

# **BENJAMIN BANNEKER CHARTER PUBLIC SCHOOL**

## ***ANNUAL REPORT 2008***

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



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



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# LETTER FROM THE BOARD & EXECUTIVE DIRECTOR

August 1, 2008

Dear Friends of Banneker,

Welcome to Banneker's Annual Report 2008, chronicling our community's work and accomplishments of the past school year. 2007-08 was an eventful year at Banneker, with numerous achievements and new initiatives. Over the past year, the Banneker community:

- Welcomed a new Executive Director and several new staff members
- Celebrated 2007 MCAS success, as Banneker made Adequate Yearly Progress in both math and English language arts for all students and all student subgroups
- Launched MathPower, a campaign to motivate and engage all members of our community in a highly visible and concerted effort to raise the math achievement of all students
- Offered afterschool MCAS Clinics in both English language arts and math for students grades three-six
- Engaged in a third year of professional development with Project Zero of Harvard University's Graduate School of Education, through our Making Learning Visible grant
- Convened the first joint meeting of Banneker's science advisors – including science educators and researchers from Lesley University, Harvard University, Wheelock College, Tufts University, TERC, and EDC – inviting their participation in our planning to further Banneker's science vision
- Participated in the second annual City of Cambridge Science Festival
- Organized Readers are Leaders, an initiative bringing guest readers into Banneker classrooms, including State Representatives Alice Wolf and Tim Toomey, Cambridge City Councilor Craig Kelley, and Cambridge School Committee member Patty Nolan
- Expanded the Lenora Jennings Mentoring Program for students, providing mentors to girls as well as boys in grades three-six, and doubling the number of students served by this program in 2006-07
- Offered a Banneker Parents' Class, in which parents learned the fundamentals of English grammar while also learning about topics such as the American educational system and American history
- Launched the Green Team, a student initiative dedicated to environmental education and action
- Partnered with Iron Mountain Corporation, as Banneker third grade students created artwork for corporate headquarters on the theme of data backup and recovery

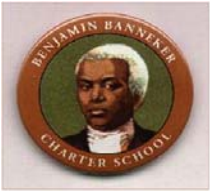
In addition to these initiatives, Banneker continued to implement our successful literacy and math curricula – Literacy Collaborative and ThinkMath – and to engage in data-driven improvement planning for each student and classroom, implementing strategies designed to move all students toward proficiency.

We invite you to learn more about Banneker in the pages that follow, and to get to know one of Massachusetts' oldest charter schools – a school that welcomes all children, challenges every learner, and celebrates students' success.

Sincerely,

*Marlon Davis*  
*Executive Director*

*Harriet Tolpin*  
*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

## **ABOUT BANNEKER**

The Benjamin Banneker Charter Public School is a Science and Technology School serving approximately 325 Kindergarten-sixth grade students from the greater Cambridge-Boston area. Over 95% of Banneker students are children of color (primarily African American and Hispanic); approximately 75% of Banneker students are from low-income families (students receive free or reduced lunch). Founded in 1996, Banneker is among Massachusetts’s oldest charter schools. Banneker is committed to welcoming all children; challenging every learner; and celebrating students’ success.

## **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

2007-08 was another exciting year of challenge, innovation, and accomplishment for the Banneker community. This summary highlights the most notable of Banneker's accomplishments during the past school year.

***A New Threshold of Proficiency for Banneker Students in English Language Arts:*** The Banneker community celebrated as MCAS 2007 confirmed significant gains and a new level of achievement for students in the area of literacy:

- Approximately 50% of Banneker students grades three-six scored Proficient or above on MCAS 2007, with proficiency gains ranging from 10-24 percentage points over 2006 levels
- The performance of African American students at Banneker surpassed that of African American students across the state at all grade levels, as measured by the MCAS Composite Performance Index (CPI)
- The performance of low income students at Banneker surpassed that of low income students across the state at all grade levels except sixth, according to MCAS CPI

***Increased Proficiency At All Grade Levels for Banneker Students in Math:*** MCAS 2007 also confirmed solid gains for Banneker students in math, with a consistency in the percentage of students scoring proficient at all grades that has been previously unprecedented at the school:

- Approximately 25% of Banneker students at all grade levels three-six scored Proficient or above on MCAS 2007, with proficiency gains ranging from 3-16 percentage points over 2006 levels
- The performance of African American students at Banneker surpassed that of African American students across the state at both fourth and sixth grades, according to the MCAS Composite Performance Index (CPI)

The Banneker community is proud of this improvement, particularly as a school in Restructuring, and remains focused on continuing to reach even higher levels of achievement in math.

***Math<sup>power</sup>, Banneker's Math Campaign:*** Rated by staff as one of the school's greatest successes in 2007-08, MathPower was a school-wide campaign designed to motivate and engage all members of the community in a highly visible, focused, concerted effort to raise math achievement of all students. By combining MathPower with data-driven improvement strategies for individual classrooms and students, as well as the second full year of ThinkMath implementation, Banneker attacked math achievement on all fronts. MathPower was designed collaboratively by Banneker staff and included strategies in four areas:

- Making Banneker's campaign highly visible within our community
- Motivating all students to strive
- Actively engaging parents and other community members
- Infusing math throughout the school

Examples of individual MathPower strategies include;

- MathPower bulletin boards and doors (featuring interactive games and contests)
- Fact of the Day for grades 3-6 students, and Fact of the Week for grades K-2 students
- Weekly Family Math Challenges
- Morning announcements by students, inspirational or math-specific
- MathPower presence on the Banneker web site, for communication with parents and students
- Make 24 games and tournaments

- MathPower integration across the curriculum: “number wanted” posters in art, MathPower rap in music, sports math in gym
- MathPower vacation work and activities

We hope that MathPower, will yield significant improvement for our students, and look forward to MCAS 2008 results.

**Dissemination:** 2007-08 was another active year for Banneker in the area of dissemination. Banneker was particularly proud to present three events of note:

- Banneker participated in the second City of Cambridge Science Festival, once again partnering with Dr. Morimoto of Lesley University to offer “Invasion of the Bio-Diversity Snatchers” to members of the general public.
- Banneker was honored to be the first school to host Ann Rosebery and Josiane Hudicourt-Barnes of TERC’s Cheche Konnen Center, presenting their recently published work, *Teaching Science to English Language Learners: Building on Students’ Strengths*, Rosebery and Warren editors, NSTA Press. In this May 2008 Banneker Science Seminar, Rosebery and Hudicourt-Barnes explored issues of language and culture as they relate to the teaching of science.
- Banneker hosted Tiziana Filippini, Pedagogical Coordinator of the Municipal Infant-Toddler Centers and Preschools and the Documentation and Educational Research Center of Reggio Emilia, Italy, in April. Ms. Filippini presented “A Making Learning Visible Perspective on Learning in Groups” for Banneker staff and staff of other schools participating in our Making Learning Visible grant.

**Community and Higher Education Partnerships:** Banneker continued to enjoy the support of numerous partnerships in 2007-08 that benefited our students and staff, including:

- **Project Zero of Harvard University’s Graduate School of Education**, which selected Banneker as one of four schools participating in the grant, *Making Learning Visible: Creating Communities of Learners*. The third year of this grant resulted in four professional development seminars at Banneker for all Banneker staff.
- **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.
- **Vineyard Church**, which partnered with Banneker staff members in a community service event supporting the food pantry at the Cambridgeport Baptist Church, which provides countless meals to local families and children in need.
- **Iron Mountain Corporation**, which selected a Banneker third grade class to create artwork for their corporate offices representing data backup and recovery, Iron Mountain’s technology market focus.

**Banneker Science Advisors:** In 2007-08, Banneker also convened the first joint meeting of our many partners from the greater Boston scientific education and research community, who have been supporting science at Banneker in recent years. Higher education faculty, researchers, and graduate students – from Harvard University, Lesley University, Tufts College, Wheelock College, TERC, and EDC – began brainstorming ways we might expand existing partnerships to support Banneker’s science vision. Banneker looks forward to continuing work with these partners and to the ongoing guidance of this advisory group as we continue strengthening Banneker’s identity and success as a science school.

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## 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
- 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 Fifth Year*

2007-08 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 2007-08, we continued to implement Reading Recovery, an early intervention program that supports the lowest achieving students in the first grade. Reading Recovery helps these students develop their reading and writing capacities, and reduces the number of children who score below average on standardized achievement tests. In addition, Reading Recovery provides teachers with a base of information from which we can develop appropriate ongoing educational interventions for individual students.

#### *Project Read*

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

### ***Afterschool Academic Programs***

In 2007-08, 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 2007-08 program ran for fifteen weeks and was held two afternoons each week. The program focused equally on literacy and math, and forty-six to fifty-two students from grades three-six participated.
- Supplemental education services, offered off-site by approved vendors: Pinnacle Learning, Boston Learning, Club Z, and St. Ann's Learning Center. Twenty-one students signed up with these vendors to receive one-on-one tutoring.

Banneker's MCAS Clinic was one of several critical initiatives supported by the Banneker Board of Trustees in 07-08, 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 two-six)
- 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, Terra Nova, and MCAS assessment results are presented in the Internal & External Assessments section of this report.

### ***Literacy Strategies in 07-08***

In Banneker's fifth 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 16 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 monthly 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 one second and fourth grade classroom
- The Readers are Leaders program brought numerous guest readers into Banneker classrooms, including State Representatives Alice Wolf and Tim Toomey, Cambridge City Councilor Craig Kelley, Cambridge School Committee member Patty Nolan, Cambridge Cable TV executive Calvin Lindsay, and Harvard scientist Bruce Ward.
- The Read Across the Banneker program encouraged sustained reading throughout the community, tracking titles and monthly reading totals for students and staff.
- Numerous successful literacy events were held: a reading workshop for parents presented by Education Station; Literacy Night, an evening of literacy games and projects for families, featuring a visit by Clifford the big red dog; Character Day; two Scholastic Book Fairs; a K-2 Authors' Breakfast; and an Author Visit featuring Yin and Christopher Sonpeit, authors of numerous books including *Molly Bannaky*, the story of Benjamin Banneker's grandmother.

### ***English Language Arts Improvement Plan 2007-08***

In 2007-08, we also continued to implement a comprehensive set of strategies designed to build students' literacy proficiency:

- We administered the Terra Nova 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, design improvement strategies, allocate resources, and create action plans for the year. 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.
- All fourth grade students received two additional 45 minute periods of writing instruction each week.
- All grades two-six teaching associates received professional development in guided reading, and all teachers new to Banneker received lesson planning or instructional support from the Literacy Coach.
- We offered an afterschool MCAS Clinic to students in grades three-six who were recommended by teachers.

### ***Measuring Our Progress***

As defined in our Accountability Plan, Banneker's targets for improvement in literacy in 07-08 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 the results of MCAS 2008. The Developmental Reading Assessment (DRA), our internal reading assessment, showed that over 60% of students were reading on or above grade level at the first, second, fifth, and sixth grades by year end. The percentage of students reading on or above grade level increased between 16 and 29 percentage points over the course of the year for students in the second, fourth, fifth, and sixth grades, with the greatest improvement occurring in grades four-six. Only first and third grades achieved gains of less than 10 percentage points between fall and spring DRA testing.

### ***MCAS 2007 Results***

In 2007, Banneker made Adequate Yearly Progress in English language arts for all students and all subgroups, and significantly increased the percentages of students scoring at the proficient and advanced levels for all grades except third. At the third grade level, the percentage of students scoring proficient and advanced declined 9 points (44% in 2006 vs. 35% in 2007). But the increase in proficiency at all other grade levels was high, with Banneker outperforming in comparison to its Accountability Plan target:

- 24 percentage point proficiency gain at fourth grade (21% in 2006 vs. 45% in 2007)
- 17 percentage point proficiency gain in fifth grade (32% in 2006 vs. 49% in 2007)
- 10 percentage point proficiency gain in sixth grade (48% in 2006 vs. 58% in 2007)

### ***Literacy Plans for 08-09***

Our literacy goal for 08-09, 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
- An additional Reading Recovery teacher to increase support for kindergarten and first grade students
- 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

- 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, with literacy events, workshops, and 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***

2007-08 marked the second year of implementation for Banneker's new K-5 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. We were pleased with ThinkMath's impact on student achievement (as measured by MCAS) in its first year, and are excited by the possibilities for learning ThinkMath offers our students over time. While we await the development of ThinkMath's sixth grade curriculum, we are using Everyday Math at this level (the curriculum we found most compatible with ThinkMath).

### ***Afterschool Academic Programs***

In 2007-08, Banneker provided students the opportunity to participate in two afterschool academic programs (both free of charge to participating students and families):

- MCAS Clinics, in both literacy and math, offered onsite and taught by Banneker teachers and administrators. The 2007-08 program ran for fifteen weeks and was held two afternoons each week. The program focused equally on literacy and math, and forty-six to fifty-two students from grades three-six participated.
- Supplemental education services, offered off-site by approved vendors: Pinnacle Learning, Boston Learning, Club Z, and St. Ann's Learning Center. Twenty-one students signed up with these vendors to receive one-on-one tutoring.

### ***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 07-08***

Strategies for improvement in mathematics in 2007-08 included:

- ❖ The addition of a full-time K-6 Math Coach, providing on-site professional development for staff and direct services to students
- ❖ Continuing part-time support of a math mentor teacher, who supported planning and instruction in grades three-five
- ❖ The purchase of Destination Math, a math instructional software program
- ❖ Increased math instructional time (an additional 90 minutes/week for most classes)
- ❖ Structured use of technology in all classrooms: FastMath and Destination Math
- ❖ The adoption of Everyday Math as the sixth grade curriculum
- ❖ Math support for parents, including distribution of materials and math games for use at home

### ***Math Improvement Plan 2007-08***

In 2007-08, we also continued to implement a targeted set of strategies designed to build students' math proficiency, based on data:

- We administered the Terra Nova 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 Coach worked together to analyze students' achievement data, design improvement strategies, allocate resources, and create action plans for the year. 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 offered an afterschool MCAS Clinic to students in grades three-six who were recommended by teachers.

### ***Banneker's 2007-08 Math Campaign: Math<sup>power</sup>***

MathPower was a school-wide initiative designed to motivate and engage all members of the community in a highly visible, focused, concerted effort to raise math achievement of all students. MathPower strategies supplemented the targeted strategies in place for individual classrooms and students. MathPower was designed collaboratively by Banneker staff and the name selected by students in a school-wide vote. MathPower included strategies in four areas:

- Making Banneker's campaign highly visible within our community
- Motivating all students to strive
- Actively engaging parents and other community members
- Infusing math throughout the school

Examples of individual MathPower strategies include;

- MathPower bulletin boards and doors (featuring interactive games and contests)
- Fact of the Day for grades three-six students, and Fact of the Week for grades K-two students
- Weekly Family Math Challenges
- Morning announcements by students, inspirational or math-specific
- MathPower presence on the Banneker web site, for communication with parents and students
- Make 24 games and tournaments
- MathPower integration across the curriculum: "number wanted" posters in art, MathPower rap in music, sports math in gym
- MathPower vacation work and activities

In Banneker's annual 2008 Staff Survey, staff rated MathPower and our community efforts to increase student achievement as our second greatest success of the 2007-08 school year. We eagerly await 2008 MCAS results.

### **Banneker MathPower Rap**

My mind's made up,  
No turnin' back,  
Yes, I'm happy,  
'Cause I'm doin' my math!

### ***Measuring Our Progress***

As defined in our Accountability Plan, Banneker's targets for improvement in math in 07-08 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 2008 results this fall, and look forward to gauging our progress toward these targets.

### ***MCAS 2007 Results***

In 2007, Banneker made Adequate Yearly Progress in math for all students and all subgroups, and significantly increased the percentages of students scoring at the proficient and advanced levels for all grades (outperforming in comparison to our Accountability Plan target):

- 9 percentage point proficiency gain at third grade (16% in 2006 vs. 25% in 2007)
- 16 percentage point proficiency gain at fourth grade (11% in 2006 vs. 27% in 2007)
- 13 percentage point proficiency gain in fifth grade (9% in 2006 vs. 22% in 2007)
- 3 percentage point proficiency gain in sixth grade (20% in 2006 vs. 23% in 2007)

### ***Math Plans for 08-09***

Our math goal for 08-09 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 08-09 include:

- The hiring of an additional Math Coach, replicating Banneker's successful literacy coaching model (a K-2 Math Coach and a grades 3-6 Math Coach)
- The addition of a part-time Title 1 academic support teacher
- ThinkMath professional development for K-6 teachers during August 2008
- Increased coaching support for K-6 teachers throughout the year, particularly for classrooms exhibiting uneven performance
- The creation and monitoring of action plans for each classroom, based on our analysis of student achievement data
- 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

## **SUPPORT SERVICES**

**Goal 3:** Banneker will demonstrate effective support services, including special education.

### ***Banneker Special Education Program***

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 special education teachers, a part-time counselor, a consultant school psychologist, two part-time speech pathologists and a consulting occupational therapist. This team of specialists keeps themselves abreast of current trends and research in their field by attending conferences and workshops. Throughout the year, this team works collaboratively with general education staff to support academic and social emotional growth of students.

In 07-08, the Special Education Director participated in a DOE Special Education Administrator's Leadership Academy during the summer and throughout the school year. The Special Education Team attended a national conference sponsored by The Council for Exceptional Children. Our speech pathologists attended the American Speech Language Hearing Association conference and the school counselor attended mental health workshops sponsored by Harvard Medical School. Additionally, members of this team participated in literacy, math and science professional development sponsored by Banneker.

### ***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. This year, we hosted

two parent nights, which were well attended. The first parent night included a presentation on *The Rights and Responsibilities of Special Education and A Learning Disabilities Simulation*. The LD simulation included activities in which the parents participated to experience what it feels like to have a learning disability. These activities were then followed up with a video that explained in greater detail what a child with a learning disability faces each day in school. The topic of the second parent night was *Ideas to Extend Summer Learning: Goal Setting*. Parents were given practical ideas to keep their children academically and socially engaged throughout the summer months. At this meeting parents were encouraged to set a learning goal with their children and were given a goal template to help them keep track of their progress toward meeting the goal. 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.

These meetings have helped us build a community of parents who feel comfortable attending meetings, asking for help and sharing with other parents. As a result, Banneker has a 97% rate of parents attending IEP meetings. We reach out to parents by scheduling meetings convenient to their work schedule, calling to remind them of meetings, and holding conference calls if necessary. We believe student success is directly related to parental involvement; therefore, we focus our efforts on helping parents feel welcome and part of the team.

### ***Mid-cycle Coordinated Program Review***

Banneker was visited this fall by the Department of Education to conduct a routine mid-cycle review to monitor corrective action approved from our last CPR (April, 2005). The purpose of this review was to also monitor special education compliance criteria that have been created or substantially changed in response to IDEA. Banneker was found to be in full compliance in Special Education, Civil Rights and English Language Education. The findings letter noted that the Special Education Team should be congratulated for its “success in implementing new special education requirements.”

### ***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. This year we had children in kindergarten through sixth grade participate.

### ***Measuring Our Progress***

This year, Banneker met our targets for improvement for students on Individual Education Plans and LEP students, as defined in our Accountability Plan:

- 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 07-08. All of our students mastered a minimum of 75% of their IEP objectives. Most students will master between 90-100% of their IEP objectives by their annual review date. Mastery of IEP goals and objectives is the result of effective instruction, collaboration between learning center teachers and general education teachers, and strong effort by students. Our goal is to continue to provide students with the supports they need to help them succeed academically.

### ***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, only one student received a reevaluation, and exceeded the minimum improvement of 1.5 grade levels for reading, writing and math. Comparative data of academic achievement as measured on the Woodcock Johnson III Achievement Battery shows 3 years' growth in all areas. This is significant academic progress, and the student will need continuing special education support to continue this progress.

The goal of special education is to support student learning through specialized instruction. Special education services facilitate learning by helping students strengthen areas of need, 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.

In 2007-08, we also assessed eight other students to determine eligibility for special education services. Of the eight assessed, one child was found ineligible for services and seven were found eligible. Two parents decided to decline services, and therefore five children are currently receiving special education support. All of these children will receive reevaluation testing in 2010.

### ***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.

This year, four students were administered the MEPA. Three of the four students improved results within and between performance levels. One student did not meet the criteria; however, the student is currently performing on grade level and took the test after spending a few weeks in her home country.

Banneker has eight students who were assessed using the MELA-O in the fall and the spring. All of the students made gains in listening comprehension and speaking. Students made gains in two, three, or four subcategories. Furthermore, it should be noted five LEP students are being recommended to transition out of ELL services in the fall of 2008 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 met many of our targets for continuous improvement in educator quality and satisfaction, as defined in our Accountability Plan:

- 56% of teaching staff who were offered contracts for the 07-08 school year accepted them and were retained, a lower retention rate than that of previous years that fell short of our 75% target. While it is not surprising that the retention rate decreased in a year of leadership transition, we look forward to the increased stability of our teaching staff in 08-09, when 89% of those offered contracts will be returning.
- 76% of staff rated their job satisfaction as Somewhat Satisfied to Highly Satisfied on the Staff Survey (meeting our target of 75%).
- Banneker's teacher salary scale was re-evaluated in 06-07, revised, and implemented in 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 (a total of 9) participated in the Banneker Mentoring Program, and 55% of the participants surveyed reported they were Highly Satisfied with the program (missing our target of 80%). Numerous improvements will be made to the Mentoring Program in 08-09 in response to participant feedback, including: more appropriate matching of mentors and mentee; mentor training; and four group meetings/year to discuss best practices.

#### *Making Learning Visible*

2007-08 marked the third year of Banneker's participation as one of four schools in the grant, *Making Learning Visible: Creating Communities of Learners*. 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 of seeing how and what children are learning.

Participating schools met together with Project Zero staff to share research and best practices related to documenting and supporting individual and group learning, and focus on supporting MLV work and practices within these schools. As described by Project Zero, through this work, teachers:

- Share, assess, and improve innovative practices around group learning and documentation as a way of increasing 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, five Banneker staff members (including the Science and Math Coordinator and Executive Director) served as members of the MLV Facilitation Team, and attended monthly seminar meetings as well as a summer institute at Project Zero. Facilitation Team meetings, facilitated by MLV staff members, were also held

monthly at Banneker for interested staff. Working with Banneker' team, MLV staff helped to document and debrief classroom and cluster meeting practices, and support the planning of school-wide professional development, including:

- “A Making Learning Visible Perspective on Learning in Groups,” a presentation by Tiziana Filippini, Pedagogical Coordinator of the Municipal Infant-Toddler Centers and Preschools and the Documentation and Educational Research Center of Reggio Emilia, Italy. Ms. Filippini's seminar on using documentation to make learning visible was presented to Banneker staff and participating schools.
- An MLV seminar for Banneker staff exploring the question: How can we better help students learn from and with each other when behavior management is a challenge? Three case studies were presented.
- An MLV seminar for staff exploring the article, “The Pedagogy of Poverty.”
- An MLV seminar for staff exploring the results of a student survey and interviews conducted by MLV staff to gather students' perspectives on Banneker school rules.

Banneker is excited to be collaborating with Project Zero and partner schools in this very important professional development and dissemination work.

### ***Technology Training Tuesdays***

Banneker continued its technology training program in 07-08, focusing on systems training such as:

- New systems and new software training
- Website basic and website advanced training
- Firstclass Training
- Activboard training
- United Streaming training
- Online math resource training (FastMath, Destination Math, etc.)

### ***Staff Satisfaction Survey***

In May 2008, Banneker leadership conducted its fifth annual staff satisfaction survey, the first administered under the leadership of new Executive Director Marlon Davis. Forty-one teachers, teaching associates, specialists, and other staff members participated, offering feedback about the successes and concerns of the 07-08 school year.

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

- The ThinkMath curriculum, our implementation consistency, and coaching support
- MathPower (Banneker's math achievement campaign) and our work to improve MCAS and overall performance
- Welcoming a new Executive Director and several new staff members

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

- Classroom and behavior management
- Relationships with students
- Literacy instruction and achievement

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

- 15% Very Satisfied and 27% Satisfied
- 34% Somewhat Satisfied
- 20% Dissatisfied and 5% Very Dissatisfied

While these staff satisfaction ratings met Accountability Plan targets, they also reflect Banneker's transitional year, with a new Executive Director and several new staff members. We look forward to increased satisfaction levels in 08-09, and have already begun using this staff feedback to inform our planning and decision making.

## 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 second City of Cambridge Science Festival, once again partnering with Dr. Morimoto of Lesley University to offer “Invasion of the Bio-Diversity Snatchers” to members of the general public.
- Banneker was honored to be the first school to host Ann Rosebery and Josiane Hudicourt-Barnes of TERC’s Cheche Konnen Center, presenting their recently published work, *Teaching Science to English Language Learners: Building on Students’ Strengths*, Rosebery and Warren editors, NSTA Press. In this May 2008 Banneker Science Seminar, Rosebery and Hudicourt-Barnes explored issues of language and culture as they relate to the teaching of science.
- Banneker hosted Tiziana Filippini, Pedagogical Coordinator of the Municipal Infant-Toddler Centers and Preschools and the Documentation and Educational Research Center of Reggio Emilia, Italy, in April. Ms. Filippini presented “A Making Learning Visible Perspective on Learning in Groups” for Banneker staff and staff of other schools participating in our Making Learning Visible grant.
- Mary DiSchino, mentor teacher and consultant, presented an October 2007 Banneker Science Seminar, “Using Science Notebooks.”
- Gizelle Dizon, Math Coach, participated with the Educational Development Center in presenting the workshop, “Art of Talk: Power of the Circle,” at the National Science Teachers Association conference, March 2008.
- Gizelle Dizon, Math Coach, participated in an Educational Development Center panel of educators discussing best practices in U.S. education with Indonesian educators and members of the Indonesia Department of Education.
- Charlean Skidmore, Kindergarten teacher, presented “Building Efficacy Skills in Young Children,” at a Wheelock College symposium.
- Kathleen Byrne, fifth grade teacher, presented her thesis on Native American education and teaching Native American history in Montana, in October.

### *The Banneker Science Seminar Series*

2007-08 marked the fourth 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 three seminars through this series in 07-08, two for Banneker science teachers and staff, and one for the Cambridge/Boston area community as part of the City of Cambridge Science Festival. This year’s seminars were:

- “Invasion of the Bio-Diversity Snatchers,” by Dr. David Morimoto of Lesley University. This session was presented as part of Cambridge’s second 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.
- “Teaching Science to English Language Learners,” by Ann Rosebery and Josiane Hudicourt-Barnes of TERC’s Cheche Konnen Center. This session explored issues of language and culture as they relate to the teaching of science, and was based on the recently published work, *Teaching Science to English Language Learners: Building on Students’ Strengths*, Rosebery and Warren editors, NSTA Press.
- “Using Science Notebooks,” by Mary DiSchino, mentor teacher.

### *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 348 students
- Filling 97-100% of budgeted seats throughout the 07-08 school year
- Administering our Parent Survey in May 2008: the results continue to reflect a high level of satisfaction among Banneker's parent and guardian community, surpassing Accountability Plan targets in this area. In addition, the survey return rate rose to 22% (vs. 18% in 2007), exceeding our Accountability Plan target of an average annual increase of 2 percentage points.

### *Banneker Parent and Guardian Survey*

In the spring of 2008, 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 continued to increase in 2008, with 22% of families responding compared to 18% of families responding in 2007.

In 07-08, 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 (75% in 07-08 vs. 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 (61%)
- Supportive environment (60%)

Responding parents expressed a very high level of satisfaction with their students' classroom teachers in 2008:

- 94% 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 they were well informed about their child's academic progress
- 93% 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:

- 84% strongly agreed and agreed that their child was academically challenged at Banneker
- 86% strongly agreed and agreed that their child was safe at Banneker
- 80% 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-fourth 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 2.65:1 student-to-computer ratio
- Meeting all hardware, software, professional development, and curriculum targets of Banneker's Technology Plan

### *Continuing to Build our Infrastructure*

In addition to meeting these goals, we continued to build on and enhance our technology strength. In 07-08, Banneker:

- Purchased an additional 20" iMac for each classroom
- Upgraded the Banneker Science Laboratory by adding a Promethean Board and Activote system. The Promethean Board supports interactive instruction and the development of curriculum, and the Activote system allows teachers to immediately assess student understanding
- Purchased Riverdeep's Destination Math, an interactive, web-based program that allows for instruction and remediation in the entire spectrum of the Massachusetts math standards
- Purchased PowerSchool, a new web-based student information system that gives teachers, administrators, and parents immediate access to current student data. We will be rolling out PowerSchool for use in the 08-09 school year

## 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 07 school year

The Board approved a budget for 08-09 that is aligned with Accountability Plan goals; continues to support Banneker's no-cost transportation program for families; 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, Banneker met 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

## GOVERNANCE

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

### *Board Accomplishments in 07-08*

This year, the Banneker Board of Trustees focused primarily on two goals: the school's successful transition to a new Executive Director, and continued improvement of student achievement, particularly in math. As a result, the Board focused less on fundraising in 07-08, but nevertheless met most of its Accountability Plan goals and surpassed them by:

- Setting annual goals in September and achieving more than 75% of goals by year end
- Recruiting two new Board members who expanded the Board's capacity in significant ways: one with science expertise and the other with legislative expertise
- Creating a new Attendance Policy that clarifies guidelines for excused and unexcused absences and the process for advanced notification
- Completing the Executive Director's performance evaluation, using the new evaluation process

Due to unanticipated conflicts with the scheduling of the Annual Meeting in June, the Board decided to complete its annual self evaluation in September 2008 and measure progress in this area at that time. The Board did not receive any official complaints in 2007-08.

### *Board Initiatives for 08-09*

In the 08-09 school year, the Banneker Board of Trustees hopes to make significant progress on three initiatives undertaken in 07-08:

- Creating a fundraising and community relations plan
- Creating a marketing plan to increase Cambridge enrollment
- Creating a plan to further define Banneker as a Science & Technology School

## 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:

- **Project Zero of Harvard University's Graduate School of Education**, which selected Banneker as one of four schools participating in the grant, *Making Learning Visible: Creating Communities of Learners*. In the third year of this professional development and dissemination project, participants shared research and best practices related to documenting and supporting individual and group learning, and focused on supporting MLV work and practices within these schools. Banneker's MLV work this year resulted in four professional development seminars at Banneker for all Banneker staff.
- **Iron Mountain Corporation**, which selected a Banneker third grade class to create artwork for their corporate offices representing data backup and recovery, Iron Mountain's technology market focus.
- **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.

- **Vineyard Church**, which partnered with Banneker staff members in a community service event supporting the food pantry at the Cambridgeport Baptist Church, which provides countless meals to local families and children in need.

In 2007-08, Banneker also extended its relationships with individual educators and researchers, maintaining and establishing:

- **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.
- **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.

### ***Banneker Science Advisors***

In November, Banneker convened the first joint meeting of our many science partners from the greater Boston scientific education and research community, who have been supporting science at Banneker over the last few years. This event brought together higher education faculty, researchers, and graduate students, including:

- David Morimoto and Linda Grisham of Lesley University
- Bruce Ward and Zahra Hazari of the Harvard Smithsonian Center for Astrophysics
- Tina Grozer of the Harvard University Graduate School of Education
- Jeff Winokur of Wheelock College and EDC
- Ann Rosebery and Beth Warren of TERC
- Geoff Potvin of the University of Virginia
- Kristen Wendell of Tufts University

Lin Tucker, Banneker's Science Coordinator, facilitated the event, opening with a presentation about Banneker's current science program, science vision, and challenges we face in moving forward with this vision. The group then brainstormed ways we might work together, expanding existing partnerships to support this work. This event marked the first time many of our science partners had met one another, and served as a valuable networking event for participants. Banneker looks forward to continuing our work with each partner and to the ongoing collective guidance of this advisory group as we continue strengthening Banneker's identity and success as a science school.



## FAITHFULNESS TO MISSION

### SCIENCE

**Goal 12:** Banneker students will demonstrate mastery of scientific knowledge and skills.

#### ***Banneker's Science/Engineering 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/Engineering 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
- Engineering unit choices from the Boston Museum Engineering is Elementary
- Collaboration with Tufts University on the NSF grant "Science Learning Through LEGO Engineering Design," developing curriculum units for grades three-four
- Curriculum unit assessments as well as Banneker's own assessments
- Annual Science/Engineering Exposition combining project in inquiry (science) and design (engineering) and 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 external evaluators and Banneker staff.

#### ***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 Science/Engineering Exposition was 100% in 07-08, in terms of both projects and attendance. There were 39 projects in total, exceeding the 06-07 total of 32 projects. Grades

K-four contributed classroom and group projects while grades five-six contributed individual, partner, and group projects. The Exposition was held in the auditorium for the first time, was open June 3-4, and remained open until 6:30 p.m. to give parents a greater opportunity to visit. Twenty-two parents attended the Exposition this year.

- Visitors from MIT, Harvard University, Lesley University, Tufts University, EDC, TERC, the Vineyard Church, and the Banneker Board of Trustees attended this year's Science/Engineering Exposition and participated as external evaluators. In our second year of rubric-scoring this exposition, evaluation ratings in all categories improved over 06-07 levels. Greatest improvement was noted in the following areas:
  - The quality of students' inquiry questions (36 percentage point increase)
  - Student engagement and presentation (25 percentage point increase)
  - Students' use of technology in data collection, analysis, and presentation (22 percentage point increase)
- On 2007 Science MCAS, Banneker exceeded our target for improving the proficiency rate of fifth grade students by 8 percentage points. The percentage of students scoring Advanced increased by 5 percentage points, and the percentage of students scoring Proficient increased by 7 percentage points over 2006 levels. The percentage of students scoring in Warning did not decline in 2007, however, increasing 3 percentage points over 2006 levels. We will continue to focus on raising the achievement of all our students in science.

### ***Enhancing Science Instruction with Technology***

A key improvement to the Banneker science program in 07-08 was the addition of the Promethean Board and Activote system to the Banneker Science Laboratory (purchased with funds from the Harbus Foundation of the Harvard Business School). The Promethean Board, an interactive whiteboard, was used successfully as an electronic flip chart that captured teacher and student questions, drawings, photographs, data, and thinking. This electronic format allowed for quick review, annotation of work, and printing of chart pages for additional reflections. The Promethean Board was also used to create interactive and annotatable presentations, including text, photographs, and video clips. All information in the flip charts, including that written on the board with a stylus, can be captured and saved in a file for future use. With the Activote system, teachers can also pose questions for students on the Promethean Board and conduct on-the-spot Activote assessments to immediately check student understanding and identify confusions. This technology has begun to revolutionize Banneker's approach to conducting formative assessment and adjusting curriculum in science.

Teachers also used the Active system to prepare fifth graders for the Science and Technology MCAS. Students could immediately see and discuss the class results of multiple choice questions while teachers could also document individual student performance on each question. We will continue to develop our use of the Activote system to meet our goal of creating unit-focused assessments in science.

### ***Building Science Partnerships***

In November, Banneker convened the first joint meeting of our many science partners from the greater Boston scientific education and research community, who have been supporting science at Banneker over the last few years. This event brought together higher education faculty, researchers, and graduate students, including:

- David Morimoto and Linda Grisham of Lesley University
- Bruce Ward and Zahra Hazari of the Harvard Smithsonian Center for Astrophysics
- Tina Grozer of the Harvard University Graduate School of Education
- Jeff Winokur of Wheelock College and EDC
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Lin Tucker, Banneker's Science Coordinator, facilitated the event, opening with a presentation about Banneker's current science program, science vision, and challenges we face in moving forward with this vision. The group then brainstormed ways we might work together, expanding existing partnerships to support this work. This event marked the first time many of our science partners had met one another, and served as a valuable networking event for participants. Banneker looks forward to continuing our work with each partner and to the

ongoing collective guidance of this advisory group as we continue strengthening Banneker’s identity and success as a science school.

### ***Summer Science***

In furthering our mission as a Science and Technology School, Banneker is also offering “Science Adventures,” by Education Station, as part of our 2008 Summer Program. This five-week, hands-on program focuses on life science, physics, earth science and space, technology, and chemistry. “Science Adventures” is a three-hour course, with 30 students enrolled. Banneker is pleased to offer this additional science experience to our students.

## **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 and a mobile computer lab (20 IMacs and a networked color laser printer) for use within classrooms. There is a Promethean Board in the Science Lab, and a Smart Board in both the Technology Lab and the Library. A full-time Technology Facilitator supports students and teachers both in the Technology Lab and in classrooms. 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 eighth 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, Banneker largely met our targets for continuous improvement in technology integration, as defined in our Accountability Plan:

- The number of rubric-scored, integrated curriculum and technology projects completed over the course of the year varied by grade level in 07-08. Fifth grade students completed three projects in the area of social studies, producing a research paper, an informational poster, graphics, and podcast versions of Christopher Columbus’s voyage. Use of Banneker’s new Promethean Board figured prominently in this

work. Students at all grade levels used applications such as Microsoft Office, Printshop, Garageband, and others to support integrated learning in science, music, art, and other areas. And all students in grades two-six devoted much of their technology time to FastMath and Destination Math as part of Banneker's school-wide MathPower initiative.

- Sixth grade students completed smaller projects as opposed to a culminating project in 07-08, due to the MathPower initiative's increased focus on the use of math instructional software (FastMath and Destination Math).
- Banneker is on track to have a new digital eportfolio system in place for the 08-09 school year. In 07-08, the Technology Department researched various eportfolio systems (ELGG, OSP, and Moodle) and installed a new Leopard Wiki Server to support system use. We will pilot one of these eportfolio systems in the Fall of 2008, beginning with the work of the fifth grade.
- Student use of technology within classrooms continued to increase in 07-08, with ongoing use of our mobile lab and work of the Technology Facilitator within classrooms. In addition, teacher use of classroom web pages significantly increased, with all teachers meeting the minimum requirement of posting a welcome and a contact page to the Banneker web site, and approximately 50% of teachers posting content such as classroom photos, schedules and calendars, homework, letters to parents, online signups, and classroom information/FAQs.
- All classrooms contributed work to the Banneker Technology Fair in 07-08, which included a wide variety of projects, from written stories by second grade students to a DVD created by the Around the World Club showing their special yearly events.

## 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 07-08, Banneker continued to invest in meeting the non-academic needs of our students. Staffing in this area includes a Student Support Specialist and part-time, on-site counselor. Policies and programs 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 organizes monthly school assemblies and designs 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. In 07-08, the program expanded to provide female mentors to girls. 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.
- ***Responsive Classroom:*** A nationally recognized social competency program, Responsive Classroom creates a sense of community and shared purpose within classrooms and across the school community. It

is an effective program for improving classroom culture and behavior, and was first implemented at Banneker in 07-08.

- **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 07-08, three Banneker staff members completed professional development and became Second Step trainers. These in-house trainers provide Second Step professional development to staff members K-six.
- **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.

### ***Measuring Our Progress***

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

- 80%-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 2008 (surpassing our 75% target). See Goal 6, "School of Choice," for more detail about survey results.
- Three staff members attended Second Step training in June 2007, and trained all staff in August. Additional training was provided mid year to K-second grade teachers, and a meeting was held in February to educate parents in Second Step. To evaluate the 07-08 program, trainers conducted Second Step classroom observations and follow-up interviews with teachers, gathering feedback about the program, its effectiveness, and further professional development needs.
- Based on feedback in 06-07, the Lenora Jennings Mentoring Program was redesigned in 07-08 to provide mentoring for girls as well as boys. Twenty-eight students (13 girls, 15 boys) and fifteen mentors (7 women, 8 men) participated in 07-08, a doubling of program participation from 06-07. Program events included Celtics and Bruins games and mentor lunches. We did not survey mentors and mentees in 07-08.
- Seventy students were recognized for positive behavior by the Banneker Bucks program in 07-08 (a decline from 174 students recognized in 06-07). With a new Executive Director and number of new teaching staff, use of this program waned slightly in 07-08, and we look forward to renewed use in 08-09.
- Banneker met all targets of the School Wellness Policy in 07-08, and the Agenda for Children offered a seminar about healthy eating and snack choices for our parents
- Student assemblies, hosted by the School Culture Team, were held every month of the academic year.

### ***The Green Team***

A new initiative in 2007-08, the Green Team was founded when a recycling program inspired by staff members became a school-wide effort to raise environmental consciousness. The Green Team is a Banneker student organization dedicated to environmental education and action. The Green Team consists of one captain from each classroom, for a total of 32 representatives. Over the year, the Green Team met in the computer lab for "trainings" on topics such as "If you can rip it, recycle it," "Ways to Keep Green at the Banneker," and "Keeping Green in the summer." Green Team Captains then returned to their classrooms to share what they had learned, demonstrate sorting recycling, hand out Green Team stickers, and even lead their classrooms in recycling or trash pick-up projects on field trips and around the Banneker campus

The Green Team's effect was immediately noticeable in the quantity and quality of recycling, as well as in student engagement and commitment. Students who were not involved as captains were eager to show that they were also on the Green Team and reported putting up notices in their communities, finding recycling bottles at the park, or even making sure that staff members were doing their part. Green Team captains also were involved in presenting the last two Green Team "training" sessions, by taking pictures of problems and solutions to take care of the environment.

The Green Team was a very positive addition to student life at Banneker, and we thank the Cambridge Department of Public Works for supporting our program by providing training as well as fresh recycling bins.



## 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 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 has its own location on our web site, so that teachers can post content such as classroom photos, schedules, calendars, homework and other classroom information as well as a welcome and contact page.

***Parents' Class at Banneker:*** Parents' Class was a new initiative at the Banneker this year, spearheaded by our English as a Second Language teacher. Through Wednesday's Backpack and our parents' bulletin board, parents from any language background at any language level were invited to join. The meetings were held twice a month from September to June, first on Tuesday evenings and then on Monday afternoons to accommodate interested parents. A total of seven parents and one grandparent attended, with three attending all sessions. While learning the fundamentals of English grammar, parents also explored topics such as differences between the Haitian and American educational system, the American election, and American Thanksgiving. Parents also learned about American history, helpful preparation for the citizenship test, and participated in a Duck Tour that connected their knowledge of American history to the history of Boston. They also learned to type their résumés in the computer lab and visited the Career Resource Center located in Cambridge. Through Parents' Class, parents formed friendships while learning about topics related to school and life in the United States.

***The Parent Council:*** Banneker's Parent Council met every other month in 2007-08, with increased participation over previous years. Twenty to thirty-five parents attended most meetings, the majority of which were held 5:00-6:00 p.m. by parent preference. The agendas for most meetings included updates on school issues and opportunities to raise and discuss concerns. The Agenda for Children (a Cambridge-based agency) provided parent training during the last Parent Council meeting of the year, and parents' response was very positive. As a result, the Agenda for Children will work with Banneker throughout 2008-09, providing sessions for parents on setting rules and limits, offering positive reinforcement, and communicating with your 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, health,

science, engineering, and critical thinking. Other activities have included clubs such as the science club and the photography club as well as a special games night, and an Apple cooperative with the Gately Center.

This year, BEE was grateful for volunteers from the Cambridge Health Department, Cambridge Election Commission, Snapple Student Sport Support program at Boston University, The Celebrity Series, Museum of Science, Children's Museum, Altman Vilandrie & Company – as well as volunteers Ms. Glass, Mr. Powell and Mr. Leung, 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 Family Engagement Initiative and COP, Boston's Bridging the Gap, MAP, and Project Joy.

***During the Summer:*** The Banneker Summer Program is a component 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.-5:00 p.m. The program consists of small academic classes in the morning, lunch, and afternoon enrichment activities and field trips. Thank you to Donna Traynham at the Massachusetts Department of Education, the RockCats, and the Cambridge Public Library Rindge Avenue Branch for their support.

This summer, Banneker is also offering “Science Adventures,” by Education Station, as part of the Banneker Summer Program. This five-week, hands-on program focuses on life science, physics, earth science and space, technology, and chemistry. “Science Adventures” is a three-hour daily course, with 30 students enrolled. Banneker is pleased to offer this science program to our students, furthering our mission as a Science and Technology School.

## SCHOOL INFORMATION

Grades Served	K-6
School Year	September 4, 2007-June 19, 2008
Number of instructional days	180
Hrs of Operation	8:00 am – 3:00 pm
Attendance	93.7 %
Enrollment Cap	325
Average Class Size	19.2
Student/Teacher Ratio	8:1
Total Enrollment	329
End of Year Enrollment	314
Applications received	346
Applicants/Waitlist to seats	3 to 1

## FACULTY INFORMATION

% Teachers who returned for the 07-08 school year	56%
% Teachers who left during 07-08 school year	0%
Teachers not returning since last report	7
% Teachers returning for the 08-09 school year	89%
Resumes received	800
Average years of teaching experience	4.15
Average years of service at Banneker	3.75
Teachers Highly Qualified according to NCLB	100%
Teaching Associates Highly Qualified by NCLB	100%

## STUDENT CHARACTERISTICS

Race	Number	Percentage
Black	263	81%
Hispanic	51	16%
Multi-Race, Non-Hispanic	11	3%

Sending District	Number	Percentage
Boston	178	54.8%
Cambridge	73	22.5%
Medford	12	3.6.0%
Malden	9	2.7%
Everett	8	2.5%
Brockton	6	1.8%
Somerville, Waltham (5 each)	10	3.0%
Arlington, Chelsea, Randolph (4 each)	12	3.6%
Canton, Lynn (3 each)	6	1.8%
Lawrence, Melrose, Quincy, (2 each)	6	1.8%
Bedford, Braintree, Brookline, Dartmouth, Revere, (1 each)	5	1.5%

## OTHER INFORMATIONAL STATISTICS

Characteristic	Number	Percentage
<b>Gender</b>		
Female	163	50.2%
Male	162	49.8%
<b>Language</b>		
Number and percentage of students classified as limited English proficient	29	8.9%
Number and percentage of students with home language other than English	84	25.8%
<b>Special Education</b>		
Percentage of Special Needs students (those with formal IEPs)	27	8.3%
Percentage of students who receive special services, but are not on IEPs	0	0.0%
<b>Free and Reduced Lunch</b>		
Number of students on free lunch	208	64.0%
Number of students on reduced lunch	41	12.6%
Total number of students on free and reduced lunch	249	76.6%
<b>Suspensions &amp; Expulsions</b>		
Out-of-School Suspensions (including fighting, continued disrespect of staff, verbal confrontation)	40	8.1%
In-House Suspensions	35	9.3 %
Expulsions	0	0.0%

## APPLICATIONS AND ENROLLMENT INFORMATION

### *Applications Received During the 07-08 School Year*

Grade	Boston	Cambridge	Surrounding Towns	Total
K	104	31	40	175
1	29	1	10	40
2	25	5	10	40
3	20	4	5	29
4	21	2	4	27
5	12	3	5	20
6	11	2	2	15
Total	222	47	76	346

### *Wait List by Grade and Residence*

Grade	Boston	Cambridge	Surrounding Towns	Totals	Openings
K	100	24	32	156	45
1	31	8	13	52	23
2	17	7	8	32	7
3	31	2	5	38	1
4	17	2	3	22	0
5	10	3	5	18	0
6	22	3	5	30	1
Totals	228	49	71	348	77

***Students Not Returning for the 07-08 School Year***

<b>Moved/Transportation</b>	<b>Middle School Setting</b>	<b>Dissatisfied</b>	<b>Total</b>
<b>5/17</b>	<b>7</b>	<b>4</b>	<b>33</b>

***Students That Left During the 07-08 School Year and the Reasons They Left***

<b>Grade</b>	<b>City</b>	<b>Date Left</b>	<b>Reason Left</b>	<b>Total</b>
<b>K</b>	Boston (1) Cambridge (1) Medford (1)	01/02/08 12/20/07 04/30/08	K, not ready (1) Moved (2)	<b>3</b>
<b>1</b>	Boston	09/24/07	Transportation	<b>1</b>
<b>2</b>	Cambridge (2) Everett (1) Malden(1)	11/17/07 12/01/07 01/30/08	Moved (3) Transportation (1)	<b>4</b>
<b>3</b>	Lynn (1)	1/20/08	Transportation	<b>1</b>
<b>4</b>	Boston (1) Cambridge (1)	09/12/07 01/02/08	Moved (1) Back to old school (1)	<b>2</b>
<b>5</b>	Boston (2) Cambridge (1)	09/21/07 10/01/07 10/24/07	Moved (2) Dissatisfied (1)	<b>3</b>
<b>6</b>	Cambridge (1)	02/02/08	Moved	<b>1</b>
<b>Totals</b>	<b>Boston (5) Cambridge (6) Everett (1) Lynn (1) Malden (1) Medford (1)</b>		<b>Dissatisfied (1) Moved/Transportation (12) Back to old school (1) Not Ready for K (1)</b>	<b>15</b>

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

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



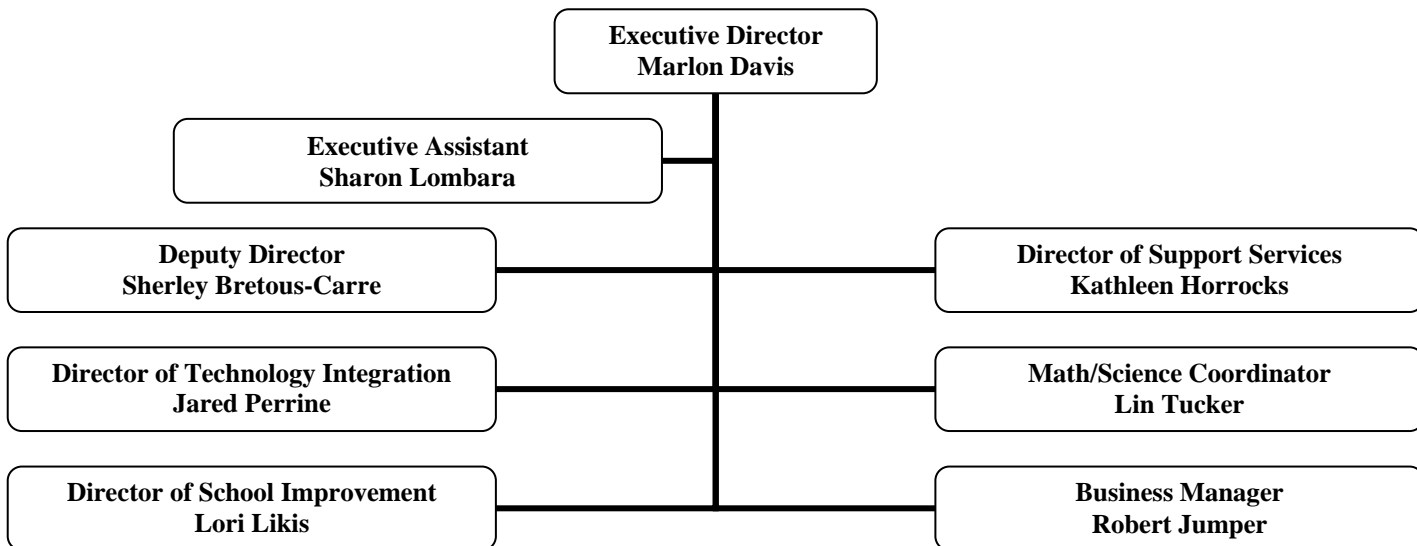
## BANNEKER STAFF

<b>Executive Director</b>	Marlon Davis	All are full-time employees, unless otherwise noted.
<b>Deputy Director</b>	Sherley Bretous-Carré	
		Michele Hilley                      Speech (Contractual) .3
Maureen Danahy	Kindergarten	
Alan Rodriquez	Kindergarten	Mary Dischino                      Math Support .5
Charlean Skidmore	Kindergarten	Deirdre Coffey                      Associate Teacher
Julie Behenna	First Grade	Ashley D'Amour                      Associate Teacher
Meredith Daley	First Grade	Mya Davis*                              Associate Teacher
Catherine Julian	First Grade	Katrina Ford                              Associate Teacher
Suzannah Bukenya	Second Grade	Faith Garner                              Associate Teacher
Rachelle Milord*	Second Grade	Tasheika Johnson                      Associate Teacher
John Willett	Second Grade	Anthony Navarette*                      Associate Teacher
Cherita Gonzales	Third Grade	Carly Nelson                              Associate Teacher
Lauren Smith	Third Grade	Julie O'Brien                              Associate Teacher
Lara Fritch	Fourth Grade	Adriana Ramos*                              Associate Teacher
Amanda VanVleck	Fourth Grade	Stanley Sterlin*                              Associate Teacher
Nicole Bunk	Fifth Grade	Janell Thompson-Weeks                      Associate Teacher
Kathleen Byrne	Fifth Grade	Rachel Vela                                      Associate Teacher
Cathy Jacobs	Sixth Grade	Gloria Whiting*                              Associate Teacher
Amatul Mahmud*	Sixth Grade	Nicole Young                                      Associate Teacher
Lin Tucker	Science Coordinator	
Gizelle Dizon*	Math Coordinator	Robert Jumper                              Business Manager
Sean Best	Physical Education	Sharon Lomba                              Executive Assistant
Darrow White	Music Education	Gloria Mylyk                                      Bookkeeper
Annie O'Connor	Art	Mary Lucey                                      Admin Assistant
Heather Steenburgh	Reading/Title I/Literacy Coach	Charles Banks                                      Student Support Specialist
Molander Etienne	Reading/Literacy Coach	Jennifer Gordon                                      Librarian
Diana Turrill	Reading Recovery/Reading	Barbara Brothers                                      Afterschool Coordinator
Diane Kolb*	Reading	Vinnette Brown                                      Cafeteria Manager
Jared Perrine	Technology Director	Eusabia Rosario                                      Nurse
Chuck Fisher	Technology	Marie St. Germain                                      Receptionist
Anita Hicks	Technical Liaison	Sean Rahim                                      Security
Dr. Kathleen Horrocks	Sped Director	Lori Likis    School Improvement Dir .5
Susan Manuel	Special Ed Teacher	Louise Dunn                                      Cafeteria Aide .5
Joan Gregory*	Special Ed Teacher	
Deena Zeigen	Counselor .6	
Annie Dugay*	ESL	
Jackqueline Rossey	Speech (Contractual) .3	
Julie Savoyski	OT (Contractual) .1	

***\*Staff Not Returning for 2008-2009 and Reasons Given***

Position Eliminated	Moving out of the State	Graduate School	New Positions	Not asked back	Total
1	2	2	5	1	11

## BANNEKER LEADERSHIP TEAM



Members of the Banneker Leadership Team report directly to the Executive Director, Marlon Davis. There are seven members of the Leadership Team:

- Deputy Director, Sherley Bretous-Carre
- Director of Support Services, Kathleen Horrocks
- Director of Technology Integration, Jared Perrine
- Director of School Improvement, Lori Likis
- Math/Science Coordinator, Lin Tucker
- Executive Assistant, Sharon Lombara



## THE BANNEKER BOARD OF TRUSTEES

### OFFICERS

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

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

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

Consultant, Partners HealthCare  
Co-Chair, Board of Trustees  
Seventh 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  
Sixth year of service  
Second term expires June 2008

#### **Charles McVea**

CFO, Dorchester Bay EDC  
Treasurer, Board of Trustees  
Chair, Finance Committee  
Seventh year of service  
Third term expires June 2010

### OTHER TRUSTEES

#### **James Becker**

Math Teacher  
Prospect Hill Academy  
Second year of service  
First term expires April 2010

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

Development Coordinator  
Children Services of Roxbury  
Third year of service  
First term expires July 2008

#### **Scott Darling**

Environmental Counsel, MBTA Boston  
Founding Member, Benjamin Banneker  
Eleventh year of service  
First term expires May 2010

#### **Wei Ding**

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

#### **Jean French**

Consultant  
Boston College Law School  
Third year of service  
First term expires July 2008

#### **Denise Patmon**

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

#### **Trellis Stepter**

Comm. of MA House of Representatives  
2nd Assist. Majority Leader Byron Rushing  
First year of service  
First term expires November 2010

#### **Bruce Ward**

Harvard-Smithsonian Center/Astrophysics  
Research Associate  
First year of service  
First term expires March 2011

#### **Darnell Williams**

Boston Plan for Excellence  
Induction Director  
Second year of service  
First term expires September 2009

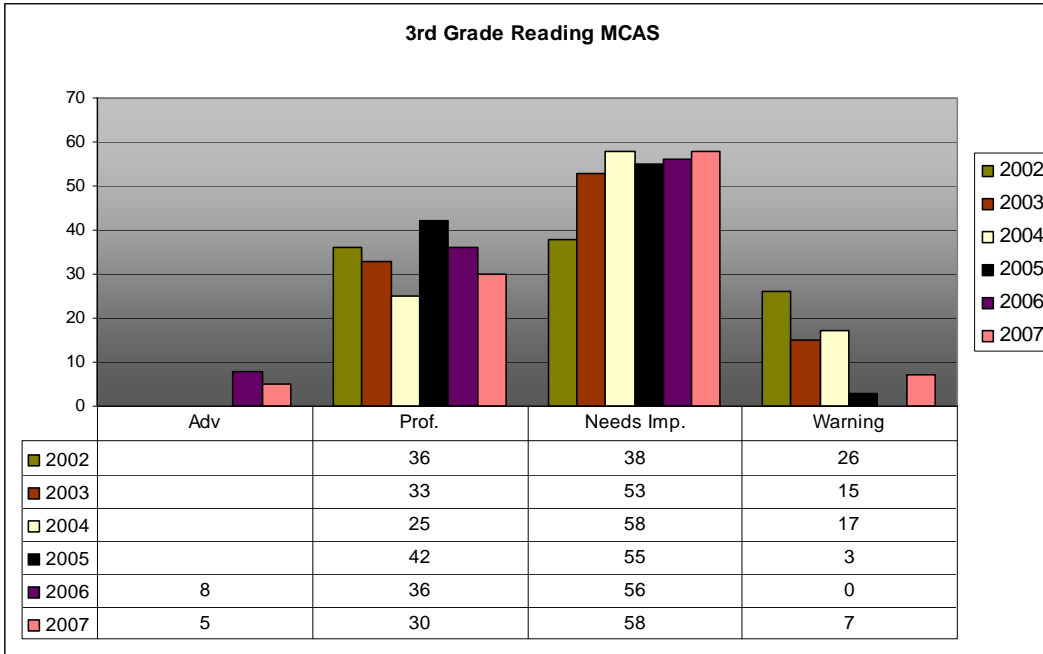
#### **Marlon Davis**

Executive Director (Ex-officio)

## INTERNAL & EXTERNAL ASSESSMENTS

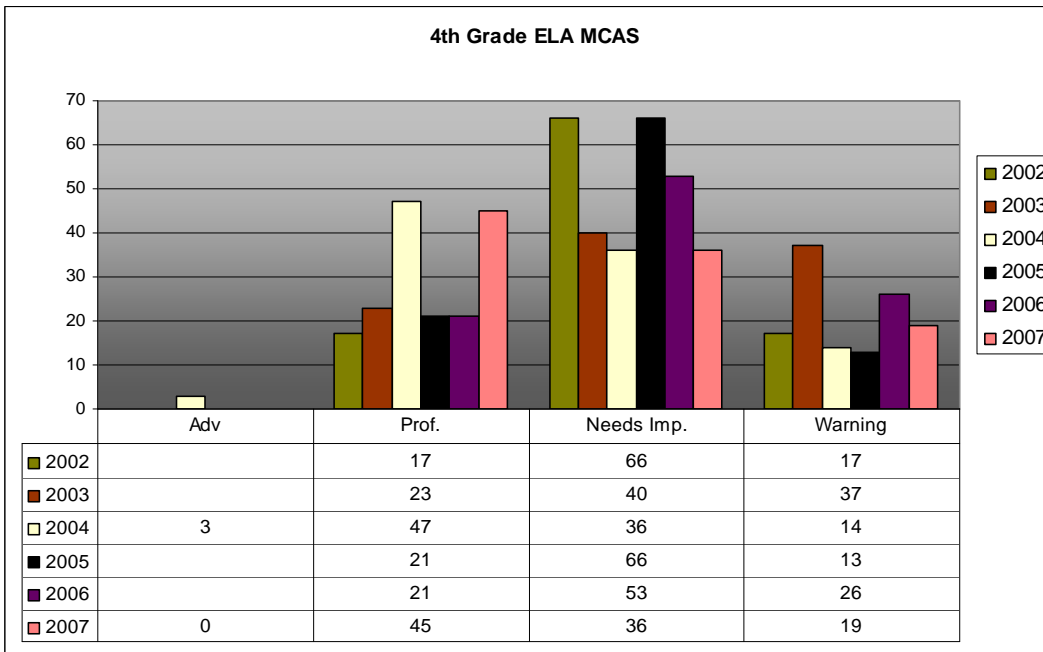
### MCAS READING & ENGLISH LANGUAGE ARTS

#### *Third Grade Reading MCAS 2002-07*



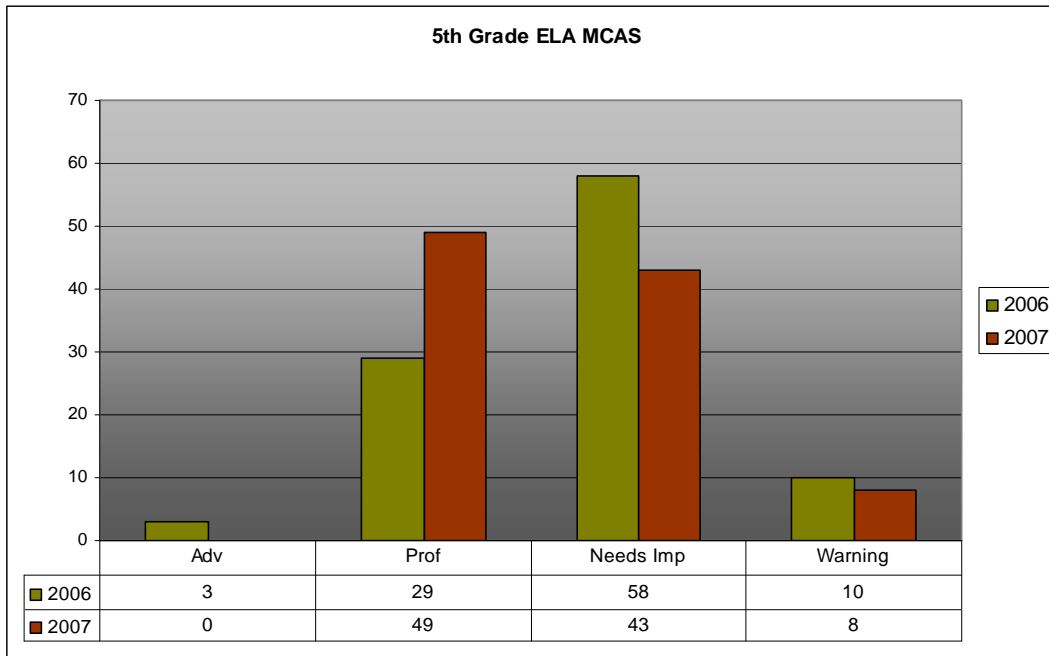
In 2007, the percentage of third grade students scoring Proficient and Advanced declined by 9 percentage points, from 44% in 2006 to 35% in 2007. This proficiency rate was the lowest of any grade level in 2007. The Warning rate also rose slightly, from 0% in 2006 to 7% in 2007.

#### *Fourth Grade English Language Arts MCAS 2002-07*



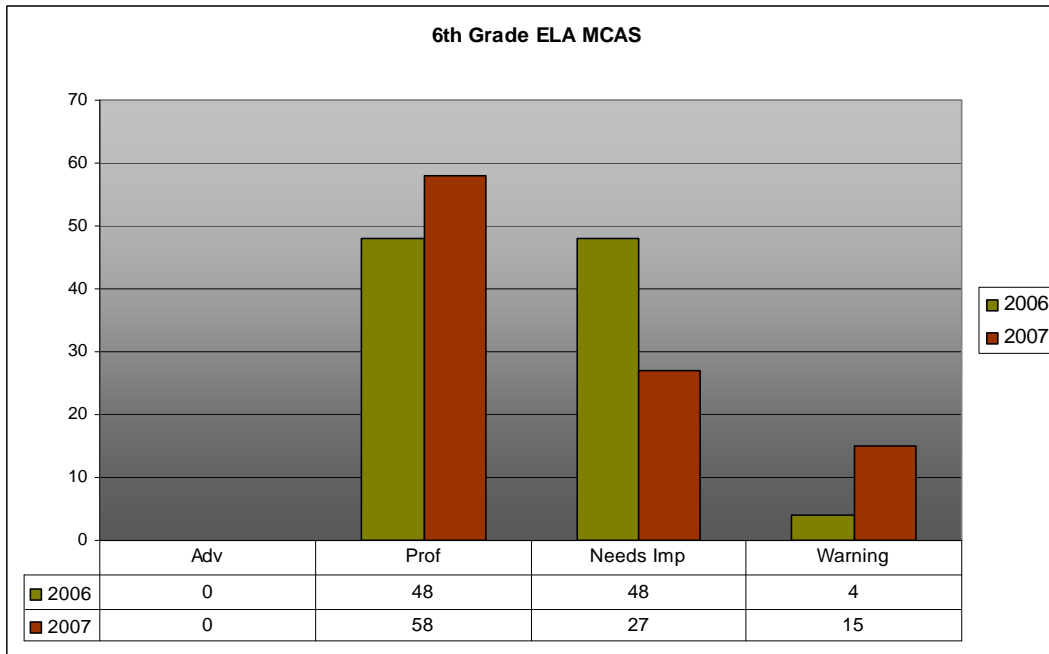
In 2007, the percentage of fourth grade students scoring Proficient and Advanced increased by 24 percentage points, from 21% in 2006 to 45% in 2007. This proficiency gain was the highest of all grade levels. The Warning rate also decreased by 7 percentage points, to 19%.

***Fifth Grade English Language Arts MCAS 2006-07***



In 2007, the percentage of fifth grade students scoring Proficient and Advanced increased by 17 percentage points, from 32% in 2006 to 49% in 2007. The Warning rate decreased by 2 percentage points, from 10% in 2006 to 8% in 2007.

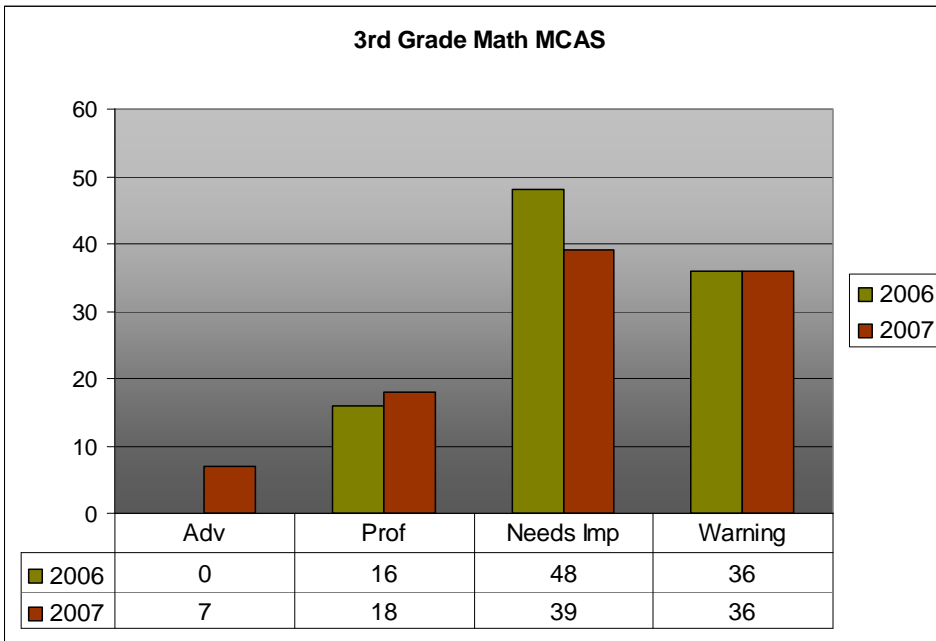
***Sixth Grade English Language Arts MCAS 2006-07***



In 2007, the percentage of sixth grade students scoring Proficient and Advanced increased by 10 percentage points, from 48% in 2006 to 58% in 2007. This was the highest proficiency rate of all grade levels. The Warning rate rose by 11 percentage points, from 4% in 2006 to 15% in 2007.

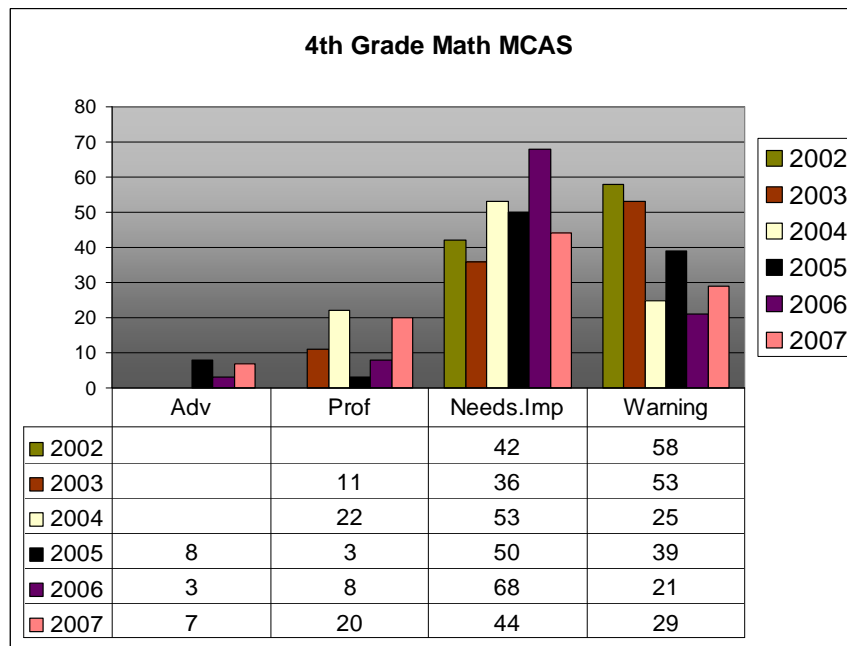
# MCAS MATH

## Third Grade Math MCAS 2006-07



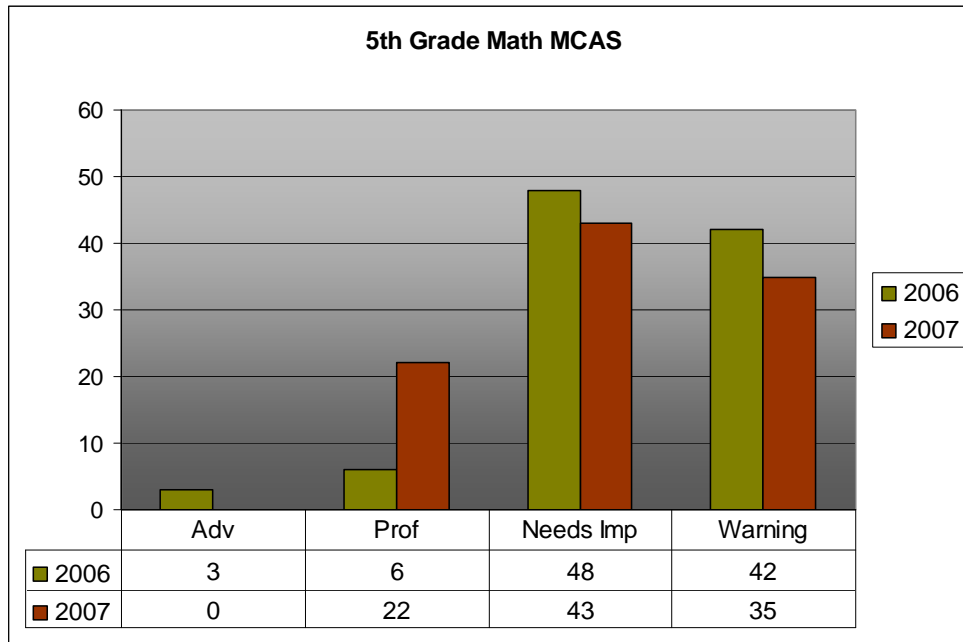
In 2007, the percentage of third grade students scoring Proficient and Advanced increased by 9 percentage points, from 16% in 2006 to 25% in 2007. The Warning remained at 36%.

## Fourth Grade Math MCAS 2002-07



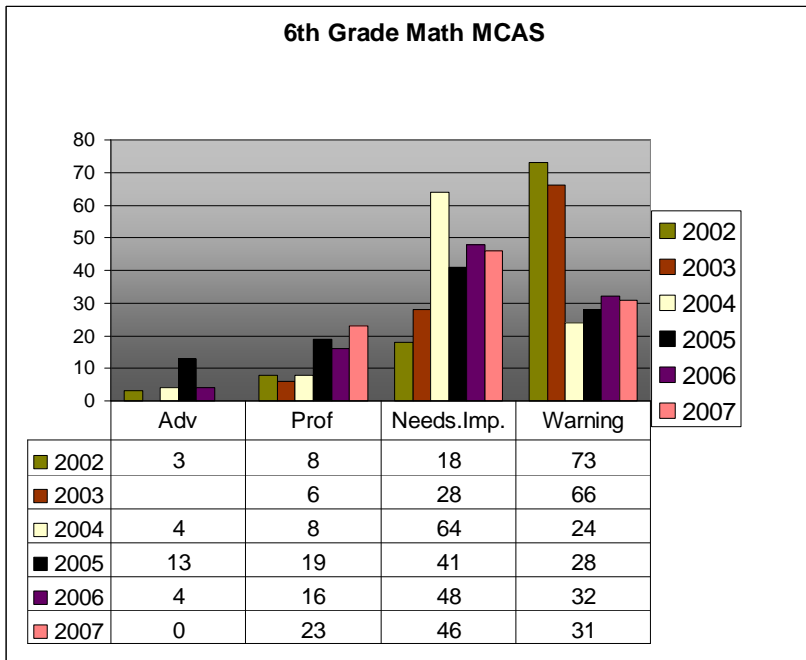
In 2007, the percentage of fourth grade students scoring Proficient and Advanced increased by 16 percentage points, from 11% in 2006 to 27% in 2007. This was the highest proficiency gain of all grade levels. The Warning rate increased by 8 percentage points, from 21% in 2006 to 29% in 2007.

**Fifth Grade Math MCAS 2006-07**



In 2007, the percentage of fifth grade students scoring Proficient and Advanced increased by 13 percentage points, from 9% in 2006 to 22% in 2007. The Warning rate decreased by 7 percentage points, from 42% in 2006 to 35% in 2007.

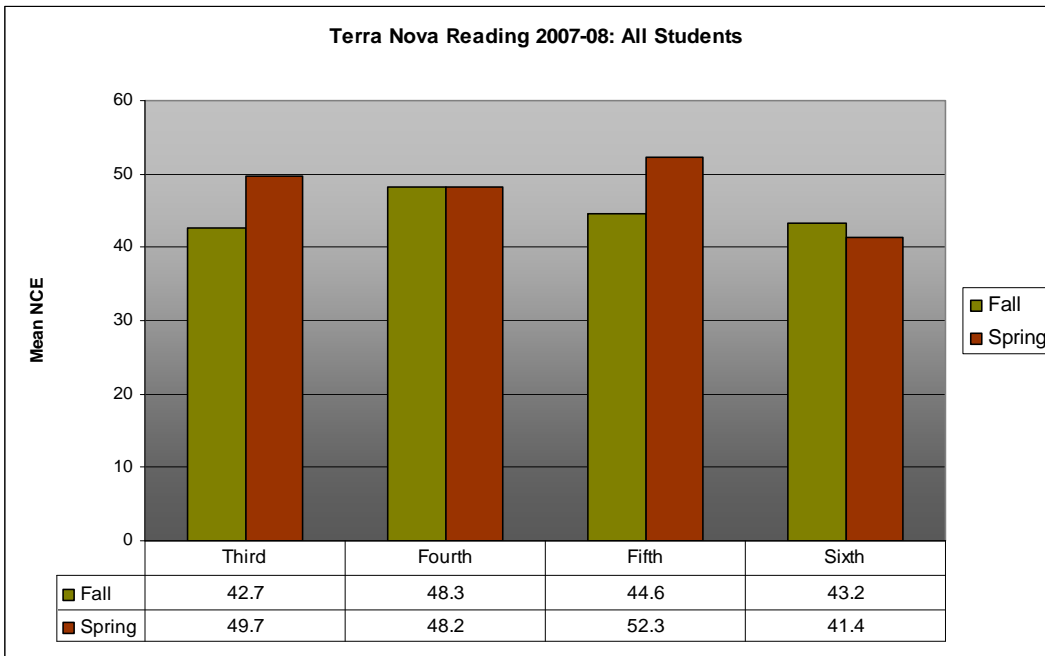
**Sixth Grade Math MCAS 2002-07**



In 2007, the percentage of sixth grade students scoring Proficient and Advanced increased by 3 percentage points, from 20% in 2006 to 23% in 2007. The Warning rate remained the same, at 31%.

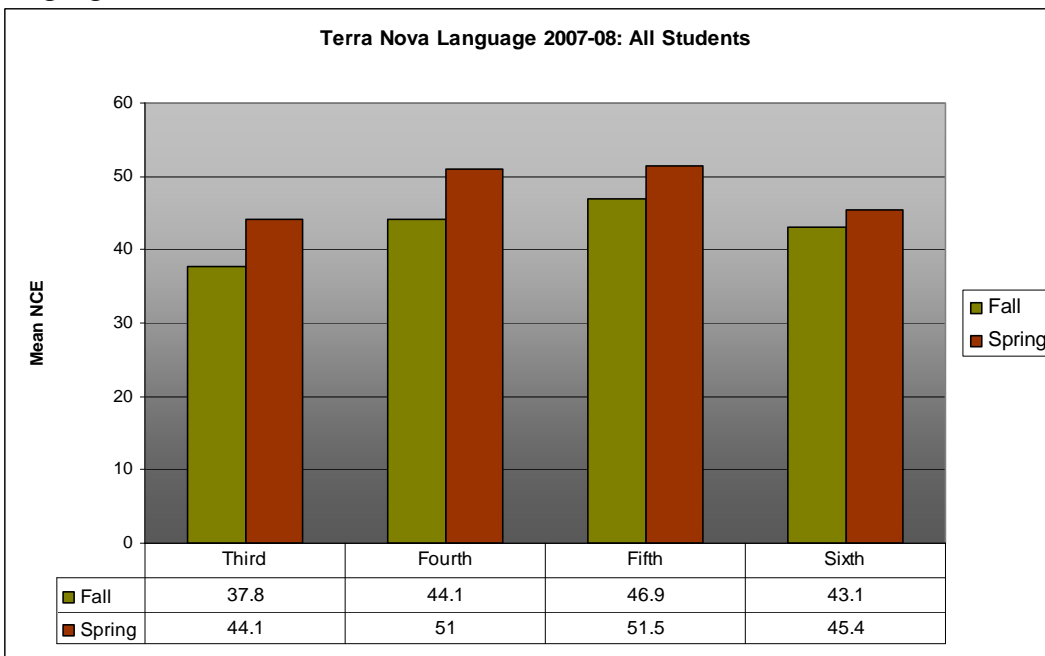
# TERRA NOVA 2007-08 GROWTH OVER ONE YEAR

*Reading: All Students Grades 3-6*



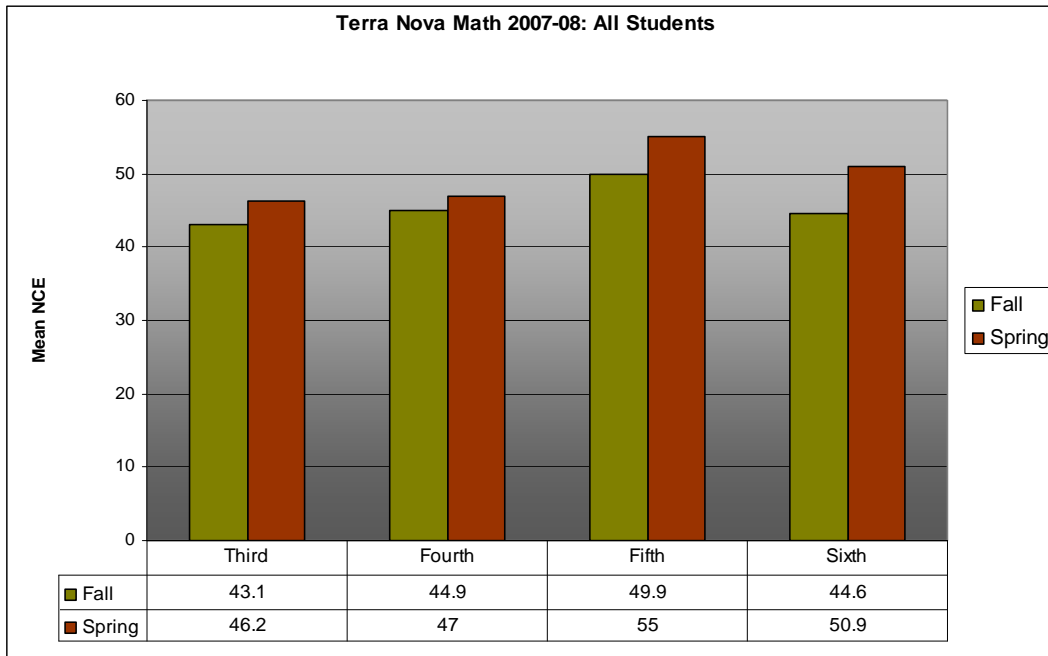
In 2007, third and fifth grades experienced the greatest gains in reading as measured by the Mean NCE (Normal Curve Equivalent). Each grade achieved a substantial 7 point NCE increase from fall to spring. The fourth grade NCE held steady from pre to post testing, and the sixth grade NCE fell slightly, by 1.8 points.

*Language: All Students Grades 3-6*



In 2007, third and fourth grades experienced the greatest gains in language as measured by the Mean NCE (Normal Curve Equivalent). Each grade achieved a substantial 6 point NCE increase from fall to spring. The fifth grade realized a 4.6 point increase in NCE, and sixth grade realized a 2.3 point increase in NCE.

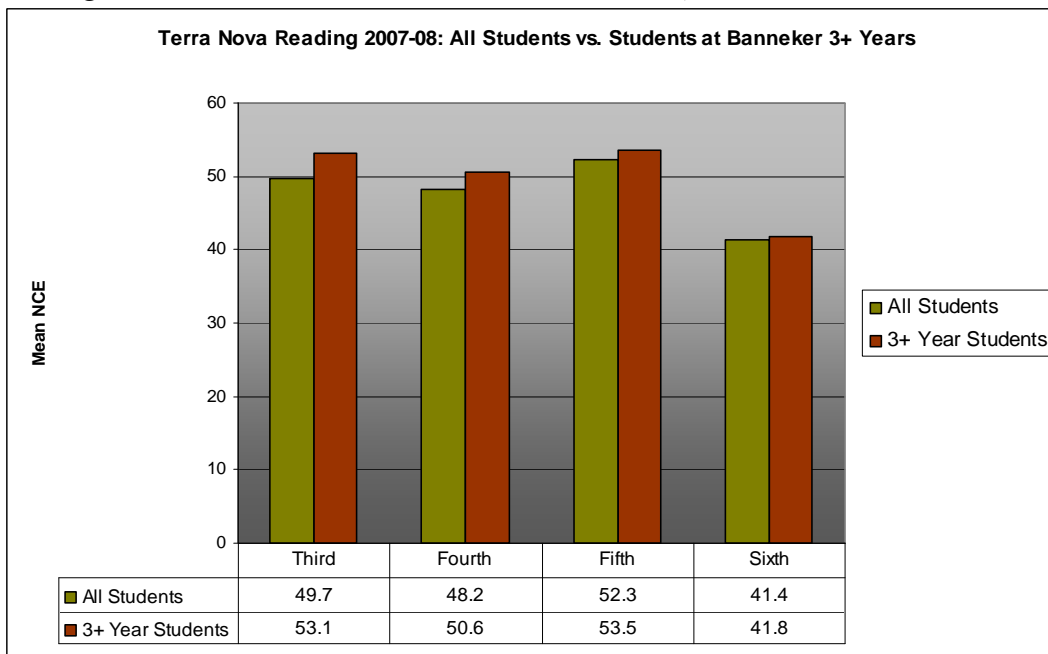
**Math: All Students Grades 3-6**



In 2007, fifth and sixth grades experienced the greatest gains in math as measured by the Mean NCE (Normal Curve Equivalent). The sixth grade achieved a substantial 6.3 point increase, and the fifth grade a 5.1 point increase in NCE from fall to spring. Third and fourth grade also achieved NCE gains over the year, with a 3.1 point increase in NCE for third grade and a 2.1 point increase in NCE for fourth grade.

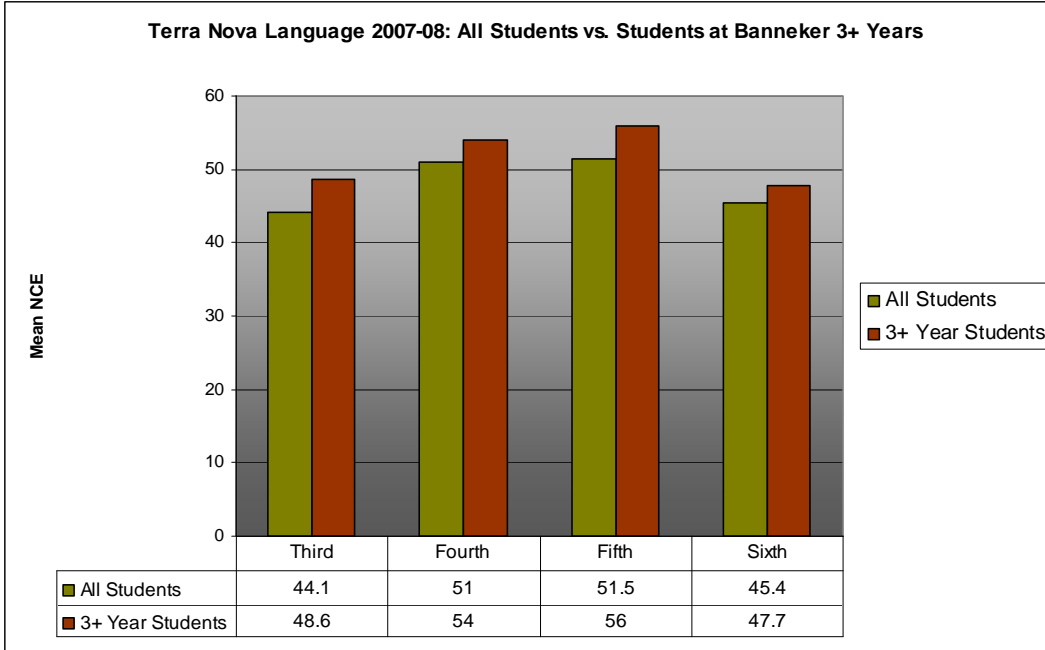
**PERFORMANCE OF STUDENTS AT BANNEKER 3+ YEARS**

*Reading: All Students vs. Students at Banneker 3+ Years, Grades 3-6*



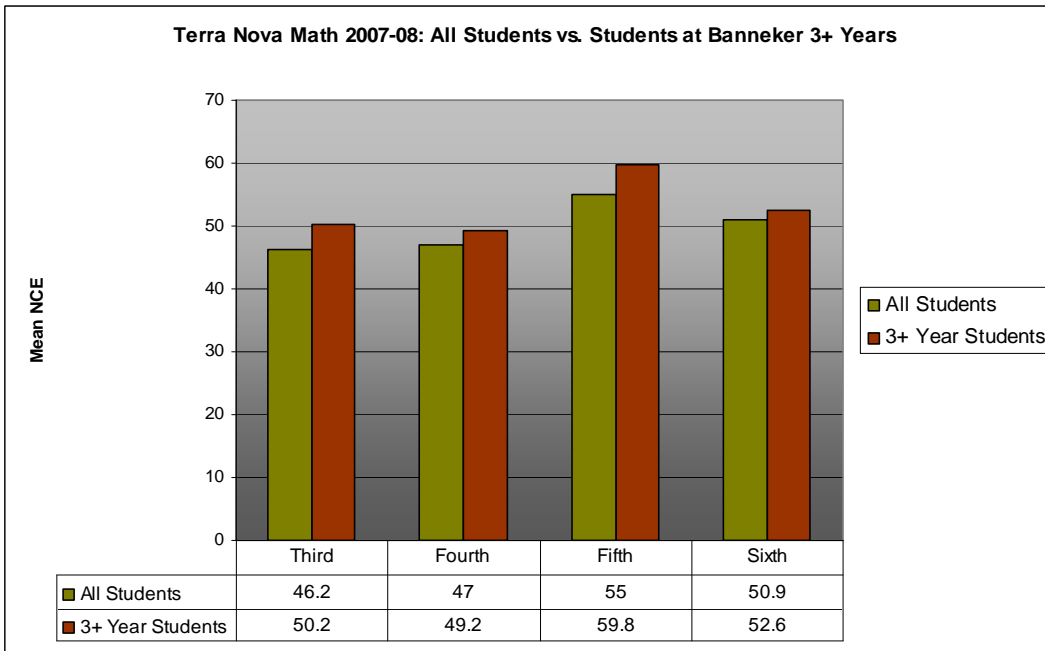
In the spring of 2008, students who had been at Banneker three or more years performed at a higher level in reading at all grade levels, as measured by the Mean NCE (Normal Curve Equivalent). Greatest gains for 3+ year students were demonstrated at the third grade (3.4 points) and the fourth grade (2.4 points).

**Language: All Students vs. Students at Banneker 3+ Years, Grades 3-6**



In the spring of 2008, students who had been at Banneker three or more years performed at a higher level in language at all grade levels, as measured by the Mean NCE (Normal Curve Equivalent). Greatest gains for 3+ year students were demonstrated at the third and fifth grades (4.5 points), with gains at the fourth grade (3 points) and sixth grade (2.3 points) as well.

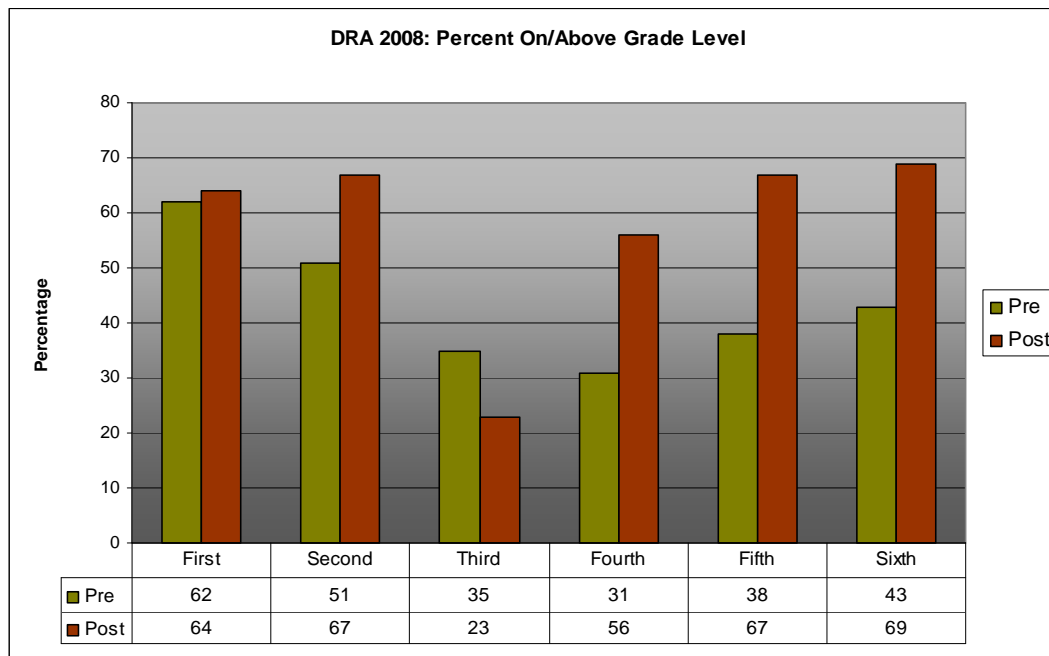
**Math: All Students vs. Students at Banneker 3+ Years, Grades 3-6**



In the spring of 2008, students who had been at Banneker three or more years performed at a higher level in math at all grade levels, as measured by the Mean NCE (Normal Curve Equivalent). Greatest gains for 3+ year students were demonstrated at the third grade (4 points) and fifth grade (4.8 points), with gains at the fourth grade (2.2 points) and sixth grade (1.7 points) as well.

## DEVELOPMENTAL READING ASSESSMENT (DRA)

### *First-Sixth Grades 2007-08: Percentage of Students Reading On/Above Grade Level*



Grade	Pre (Fall)	Post (Spring)	Gain/Loss Over Year
First	62%	64%	+2
Second	51%	67%	+16
Third	35%	23%	-12
Fourth	31%	56%	+25
Fifth	38%	67%	+29
Sixth	43%	69%	+26

By year end, over 60% of students were reading on or above grade level at the first, second, fifth, and sixth grades. With the exception of first and third grades, the percentage of students reading on or above grade level increased over the course of the year between 16 and 29 percentage points. The greatest improvement between pre and post testing occurred at the fourth, fifth, and sixth grades.



## FINANCIAL INFORMATION

### STATEMENT OF NET ASSETS JUNE 30, 2007

ASSETS	OPERATING AND FIXED ASSET FUNDS	RESTRICTED PROGRAM FUNDS	TOTAL
<b>CURRENT ASSETS:</b>			
<b>Cash and cash equivalents</b>	\$ 2,469,609	\$ 30,990	\$ 2,500,599
<b>Grants receivable</b>	33,215	6,296	39,511
<b>Other receivables, net of allowances of \$28,989 at June 30, 2007</b>	44,797		44,797
<b>Prepaid expenses</b>	44,291		44,291
<b>Total current assets</b>	2,591,912	37,286	2,629,198
<b>PROPERTY AND EQUIPMENT:</b>			
<b>Leasehold improvements</b>	771,810		771,810
<b>Furniture, equipment and computers</b>	393,405		393,405
<b>Textbooks</b>	142,081		142,081
	1,307,296		1,307,296
<b>Less - accumulated depreciation</b>	1,270,694		1,270,694
<b>Net property and equipment</b>	36,602		36,602
<b>Total assets</b>	\$ 2,628,514	\$ 37,286	\$ 2,665,800
<b>LIABILITIES AND NET ASSETS</b>			
<hr/>			
<b>CURRENT LIABILITIES:</b>			
<b>Accounts payable</b>	\$ 105,498		\$105,498
<b>Accrued expenses</b>	371,266		371,266
<b>Deferred revenue</b>	76,222		76,222
<b>Total current liabilities</b>	552,986		552,986
<b>NET ASSETS:</b>			
<b>Operating</b>	2,038,926	37,286	2,076,212
<b>Property and equipment</b>	36,602		36,602
<b>Total net assets</b>	2,075,528	37,286	2,112,814
<b>Total liabilities and net assets</b>	\$ 2,628,514	\$ 37,286	\$ 2,665,800

**STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS  
FOR THE YEAR ENDED JUNE 30, 2007**

	<b>OPERATING AND FIXED ASSET FUNDS</b>	<b>RESTRICTED PROGRAM FUNDS</b>	<b><u>TOTAL</u></b>
<b>OPERATING REVENUE:</b>			
Tuition	\$ 4,413,322	\$ -	\$ 4,413,322
Government grants	473,753	37,286	511,039
Program fees	82,596		82,596
Private grants	13,717		13,717
Transfer of funds	30,582	(30,582)	
Total operating revenue	5,013,970	6,704	5,020,674
<b>OPERATING EXPENSES:</b>			
Personnel and related costs -			
Salaries	2,793,116		2,793,116
Payroll taxes and fringe benefits	473,588		473,588
Staff development	20,719		20,719
Temporary services	5,985		5,985
Total personnel and related costs	3,293,408		3,293,408
Occupancy costs -			
Rent	456,549		456,549
Maintenance	100,676		100,676
Utilities	80,765		80,765
Depreciation	31,401		31,401
Total occupancy costs	669,391		669,391
Student costs -			
Transportation	329,047		329,047
Classroom supplies	166,734		166,734
Food service	117,745		117,745
Total student costs	613,526		613,526
Other operating costs -			
Contracted services	155,503		155,503
Recruitment	47,648		47,648
Repairs and maintenance	29,905		29,905
Professional fees	29,700		29,700
Computer supplies	27,864		27,864
Bad debt	24,855		24,855
Critical initiatives	17,920		17,920
Governance	15,401		15,401
Printing and postage	13,178		13,178
Insurance	10,137		10,137
Supplies	7,514		7,514
Miscellaneous	7,160		7,160
Dues and subscriptions	7,155		7,155
Telephone	5,064		5,064
Travel	651		651
Scholarships			
Total other operating costs	399,655		399,655
Total operating expenses	4,975,980		4,975,980
Changes in net assets from operations	37,990	6,704	44,694
<b>NON-OPERATING REVENUES -</b>			
Interest and other	44,375		44,375
Changes in net assets	82,365	6,704	89,069
<b>NET ASSETS, beginning of year</b>	1,993-,163	30,582	2,023,745
<b>NET ASSETS, end of year</b>	\$ 2,075,528	\$37,286	\$ 2,112,814

**PRO FORMA INCOME STATEMENT FY09**

<b>Revenue</b>	<b>FY 09</b>
PP Revenue	5,057,349
Interest	19,338
Food Service	11,381
After School Fees	75,000
Other	25,422
Grants	
Title I	212,307
Nutrition	156,644
SPED	69,682
Title II	37,207
Title V	1,086
Title IV	3,737
Other State Grants	43,095
<b>Total</b>	<b>Revenue</b> 5,712,248
<b>Expenses</b>	
Salaries	
Teachers	816,058
Associate Teachers	424,816
Title I	252,991
SPED	202,678
Other	622,714
Administrative	881,292
Grant Staff	33,790
After School	64,420
Summer	8,097
Total Salaries	3,306,855
Benefits/Taxes	642,701
Activities	18,728
Information	
Technology	109,343
Instructional	86,879
Title I	40,162
SPED	66,682
Other Grant	62,088
Instr Support	480,334
Summer Prog	13,878
Physical Plant	651,881
Depreciation	10,008
Administration	68,280
General	136,766
Critical Initiatives	76,000
<b>Total Expenses</b>	<b>5,770,585</b>
<b>Net Loss</b>	<b>(58,337)</b>



**FRIENDS OF BANNEKER**

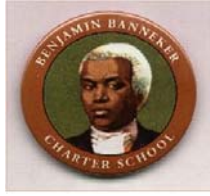
**THE BENJAMIN BANNEKER CHARTER PUBLIC SCHOOL  
OFFERS THANKS**

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

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

ANITA BURKE-JOHNSON  
BERTUCCI'S RESTAURANT  
BIG PICTURE FRAMERS  
JAMES BECKER  
BOSTON FOUNDATION  
BOSTON MARRIOTT LONG WHARF  
DANCING DEER BAKING CO.  
DARNELL WILLIAMS  
DARREL POWELL  
DENISE PATMON  
FRESH POND MARKET  
FRUIT BASKET UNLIMITED  
HARRIET TOLPIN  
IGGY'S BAKERY

LINDA ROSSETTI  
IRON MOUNTAIN, INC.  
JOSE'S RESTAURANT  
KATHY REDDICK  
LENORA JENNINGS  
L. H. KIMBROUGH  
MARKET BASKET SUPERMARKET  
PAMELA OGLETREE  
PASTOR CURTIS COOK  
REV. LAWRENCE WARD  
S AND S RESTAURANT  
SHAW'S SUPERMARKET-BOSTON  
SHAW'S, EAST BRIDGEWATER  
SUSAN MANUEL-NEE



**“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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