

**Berkshire Arts & Technology Charter Public School**  
**Annual Report**  
**2007-2008**

One Commercial Place  
PO Box 267  
Adams, MA 01220  
(413) 743-7311 (phone)  
(413) 743-7327 (fax)

**[www.bartcharter.org](http://www.bartcharter.org)**

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### Mission Statement

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

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

On behalf of the Board of Trustees, the administration and the faculty of the Berkshire Arts and Technology Charter Public School, I am pleased to submit our school's fourth annual report.

In this, our fourth year of operations, BAiT achieved a number of milestones, and proved once again that it is well-positioned to serve students in northern Berkshire County with a rigorous, innovative curriculum.

Among these milestones, most exciting for the BAiT family was the graduation in June of our school's first senior class. Beneath banners proclaiming the college alma maters of faculty and staff, families and friends of BAiT celebrated the accomplishments of the pioneering members of BAiT's Class of 2008. Beyond reaching our high standards for graduation, these seniors were recognized by a number of outside groups. 100% of our seniors were accepted into an advanced degree or training program; - 88% will go on to college, one received a county-wide award for his participation in an internship, and several received merit scholarships.

In the senior class portfolio presentations, as well as those by 8th and 11 graders, and in student speeches and a senior class video presented at graduation, BAiT students demonstrated that they have taken to heart and mind the practice of reflecting on learning and accomplishment that BAiT encourages as part of lifelong learning.

That value of reflection prompted BAiT's Trustees and administration, under the guidance of our Executive Director, to undertake a rigorous review of the school and its progress toward our goals. Findings from the review, as well as additional input from parents, students, faculty, and administrators, informed the Trustees' decision to modify the school's schedule starting in the fall. The new schedule continues our commitment to an extended school day and more classroom hours than required and will improve quality of life for students and their families who found BAiT's late (4:30 pm) closing, compounded by travel time, difficult.

Additional findings from the school review are being addressed in a strategic planning effort that the Board and administration will complete by February 1. Findings from the school review have also been considered in development of the new accountability plan that BAiT is preparing as part of its upcoming charter renewal application.

The Board looks forward to the 2008-2009 school year for the opportunities it offers to build upon the successes and learn from the challenges of our first four years. BAiT's leaders have built an exceptionally strong, supportive school culture valued by families, faculty, and students alike. Many of the components of that culture are described in the highlights of the year and other sections of this annual report.

Our Board, faculty, staff, and supporters are deeply committed to preparing students for college by promoting mastery of academic skills and content through the integration of arts and technology in core subjects. Strategic changes in the next year will support even higher levels of student achievement, while ensuring that core values of community and personal responsibility remain in focus.

Sincerely,

Dianne M. Cutillo  
Chair, Board of Trustees

## Highlights of the Year

Highlights of the 2007-2008 school year include:

**89% of Seniors Going to College** BArT graduated its first senior class in June of 2008; all but one of the seniors plans to attend college. The other has already been accepted (and promoted) into the Army National Guard. 76% of the college applications filed by this year's senior class resulted in an offer of admission. Students plan to attend colleges such as the College of the Atlantic, the Fashion Institute of Technology, the Cleveland Institute for the Arts, Massachusetts College of Liberal Arts, Wheaton College and Berkshire Community College.

**100% of Graduating Seniors Completed a Rigorous Senior Year Curriculum** This year's graduating class piloted the school's rigorous senior year curriculum, including taking and passing a college course, successfully completing an internship of 80 hours, and presenting an exit portfolio to a panel that includes college representatives, all while continuing with their academic studies at BArT.

**Parent Satisfaction Remained High** 88% of parents who responded to the school's annual survey reported that they were either very or mostly satisfied with their child's overall progress at BArT throughout the year. 91% of parents reported that they were satisfied or very satisfied with the school's performance overall.

**Music and Drama Programs Continued to Attract Many Students** Over 30% of BArT students participated in one of the many music and drama programs available this year. Students produced the musical *Annie* in the spring to three nights of sold-out audiences. High school students performed *All in the Timing: Six One Act Comedies* by David Ives in the fall; students also designed the costumes and sets, directed the scenes and raised money for the program.

**Visiting Artists Continued to Offer High-Quality Arts Integration Programs** Through the support of the Massachusetts Cultural Council, the Local Cultural Council and a number of individual donors, the school brought a number of artists into the building to work with students. Tony Vacca, a percussionist, and the Berkshire Theatre Festival returned this year to work with students in their core classes in arts-integrated lessons. Karylee Doubiago, a fabric artist, enjoyed her first residency working with sixth grade students in their math and science classes. Four different practicing artists taught quarter-long residencies to high school students in the areas of ceramics, stained glass, digital photography and digital animation.

**School Launched Donor-Funded BArT Scholars Program** A generous donor created the BArT Scholars Program – a merit-based scholarship program to reward students who earn the highest scores or improve their scores the most on the annual administration of the SAT 10 exams. 15 students in grades 6 through 11 received \$150 scholarships towards college; each scholarship will be deposited directly into an approved college-savings fund. The school will provide support and counseling to families who need help setting up a college-savings fund.

### **Student Photography Exhibit Traveled Through the Berkshires**

Ten BArT students explored the technical and artistic possibilities of digital photography with visiting artist Michael Flower during the third quarter of the school year. The students' work resulted in a public photography exhibit that opened at a popular café in North Adams and traveled to the Berkshire Mall in Lanesborough.

## **School Profile**

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

### **Summary of Educational Philosophy**

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

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

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

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

Our teachers worked together intensively in the month of August to map out their curriculum for the upcoming school year and develop unit assessments to measure student progress against learning standards through the use of projects. During the school year, students worked on a variety of projects such as building model structures designed to withstand earthquakes; producing a play, “Voices of War,” using narratives researched and written by students in their humanities class; and creating documentary films about the solar system that required comprehensive science research and writing. Each quarter, students and their families received extensive academic reports detailing which standards students were working towards and teacher evaluations of student progress.

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

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

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

***A College-preparatory curriculum***

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

***Silent reading***

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

***Daily academic support***

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

***Advisory***

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

***Field Trips***

All students participate in a variety of field trips throughout the year, each connected to the classroom coursework. During the 2007-2008 school year, students participated in over 30 field trips throughout Massachusetts, New York and Vermont, including visits to numerous colleges, museums, theaters, nature preserves and historic sites.

**Number of Instructional Days**

BArT students attended school from Monday, August 27, 2007, through Thursday, June 26, 2008, for a total of 190 instructional days. Our school day begins at 8:30am and ends at 4:30 pm, except for Wednesdays when it ends at 1:45 pm. In all, our students received approximately 1,290 hours of instructional time – roughly 30% more than is required by law.

**Daily Attendance**

The daily attendance rate for the 2007-2008 school year was 95.5%.

**NCLB Report Card**

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

## Governance Profile

### Members of the Board of Trustees

The Board of Trustees is a volunteer board made up of local professionals who share BArT's vision for an educational program focused on integrating the arts and technology into a college-preparatory curriculum. The full board meets the first Wednesday of each month at 6 pm. Each committee generally meets at least once a month at various times. The Board of Trustees holds an annual meeting each April, at which new officers are elected and committee assignments given. Below is a listing of all board members during the 2007-2008 school year, and their positions and committee assignments as of June 30, 2008.

Name	Employer	Area of Expertise	Term of Appointment	Committee Membership
Julia Bowen Ex-officio	BArT	Executive Director	Ongoing	All, ex officio
Stacey Brock	Grinnell & Smith	Legal	January 2007 to April 2009 (1 <sup>st</sup> )	Charter & Accountability Finance & Audit
Gina Coleman	Williams College	Higher Education	April 2007 to November 2007	None: Resigned, due to family needs
Dianne Cutillo <i>Board Chair</i>	Southwestern Vermont Health Care	Marketing Governance	June 2006 to April 2009 (1 <sup>st</sup> )	Development & Communications Executive
Jessica Harris	Independent Documentary Filmmaker	Arts Development Finance	April 2008 to April 2011 (2 <sup>nd</sup> )	Development & Communications Governance
Pam Johnson	Independent Consultant	Arts Finance	April 2005 to April 2008 (2 <sup>nd</sup> )	Finance & Audit
Sarah McNair <i>Board Vice-Chair</i>	Overland Travel Illustrator	Arts Education	May 2006 to April 2009 (1 <sup>st</sup> )	Development & Communications Governance
Eileen Miclette <i>Board Treasurer</i>	Greylock Federal Credit Union	Finance	May 2006 to April 2009 (1 <sup>st</sup> )	Executive Finance & Audit
Allen Morrill	Mass College of Liberal Arts	Education, Art	July 2005 to July 2007 (1 <sup>st</sup> )	None: Resigned when moved to PA
Chris O'Connor	Community volunteer	Social Work Education	Nov 2007 April 2009 (1 <sup>st</sup> )	Charter & Accountability Governance
Charley Stevenson <i>Board Secretary</i>	Tillou Engineering	Governance Education	April 2006 to April 2009 (2 <sup>nd</sup> )	Development & Communications Executive
Charlie Toomajian	Williams College	Governance Education	April 2008 to April 2010 (1 <sup>st</sup> )	Charter Executive
Karolina Valterova	Lenox Softworks	Educational Technology Business	June 2008 to April 2010 (1 <sup>st</sup> )	Charter & Accountability

## **Summary of Major Policy Decisions Made by the Board of Trustees**

During the 2007-2008 school year, the Board of Trustees made a number of major decisions. All decisions relating to policy are outlined below.

### ***Student Experience***

The Board of Trustees approved an amended promotion policy and dress code policy, based on recommendations from the administrative team.

The Board of Trustees approved a change in school hours to 8:00 am to 3:35 pm, 5 days per week and authorized Dianne Cutillo, Chair of the Board of Trustees, to request this approval from the Commissioner of Education. This change was approved to go into effect for the 2008-2009 school year.

The Board of Trustees approved a revised student enrollment policy to be in compliance with state laws and to limit enrollment of new students to grades 6 through 9.

### ***Faculty Experience***

The Board of Trustees established an award, the Ellen Ennis Faculty Award, to be granted each year to the faculty member who best embodies the mission of the school. This award was created to honor Ellen Ennis, the school's principal who stepped down at the end of the 2007-2008 school year.

### ***Financial Stability***

The Board of Trustees approved the FY07 audit report, including the complete line audit report required by the federal government. The Board also approved each quarterly report to the school's lenders, and the school's FY09 budget.

The Board of Trustees approved a Building Use Policy to allow outside organizations to use space at One Commercial Place.

### ***Organizational Stability***

The Board of Trustees approved a contract to hire Jane Allen as a consultant to the board and Acting Executive Director, while the school's Executive Director took maternity leave.

The Board of Trustees also approved a change to the school's bylaws to allow a member of the Board of Trustees, other than the Chair of the Board of Trustees, to chair the Charter and Accountability Committee.

Additionally, with the support of the Massachusetts Center for Charter Public School Excellence, the school completed a year-long self-reflection to identify the school's strengths and areas for improvement. A team of outside consultants spent 8 days in the school and concluded that the school has a very positive culture among faculty and students, is financially sound and that all stakeholders are committed to doing what it takes to improve the school program. Through the course of reflection, school leaders have identified specific action steps to take in the 2008-2009 year, and have started a more thorough strategic planning process to take place over the course of the next academic year.

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

The Board requested two charter amendments of the Commissioner of Education. The first request was the revised student enrollment policy, as described above. The second request was to

adjust the school's hours of operation to 8:00 am to 3:35 pm – a change that does not substantially change the hours of instruction for students and supports the school's transportation coordination with the Town of Adams and the Adams-Cheshire Regional School District.

**Summary of Official Complaints Received by the Board of Trustees**

The Board of Trustees did not receive any official complaints in writing during the 2007-2008 school year.

## Student Profile

### Student Demographics

As of October 1, 2007, 246 students were enrolled at BArT, representing an 11% increase over the prior year. 58 students were in 6<sup>th</sup> grade, 59 students in 7<sup>th</sup> grade, 59 students in 8<sup>th</sup> grade, 35 in 9<sup>th</sup> grade, and 9, 17 and 9 in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades respectively. 51% of the students were male, 49% female.

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

Race / Ethnicity (%)			Selected Populations (%)	
African American	5.7		Limited English Proficiency	1.6
Asian	0.0		Low-Income	50.8
Hispanic	4.9		Special Education	28.0
Multi-Race, non-Hispanic	2.0		First Language Not English	1.6
White	87.4		Migrant	0

### Student Applications Received

The school received 165 student applications to fill the 96 open seats that were budgeted for the 2007-2008 school year. The table below outlines the geographic data for these students. Towns listed in italics are outside the catchment area defined in our charter.

#### Number of Applications by Grade and Town

Town	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Adams	19	5	4	2	4	3
<i>Ashfield</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Cheshire	2	2	1	0	0	0
<i>Dalton</i>	<i>2</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Florida	0	0	1	0	0	0
Lanesborough	3	2	0	0	0	0
North Adams	38	6	5	3	2	2
<i>Pittsfield</i>	<i>17</i>	<i>5</i>	<i>4</i>	<i>11</i>	<i>6</i>	<i>2</i>
<i>Rowe</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Savoy	5	0	0	0	0	0
W. Stockbridge	0	0	0	1	0	0
Williamstown	1	0	1	0	0	0
Windsor	1	0	0	0	0	0
New to Area	1	1	0	0	0	0
TOTAL	91	21	17	12	12	7

### Student Attrition Data

53 students left BArT during the school year. In the high school, a total of 16 students left during the year. The reasons these students left included: the school's discipline system was perceived as too strict (8 students), another academic program was deemed a better fit for the student (4 students), the student wanted to be at a comprehensive high school with more extra-curricular activities (2 students), the student wanted to be with friends at another school (1 student) or the student dropped out (1 student).

A total of 37 students left the middle school during the school year. 15 students left because they did not want to comply with the school's discipline system. An additional 3 students were expelled. 7 students left because they wanted to be with friends at other area schools. 4 students moved due to geography – 2 wanted to be in schools in their local town and 2 moved out of the area. 4 left because another academic program was determined to be a better fit for the student. One student was accepted into a private school and given a full scholarship and one student left due to family issues. One student left because he was not adequately challenged at BArT, and one student left because his family was dissatisfied with the communication with the school.

36 students left at the end of the school year. 24 students transferred to the vocational high school, 5 students left because another academic program was determined to be a better fit for the student, 3 students left because they were dissatisfied with BArT's program, 2 students left to join friends at other schools and 2 students moved out of state.

**Student Discipline Data**

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

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

BArT takes the code of conduct very seriously and applies the behavioral policies to ensure students are able to learn in an academic environment free from distraction. As a result, in the end-of-year student survey, 78% of students agreed that behavioral expectations are clear and 73% of students agreed that they feel safe in school.

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

	# of Students Receiving a Suspension	# of Offenses Resulting in a Suspension
In-School Suspensions	87	255
Out-of-School Suspensions	66	124

Three students were expelled during the school year. Two students were expelled for bringing dangerous weapons to school and one student was expelled for possession of a controlled substance with intent to transfer it on school grounds.

## Staff Profile

### School Leaders

For the 2007-2008 school year, Julia Bowen served as the school's Executive Director, Ellen Ennis as the Principal and Benjamin Klompus as the Dean of Students. Julia Bowen will return as Executive Director and Mr. Klompus will return as Principal for the 2008-2009 school year. Ellen Ennis has stepped down as Principal.

### Classroom Teachers

The school began the year with 29 teachers filling 27.5 full-time-equivalent positions and 11 paraprofessionals, 6 of whom were full time. On average, BArT teachers had 4.8 years of classroom experience and paraprofessionals had 2.0 years of classroom experience. Including this year, the teachers have served an average 1.7 years at BArT, while the paraprofessionals have served an average of 2.0 years at BArT. 78% of the faculty - 72% of the teachers and 100% of the paraprofessionals - were Highly Qualified in every subject area they taught, by the end of the year. 86% of the teachers were Highly Qualified in at least one of the areas that they taught. (The school will be separating humanities and math/science classes in the 2008-2009 school year, thus increasing the percentage of teachers who are Highly Qualified in all of the subject areas that they teach.)

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

Discipline	# of Teachers	Average Class Size
Humanities	7.0	17.8
Math/Science	9.0	13.7
Arts and Technology	3.0	20.0
Foreign Language	1.75	17
Special Needs	3.5	1 - 8
Fitness	1.5	19.5
Reading	1.75	1 - 8

### Professional Development for Teachers

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

Over the summer, new teachers received over 10 hours of training in curriculum design, using the Understanding by Design frameworks. New teachers also received training specific to BArT's student services and classroom management policies. Both new and returning teachers participated in a week-long course on Differentiated Instruction, offered by Teachers 21 at BArT. All teachers also received training in policies and procedures specific to the BArT community.

Throughout the year, all teachers participated in additional professional development activities on Wednesday afternoons from 2 to 4:30 pm and, once a month, Friday afternoons from 1 to 4:30 pm. During the first 10 weeks of school, new teachers also met each week (as a group) with the Principal to receive additional mentoring and support.

All teachers received 25 hours of professional development training in Sheltered English Immersion (SEI) instruction. In addition, teachers received instruction in how to work with students and their portfolios, how to respond to bullying / harassment in their classrooms, and how to develop cultural competency so all students feel welcomed in the school environment. Teachers also attended 17 hours of training (provided by BArT faculty) in the integration of arts and technology with the college-preparatory curriculum.

Additionally, many teachers attended professional development conferences and workshops off-site throughout the year.

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

### **Teacher Attrition**

5 instructional faculty members, or 17% of the teaching staff, will not return to BArT for the 2008-2009 school year. The school did not renew contracts for 2 teachers, 2 chose to pursue career opportunities not available at BArT and one left due to an unsustainable commute.

## **Plans for Dissemination**

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

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

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

### ***Curriculum Units***

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

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

## Summary of Performance Relative to Accountability Plan Goals

### Success of Academic Program

The core work of BArT is to support students in achieving academic excellence. Following the 2006-2007 school year, a year in which the school did not make Adequate Yearly Progress in mathematics or ELA, the administration continued its efforts to support data-driven instruction. These efforts are ongoing and will continue into the next school year.

The school implemented a new student information management system that contains a Test Performance Assessment module that allows all middle and high school teachers to view their students' past performance on tests and, importantly, design practice tests with retired MCAS questions in line with the state standards and student learning needs.

The Director of Curriculum & Instruction undertook steps to analyze student performance on MCAS tests and how those results compare to student performance on standards taught in the classrooms.

The school is also working hard to build a stronger culture of data-driven instruction. The Director of Curriculum & Instruction, Principal and Reading Specialist all attended the Datawise conference at Harvard University in June 2008 to develop strategies to help teachers work with data. The school has also entered into an agreement with Community Partners Initiative for the 2008-2009 school year to provide an analysis of the school's MCAS scores and provide benchmark assessments for all students in ELA and Math two times annually.

Finally, recognizing that students have difficulty demonstrating mastery of content due to a lack of writing skills, all teachers will receive 40 hours of training in the Collins Writing Program in August 2008, to be followed by additional training throughout the school year to ensure that teachers can teach writing across the curriculum.

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

### MCAS Results

Unfortunately, due to the timing of this report, MCAS data for 2007-2008 is not yet available. Our goals for the 2007-2008 school year for student achievement on the MCAS exams were:

- 40% of regular education students who have attended BArT for 3 years will pass MCAS in math
- 60% of regular ed students who have attended BArT for 3 years will pass MCAS in ELA
- 15% of special education students who have attended BArT for 3 years will pass MCAS in math
- 15% of special education students who have attended BArT for 3 years will pass MCAS in ELA
- For students who have been at BArT for 3 years, the percentage of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> passing MCAS in the required test subjects will be above the weighted average of local district averages
- 20% of students who have attended BArT for 2 years will have improved their pre-BART score category (e.g., Warning to Needs Improvement)

### Stanford Achievement Test (SAT) 10 Results

BArT administers the SAT 10 Test to measure student progress over the course of the year. Each time students sit for the exam, they receive scores comparing their performance to the

performance of their peers across the country, measured in Norm Curve Equivalency (NCE) points. No change in NCE points indicates that the student progressed through the year at pace with her/his peers across the country.

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

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

Students demonstrated, on average, a gain of 1.77 NCE points in reading and 2.22 NCE points in math. A summary of the results is below.

Grade	# Tested*	Math	Reading
6	46	2.75	3.57
7	45	1.03	0.25
8	48	0.80	0.48
9	30	6.90	2.33
10	7	13.17	-1.20
11	13	-7.08	5.52
Total	189	2.22	1.77

\* # tested includes those students who took both the pre- and post- tests

**College Board Tests**

Additionally, BAiT set specific participation goals on the PSAT, SAT and ACT tests for 10<sup>th</sup> and 11<sup>th</sup> grade students. Our goals included:

- 80% of BAiT 10<sup>th</sup> graders and 90% of BAiT 11<sup>th</sup> graders will take the PSAT.
- 90% of BAiT 11<sup>th</sup> and 12<sup>th</sup> graders will have taken either the SAT or ACT.

71% of BAiT 10<sup>th</sup> graders took the PSAT during the 2007-2008 school year. This represents 5 of 7 students who were enrolled at the time of the test. Unfortunately, the other two students were absent on the school day that the test was administered, and there are no make-up days allowed for the exam. 100% of 11<sup>th</sup> grade students enrolled at BAiT at the time of the PSAT have taken the PSAT. Additionally, 93% and 100% of BAiT 11<sup>th</sup> and 12<sup>th</sup> graders, respectively, had taken the SAT by the end of the 2007-2008 school year.

100% of BAiT 11<sup>th</sup> graders also sat for the Accuplacer exam, administered by Berkshire Community College, to aid in their placement in college courses for the 2008-2009 school year. While this particular achievement was not outlined in the school’s accountability plan, it was one more indication of students fulfilling BAiT’s mission to prepare students for college.

**Internal Assessments**

Our Accountability Plan states that by BAiT’s third year, each student will maintain a portfolio that demonstrates proficiency on the requisite arts and technology standards. Our goals for portfolios for the 2007-2008 school year were:

- 100% of graduating 8<sup>th</sup> and 12<sup>th</sup> grade students will demonstrate proficiency in arts and technology through work contained in their portfolios

100% of graduating 8<sup>th</sup> and 12<sup>th</sup> grade students demonstrated proficiency in arts and technology through work contained in their portfolios.

**Organizational Viability**

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

**Financial Stability**

The Board of Trustees Finance and Audit Committee, in conjunction with the school’s Executive Director and Business Manager, successfully achieved financial stability during the 2007-2008 school year and planned for continued financial stability in the years to come. In addition to meeting the metrics defined below, the Committee updated a 10-year capital budget and a 5-year operating budget, ensuring that decisions made for the 2008-2009 budget were sustainable and realistic given the school’s long-term view.

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

Metric	Performance
<b>Financial Control</b>	
Budgets are prepared on time for BOT approval in April	FY08 budget was approved April 4, 2007 FY09 budget was approved on April 2, 2008
All revisions to budget are approved by the BOT	Revised FY08 budgets were approved in October, February and June
Short-term borrowing only used to manage cash flow	A line of credit was used to manage gap between expenditures and receipt of Chapter 70 funds, but was paid down completely each quarter.
Financial policies and procedures are in place and followed without deviation	Policies and procedures have been followed throughout the year. Detailed written procedures are in place for the handling of petty cash, placing of orders, payment of invoices, employee time sheets, payroll, bank reconciliation, weekly and monthly reviews.

Metric	Performance
Yearly independent audit with positive findings	<p>The FY07 timetable was established in June of 07 and began in July. A draft report with an unqualified opinion was approved in October, pending an A-133 audit required by USDA.</p> <p>The final audit report, including the A-133 audit, was approved by the Board of Trustees in December.</p> <p>The auditors noted one deficiency related to the new FAS 112. BArT should be preparing its own footnotes to financial statements so that the auditors can express an independent opinion on them.</p> <p>The FY08 audit is expected to be approved by the board at the October meeting, in time to report to all financial lenders within their required timelines.</p>
<b>Transparency of Financial Management</b>	
BOT is made aware of and approves financial assumptions in each budget or major financial transaction	<p>Budget assumptions were reviewed by the Trustees in each of the two months prior to the adoption of the budget in April.</p> <p>The Board of Trustees approved the quarterly report to the lenders in July, November, February and May.</p>
The Finance and Audit Committee and the BOT are informed in a timely manner (within one month) of significant changes to budget assumptions	<p>At each monthly Finance and Audit Committee meeting, the Business Manager and/or Executive Director advised the committee of any changes, positive or negative, that would have impact on the operating budget.</p> <p>When there were significant changes, a revised budget was prepared for the Board of Trustees to review and approve.</p>
Budget vs. Actual expenditures are reported monthly to the BOT	<p>Each month the Finance and Audit Committee reviewed the prior month's results and made any recommendations to management and/or the Trustees of remedial actions, if required.</p> <p>Finance and Audit Committee minutes and the detailed reports were forwarded to Trustees and reviewed at each monthly meeting of the full board.</p> <p>A combined (school and foundation) income statement was added to the monthly package of financial reports beginning in November.</p>
Full year forecast of revenue and expenses is updated three times annually and reviewed with the Finance and Audit Committee and the BOT	<p>Revised FY08 budgets, including a full year forecast of revenue and expenses, were approved by the Board of Trustees in October, February and June.</p>

Metric	Performance
<b>Fund-raising</b>	
100% of BOT makes a donation to BArT	All board members who served on the board for the 2007-2008 school year donated to BArT

**Effective Governance**

The Board of Trustees (BoT) demonstrated effective governance of the school during the 2007-2008 school year, as measured by the metrics in the table below.

Metric	Performance
<b>Quorum</b>	
Quorum will be met at 90% of full BoT meetings	Quorum was met at 100% of the full BoT meetings
<b>Decision-making</b>	
The Executive and Governance Committees will review BOT meeting minutes annually to identify the Board’s major decisions	In June, 2008, members of Governance Committees identified major decisions reached by the Board during the past year and reviewed this list with the full Board of Trustees at the July, 2008 board meeting.
The BOT will approve an Action Plan for the following year at its annual retreat	The Board of Trustees held a retreat in August of 2007 and again in June of 2008 to support a successful charter renewal. The board has developed and approved an annual action plan that includes reporting times throughout the year.
The BOT will demonstrate that it is following best practices for decision making by adhering rigorously to the terms of the BArT bylaws	The Board of Trustees has adhered rigorously to the terms of its bylaws.
<b>Board Stability</b>	
70% of Trustees will serve the length of their term barring extenuating circumstances	Two board members left during the 2007-2008 school year, both for extenuating circumstances. One board member moved to Pennsylvania to take a new job; the other board member had a baby and needed to reduce her commitments.
Each Trustee will participate in an annual evaluation process to ensure that contribution to the Board demonstrates a strong commitment to the school	This spring, all Board members completed a written self-evaluation, prepared by the Governance Committee. The written self-evaluations were reviewed by the Governance Committee Chair to ensure each board member maintains a strong commitment to the school.

Metric	Performance
The Board will maintain enough members in order to be in compliance with its bylaws	Throughout most of the 2007-2008 school year, the Board of Trustees maintained enough members in order to be in compliance with its bylaws. The Board began the year with 10 trustees (a minimum of 9 is required), grew to 11 trustees and then dropped to 9 when the two trustees left for extenuating circumstances. At the annual meeting, when two board trustees completed the second of their two allowed terms, one of the school's founding trustees rejoined. In June, the board elected a new trustee to the board, bringing the total back to 9.

**High Levels of Market Demand**

During the 2007-2008 school year, BArT increased the size of its student body by roughly 11%. The school measures market demand by considering both enrollment and parent/student satisfaction, as detailed in the table below.

Metric	Performance
<b>Enrollment</b>	
An average of 75% of students will return each year	83% of students who completed the year are expected to return in the fall.
BArT will receive at least 1.2 applications for every seat available	BArT received 165 applications for the 96 budgeted open seats in 2007-2008, representing 1.7 applications for every seat available
BArT will begin the school year with a waiting list equal to 5% of its enrolled student population	BArT did not begin the year with a waiting list.
<b>Parent/Student Satisfaction</b>	
No more than 5% of the student body will leave due to dissatisfaction with the school's performance	1.79% of the student body left either during the year or at the end of the year due to dissatisfaction with the school's performance.
75% of responding parents/guardians will acknowledge their satisfaction with the school	91% of parents who responded to the end-of-year survey acknowledged they were either extremely or mostly satisfied with the school. 88% of parents who responded to the school's annual survey reported that they were either very or mostly satisfied with their child's overall progress at BArT throughout the year

**Qualified Human Resources**

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

Metric	Performance
Administration	

Metric	Performance
School leaders will ensure that the school meets the relevant academic and organizational goals outlined in the accountability plan	The school leaders developed good systems and processes to meet the school's relevant academic and organizational accountability goals. Not all goals were met, as detailed in this annual report.
School leaders will meet a number of pre-determined process-goals each year. Process-goals will be determined at the end of each year.	The school leaders met most pre-determined process-goals. The most significant of these process goals was the successful implementation of a new student information management system that includes a Test Performance Assessment module, which supports data-driven instruction.
<b>Instructional Staff</b>	
100% of the instructors at BArT will be considered "highly qualified" according to NCLB criteria within the school year	79% of the faculty – 73% of the teachers and 100% of the paraprofessionals – were considered fully "highly qualified" according to NCLB criteria by the end of the school year.
80% of staff – when surveyed – will acknowledge their satisfaction with the school's work environment	74% of faculty and staff members acknowledged they were either sufficiently or highly satisfied with the school's work environment. The remaining 26% reported they were somewhat satisfied. No one said they were dissatisfied with the school's work environment.
No more than 20% of staff will leave due to dissatisfaction with the school as a work environment	1 staff member responded on an anonymous survey that s/he was leaving due to dissatisfaction with the general working conditions. This represents 2% of the staff.
Staff will be provided at least 30 hours of professional development training in the arts and technology each school year	Staff was provided a minimum of 17 hours of professional development training in the arts and technology. Due to federal requirements, the school needed to allocate 25 hours of professional development time to training in Sheltered English Immersion (SEI). Additionally, the instructional team determined that a 40-hour course in differentiated instruction was more important for student outcomes than additional arts and technology training.

**Faithfulness to the School's Charter**

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

The school's goals for portfolios for the 2007-2008 school year were:

- o 80% of 8th graders will receive a passing grade on their portfolios.
- o 80% of 11th graders will receive a passing grade on their portfolios.
- o In addition to student-led conferences in all grade levels, students in grades 8 and 11, in their final quarter, will present and be assessed on their portfolio of work that

incorporates the use of arts and technology and demonstrates evidence that they are independent thinkers, dynamic workers and active citizens.

The school met these three portfolio goals – 93% of 8<sup>th</sup> and 93% of 11<sup>th</sup> graders received a passing grade on their portfolios. Those students who did not pass their portfolios were retained in their grade for the following year. All graduating 8<sup>th</sup> and 11<sup>th</sup> graders were assessed on their portfolio of work that incorporated the use of arts and technology, and all graduating 8<sup>th</sup> and 11<sup>th</sup> graders presented these portfolios to a panel of administrators and teachers and, in the case of the 11<sup>th</sup> graders, to community members in higher education. One requirement within the portfolio included a reflection in which the student needed to demonstrate evidence that he or she is an independent thinker, dynamic worker and active citizen.

## Unaudited FY08 Financial Reports

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

Combined Profit & Loss - Year Ending June 30, 2008

	BArT Charter Public School	BArT Foundation	Combined Total
<b>OPERATING REVENUES</b>			
Tuition	2,717,669	0	2,717,669
Grants-State	16,285	0	16,285
Grants-Federal	199,048	0	199,048
Grants-Private	101,004	60,000	161,004
Nutrition Program	60,760	0	60,760
Other Program Fees	20,158	0	20,158
Contributions from Foundation	49,298	0	49,298
Contributions from Others	84,236	127,150	211,386
State Reimbursements	157,741	0	157,741
Rental/Lease Revenue	0	141,624	141,624
<b>Total Operating Revenues</b>	<b>3,406,199</b>	<b>328,774</b>	<b>3,734,973</b>
<b>OPERATING EXPENSES</b>			
Administration	292,055	0	292,055
Instructional Services	2,107,828	0	2,107,828
Pupil Services	271,576	0	271,576
Operation & Maint of Facility	323,360	133,893	457,253
Benefits & Other Fixed Charges	340,687	0	340,687
Foundation Expenses	0	35,350	35,350
Contributions to School	0	109,298	109,298
<b>Total Operating Expenses</b>	<b>3,335,506</b>	<b>278,541</b>	<b>3,614,047</b>
<b>Net Operating Income</b>	<b>70,693</b>	<b>50,233</b>	<b>120,926</b>
<b>NONOPERATING REVENUE</b>			
Contributions-Other	0	0	0
Investment Income	36,180	168,986	205,166
<b>Total Nonoperating Revenue</b>	<b>36,180</b>	<b>168,986</b>	<b>205,166</b>
<b>NONOPERATING EXPENSES</b>			
LT Debt Service	153,923	0	153,923
Amortization-Loan Closings	15,109	13,964	29,073
Other Nonoperating Expenses	0	13,650	13,650
<b>Total Nonoperating Expenses</b>	<b>169,032</b>	<b>27,614</b>	<b>196,646</b>
<b>Net Nonoperating Income</b>	<b>-132,852</b>	<b>141,372</b>	<b>8,520</b>
<b>Net Income</b>	<b>-62,159</b>	<b>191,605</b>	<b>129,446</b>

**Berkshire Arts & Technology Charter Public School  
The BAiT Foundation, Inc.  
Combined Balance Sheet - as of June 30, 2008**

	BAiT Charter Public School	BAiT Foundation	Combined Total
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash & Cash Equivalents	319,874	73,813	393,687
Accounts Receivable	53,729	5,175	58,904
Grants Receivable - State	4,457	0	4,457
Grants Receivable - Federal	0	0	0
Grants Receivable - Private	1,330	0	1,330
Contributions Receivable	0	0	0
Prepaid Expenses	29,033	6,042	35,075
Due from Foundation	49,298	0	49,298
<b>Total Current Assets</b>	<b>457,721</b>	<b>85,029</b>	<b>542,750</b>
<b>Fixed Assets (Net)</b>			
Art Collection	19,500	0	19,500
Land & Building	0	1,980,562	1,980,562
Building/Leasehold Improvements	326,309	1,513,637	1,839,946
Furniture & Equipment	63,424	224,200	287,624
<b>Total Fixed Assets</b>	<b>409,233</b>	<b>3,718,399</b>	<b>4,127,632</b>
<b>Other Assets</b>			
Prepaid Lease	3,717,187	0	3,717,187
Prepaid Expenses	0	85,833	85,833
Loan/Closing Costs (net of amort.)	516,213	88,708	604,921
Restricted Funds Held by Others	708,097	2,403,930	3,112,026
<b>Total Other Assets</b>	<b>4,941,496</b>	<b>2,578,471</b>	<b>7,519,968</b>
<b>TOTAL ASSETS</b>	<b>5,808,451</b>	<b>6,381,899</b>	<b>12,190,350</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Accounts Payable	25,676	2,127	27,803
Accrued Payroll Expenses	168,799	0	168,799
Deferred Revenue	14,514	25,000	39,514
Due to School	0	49,298	49,298
<b>Total Current Liabilities</b>	<b>208,989</b>	<b>76,425</b>	<b>285,413</b>
<b>Noncurrent Liabilities</b>			
Long-Term Debt	5,785,049	2,060,000	7,845,049
Unearned Revenue	0	3,717,188	3,717,188
<b>Total Noncurrent Liabilities</b>	<b>5,785,049</b>	<b>5,777,188</b>	<b>11,562,237</b>
<b>TOTAL LIABILITIES</b>	<b>5,994,038</b>	<b>5,853,612</b>	<b>11,847,650</b>
<b>EQUITY</b>			
Opening Balance Equity	-122,660	336,682	214,021
Net Income	-62,926	191,605	128,679
<b>TOTAL EQUITY</b>	<b>-185,587</b>	<b>528,287</b>	<b>342,700</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>5,808,451</b>	<b>6,381,899</b>	<b>12,190,350</b>

**BERKSHIRE ARTS & TECHNOLOGY CHARTER PUBLIC SCHOOL**

**FY 2009 Approved Budget**

<b>Revenue</b>		
	Charter School Tuition	2,984,940
	Federal Grants	223,679
	State Grants	11,500
	Private Grants/Foundations	131,900
	Individual Donations	100,000
	State Reimbursements	167,063
	Earned Revenues	96,930
	Investment Income	34,150
<b>Total Revenue</b>		<b>3,750,162</b>
<b>Expenditures</b>		
	Administration	312,371
	Instructional Services	2,131,625
	Pupil Services	306,180
	Operations & Maintenance of Building	318,747
	Benefits & Other Rixed Charges	350,146
	LT Debt Service	310,955
	Amortization Costs	15,108
<b>Total Expenditures</b>		<b>3,745,132</b>
<b>Net Income</b>		<b>5,030</b>