of Michigan; Eight years of experience, seventh year at Banneker: **Certified**

Derek Magnette: Masters from Wheelock College; Bachelors from University of New Hampshire; Five years experience, fifth year at Banneker: **Certified**

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

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

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

Alan Rodriguez: Masters in Elementary Ed. from Lesley University; First year of teaching experience, third year at Banneker: **Certified, HQ.**

Beverly Timothy: Masters from Wheelock College. Third year teaching, fourth year at Banneker: **Certified, HQ**

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

Elizabeth Walsh: Masters from Boston College; Bachelors from Boston College; Five years of experience, Second year at Banneker: **Certified**

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

John Willett: Bachelors from Bowdoin College; Two years teaching experience, fourth year at Banneker: **Certified, HQ.**

Julia Zack: Bachelors from Laselle College. Four years of experience, fifth year at the Banneker: **Certified, 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
Sixth year of service
Third term expires June 2010

Pamela Ogletree

President & CEO, Children's Services of Roxbury
Clerk, Board of Trustees
Founding member, Benjamin Banneker
Fifth year of service
Second term expires June 2008

Charles McVea

CFO, Lena Park Development
Treasurer, Board of Trustees
Chair, Finance Committee
Sixth year of service
Third term expires June 2010

OTHER TRUSTEES

James Becker

Vice President, Hoovers, Dunn and Bradstreet
First year of service
First term expires April 2010

Robert Bridgeman

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

Anita Burke-Johnson

Consultant
Second year of service
First term expires July 2008

Scott Darling

Environmental Counsel, MBTA
Founding member, Benjamin Banneker
First year of service
First term expires April 2010

Wei Ding

CFO, Imaging Devices, Inc.
Fifth year of service
Second term expires September 2008

Jean French

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

Lindsa McIntyre

Principal, Community Academy
Banneker Parent
First year of service
First term expires September 2008

Denise Patmon

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

Linda Rosetti

Executive VP of HR, Iron Mountain Corporation
Fifth year of service
Second term expires July 2007

Darnell Williams

Boston Plan for Excellence
Induction Director
First year of service
First term expires January 2010

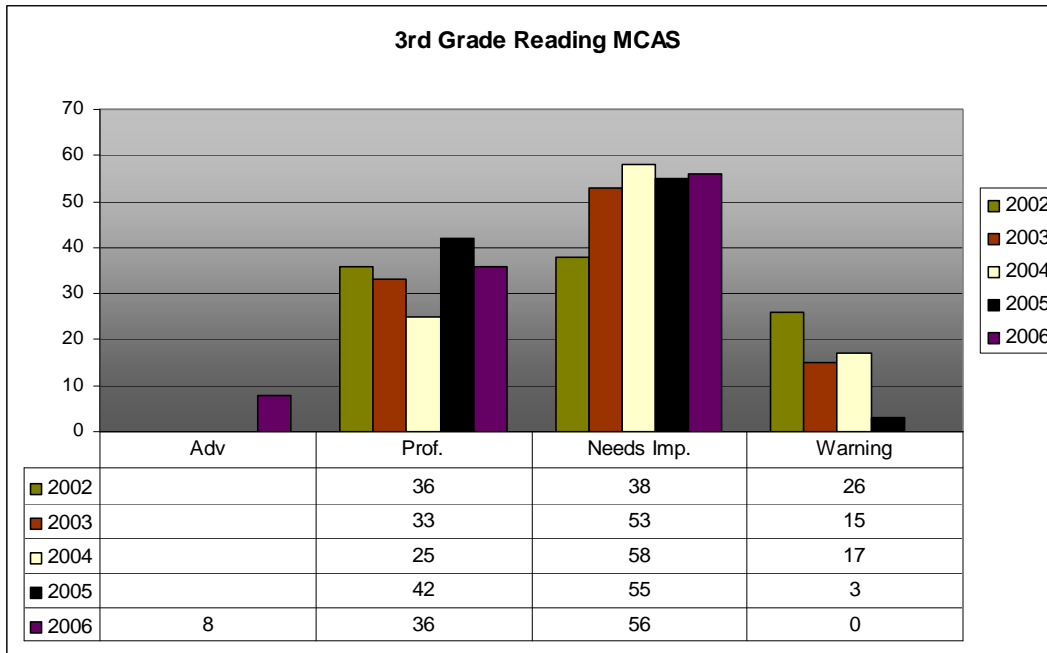
Lenora Jennings

Executive Director (Ex-officio)

INTERNAL & EXTERNAL ASSESSMENTS

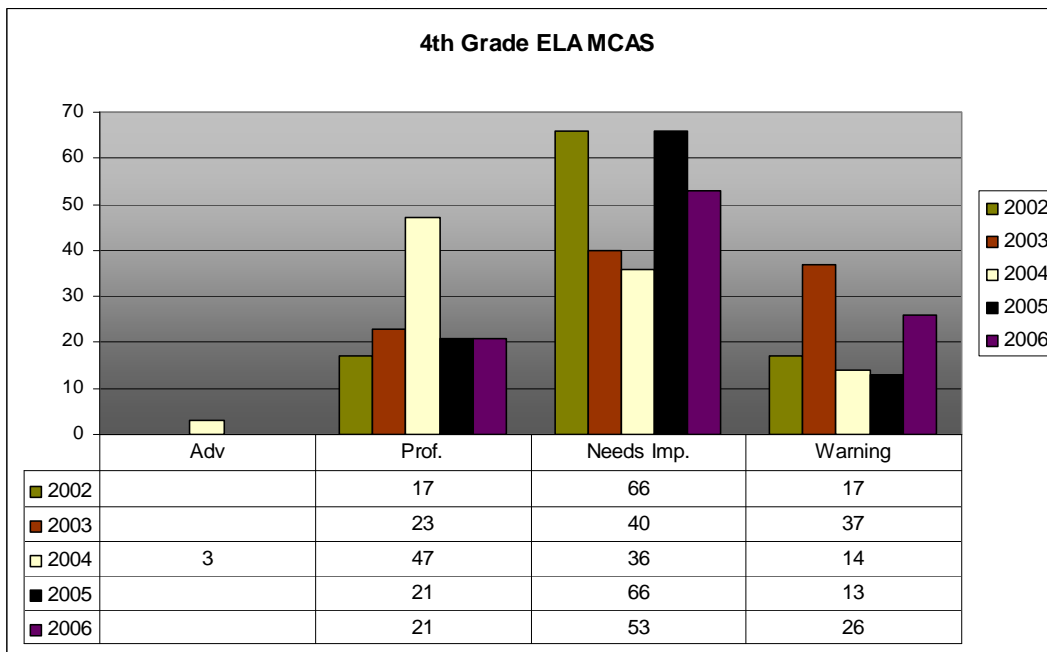
MCAS READING & ENGLISH LANGUAGE ARTS

Third Grade Reading MCAS 2002-2006



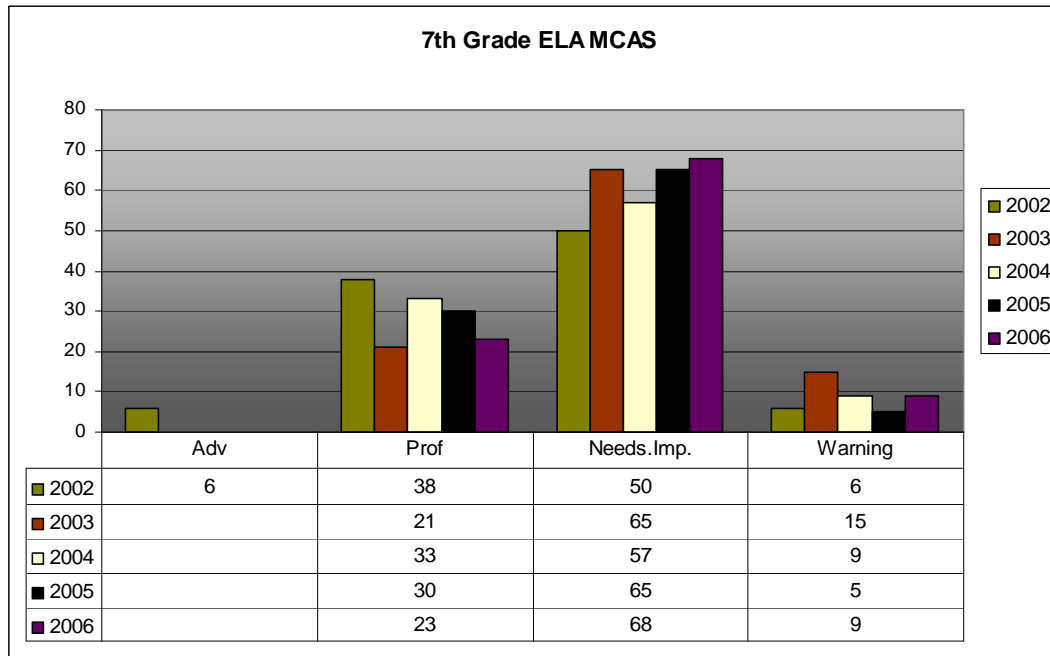
In 2006, 100% of Banneker third grade students passed the Reading MCAS. This passing rate surpassed the state's passing rate of 92%. The percentage of students scoring at the proficient level also rose in 2006 to 44%, an increase of 2 percentage points over 2005 levels.

Fourth Grade English Language Arts MCAS 2002-2006



In 2006, 74% of Banneker fourth grade students passed English Language Arts MCAS, down from 87% in 2005. The percent of students scoring at the proficient level remained steady at the 2005 rate of 21%.

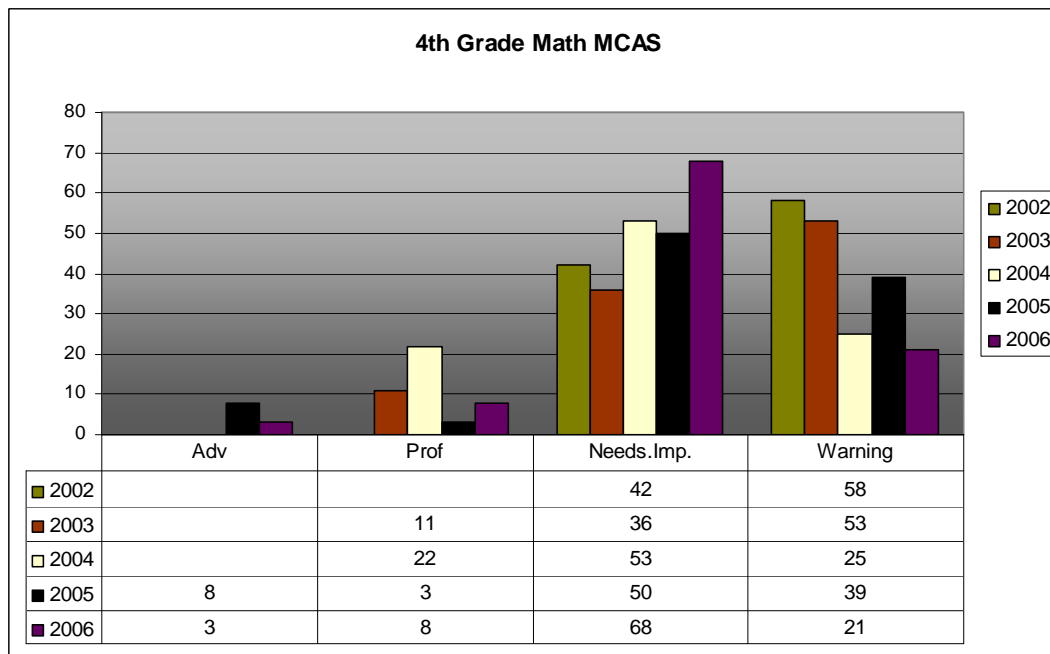
Seventh Grade English Language Arts MCAS 2002-2006



In 2006, 91% of Banneker seventh grade students passed English Language Arts, down from 95% in 2005. The proficiency rate for seventh grade students also declined slightly, from 30% in 2005 to 23% in 2006.

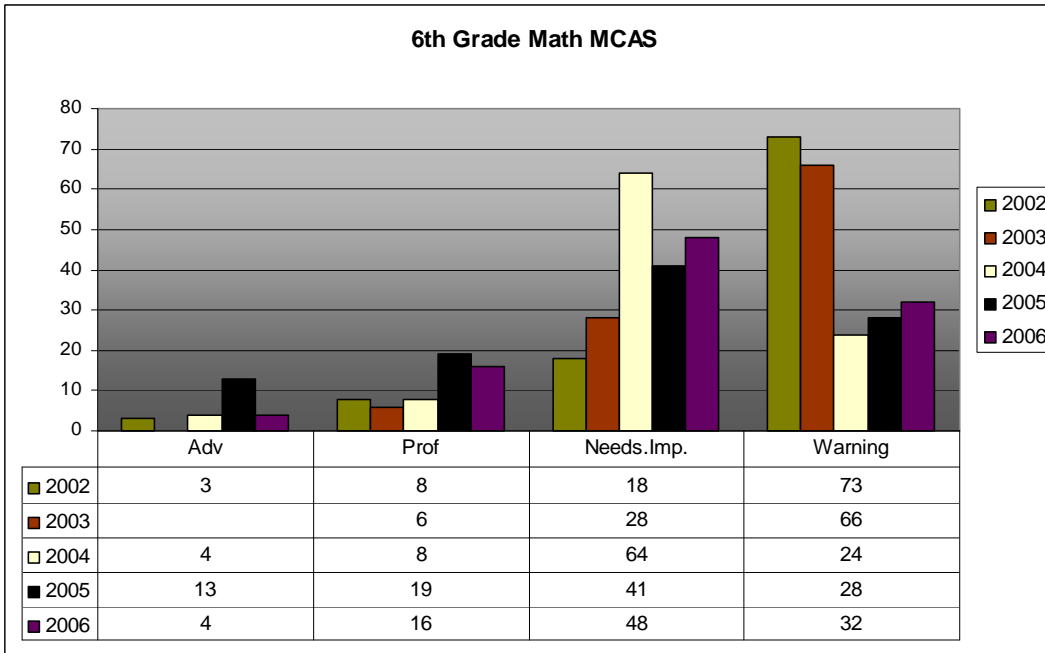
MCAS MATH

Fourth Grade Math MCAS 2002-2006



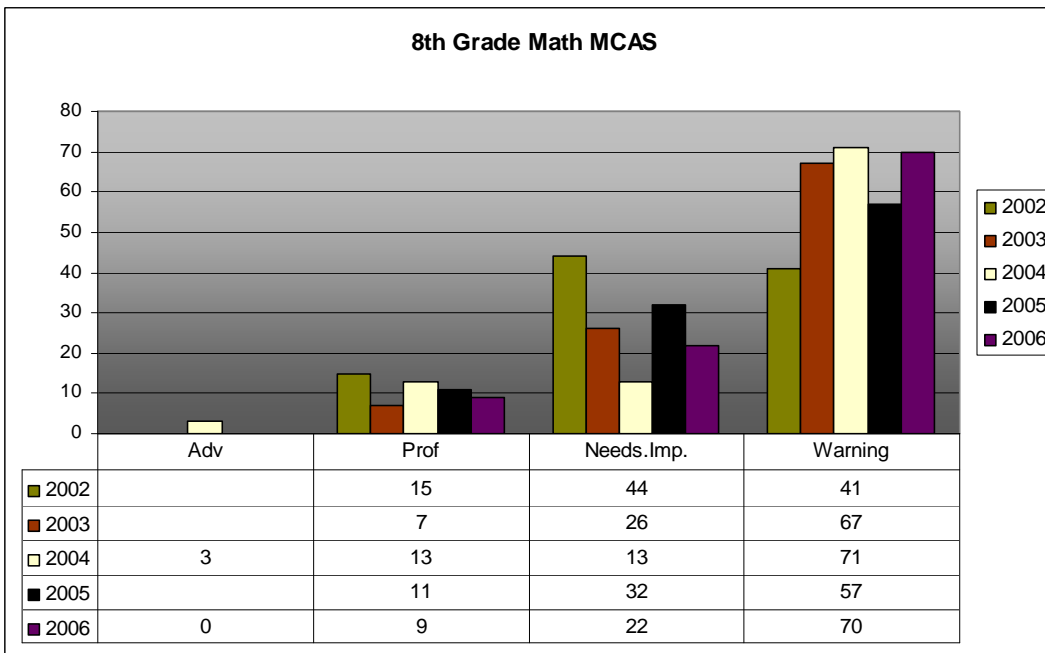
In 2006, 79% of Banneker fourth grade students passed Math MCAS, an 18 point increase from the 2005 passing rate of 61%. The proficiency rate for fourth grade students in 2006 held steady at the 11% proficiency rate of 2005.

Sixth Grade Math MCAS 2002-2006



In 2006, 68% of Banneker sixth grade students passed Math MCAS, down slightly from the 2005 passing rate of 72%. 20% of students scored proficient and above, down from a high of 32% in 2005.

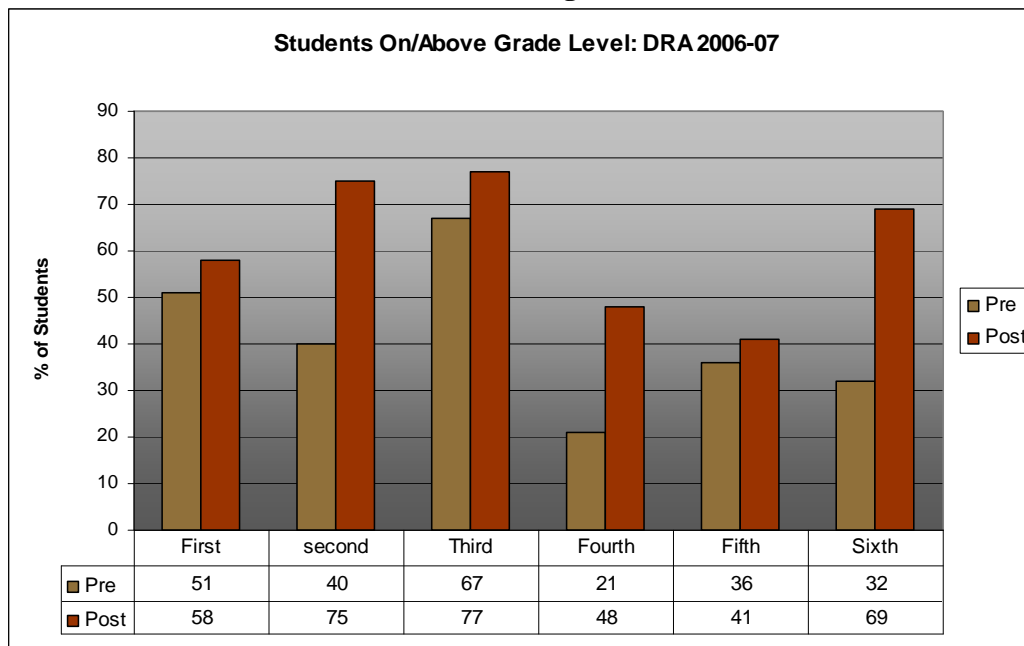
Eighth Grade Math MCAS 2002-2006



In 2006, only 30% of Banneker eighth grade students passed Math MCAS, down from 43% in 2005. 9% of Banneker eighth graders performed proficient and above, down slightly from 11% in 2005.

DEVELOPMENTAL READING ASSESSMENT (DRA)

First-Sixth Grades 2006-07: Students Reading On/Above Grade Level



By year end, the majority of students in grades one-six were reading on or above grade level. First grade 58%; second grade 75%; third grade 77%; sixth grade 69%. Slightly less than 50% of students in fourth and fifth grades scored on or above grade level at the end of the year, but the improvement over the year for fourth grade students was high at 27 percentage points. The greatest improvement from pre to post testing occurred at sixth grade (37 percentage points); second grade (35 percentage points), and fourth grade (27 percentage points).



FINANCIAL INFORMATION

STATEMENT OF NET ASSETS JUNE 20, 2006

ASSETS

CURRENT ASSETS:

Cash	\$2,241,245
Grants receivable	192,852
Other receivables	36,486
Prepaid expenses	46,517
	46,517
 Total Current Assets	 2,517,100

PROPERTY AND EQUIPMENT

Leasehold Improvements	762,845
Furniture, equipment and computers	449,633
Textbooks	142,081
	1,354,559
Less: accumulated depreciation	1,294,758
 Net property and equipment	 59,801

Total Assets	\$2,576,901
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LIABILITIES AND NET ASSETS

LIABILITIES:

Accounts payable	\$103,810
Accrued expenses	361,700
Deferred revenue	87,646
	87,646
 Total liabilities	 553,156

NET ASSETS:

Operating	1,963,944
Property and Equipment	59,801
	59,801
 Total net assets	 2,023,745
 Total liabilities and net assets	 \$2,576,901

**STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2006**

OPERATING REVENUE:

Tuition	\$4,068,983
Government grants	440,925
Program fees	124,691
Private grants	12,277
	<hr/>
Total operating revenue	4,646,876

OPERATING EXPENSES:

Personnel and related costs -	
Salaries	3,027,699
Payroll taxes and fringe benefits	546,301
Temporary services	48,737
Staff development	20,390
Total personnel and related costs	<hr/> 3,643,127

Occupancy -	
Rent	418,899
Maintenance	105,868
Utilities	81,763
Depreciation	66,958
Total occupancy costs	<hr/> 673,488

Student costs -	
Classroom supplies	161,476
Transportation	135,424
Food service	96,986
Total student costs	<hr/> 393,886

Other operating costs -	
Critical initiatives	75,086
Contracted services	62,440
Professional fees	42,196
Repairs and maintenance	27,389
Recruitment	25,384
Computer supplies	17,961
Printing and postage	13,470
Governance	10,953
Supplies	10,207
Bad debts	9,411
Insurance	9,202
Dues and subscriptions	7,551
Telephone	7,098
Miscellaneous	6,527
Scholarships	4,148
Travel	1,036
Total other operating costs	<hr/> 330,059

Total operating expenses	<u>5,040,560</u>
NON-OPERATING REVENUES (EXPENSES) -	
Interest and other, net	<u>44,022</u>
Change in net assets	<u><u>(349,662)</u></u>



FRIENDS OF BANNEKER

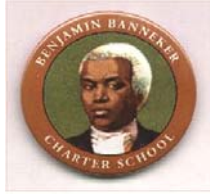
THE BENJAMIN BANNEKER CHARTER PUBLIC SCHOOL OFFERS THANKS

**TO THE MANY PARENTS AND STAFF MEMBERS
WHO HAVE GIVEN OF THEIR
TIME, TALENT, AND RESOURCES**

**THE BANNEKER ALSO THANKS ITS MANY FRIENDS,
GRATEFULLY ACKNOWLEDGING
DONATIONS FROM THE FOLLOWING:**

Adrienne Custodio
Amanda Van Vleck
Annie Duguay
Bertucci's Restaurant
BJ's Wholesale Club
Boston Foundation
CambridgeSide Galleria
Catherine Cugell
Charles McVea
Cora Morrison
Dancing Deer Baking Company
Darnell Williams
Derek Magnette
Deidre Noyles
Elizabeth Bonney
Ferrari's Restaurant
Follett Educational Service
Harriet Tolpin
Heather Martin-Steenburgh
James Jennings

James Becker
Jean French
Jeanne Thiel
Kobena Bonney
Lin Tucker
Linda Rossetti
Lori Likis
Mary Lucey
Monique Wilcox
Niketown Race Winnings
Pemberton Farms
Robert Jumper
S and S Restaurant
Shanghai Village Restaurant
Sharon Lomba
Shaw's Supermarket
Starbucks Coffee
Stop & Shop Supermarket
Susan Manuel-Nee
Vinette Brown



**“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.

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