



**PASSAIC ARTS AND SCIENCE CHARTER SCHOOL
(PASCS)**

**NEW JERSEY CHARTER SCHOOL
ANNUAL REPORT 2012**

PASSAIC ARTS AND SCIENCE CHARTER SCHOOL

7 St. Francis Way, Passaic, NJ 07055
Tel: (973) 928-5544 Fax: (973) 928-5545

Central Office

465 Boulevard Elmwood Park, NJ 07407
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This report is transmitted to the Commissioner of Education, the County Superintendent
and the Board of Education of the district residence

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1. BASIC INFORMATION ABOUT THE SCHOOL

a) Fill in the requested information below about the basic information of the school:

1.a. Basic Information	
Name of School	PASSAIC ARTS AND SCIENCE CHARTER SCHOOL
Year School Opened	2011-2012
Grade Level(s)	K-5
Final Enrollment Count	360
School Address (es)	<p style="text-align: center;">Passaic Arts and Science Charter School 7 St. Francis Way, Passaic, NJ 07055 Tel: (973) 928-5544 Fax: (973) 928-5545</p> <p style="text-align: center;">Central Office 465 Boulevard Elmwood Park, NJ 07407 Tel: (201) 773-9140 Fax: (201) 773-9141</p>
District(s) / Region of Residence	PASSAIC CITY
Website Address	www.passaiccharter.org
Name of School Leader	NIHAT GUVERCIN
School Leader Email and phone number	nguvercin@passaiccharter.org Tel: (201) 773-9140
Name of Board President	OZGUR DOGRU
Board President Email and phone number	board@passaiccharter.org Tel: (201) 773-9140
Name of SBA	Christopher Lessard
SBA Email and phone number	thechriss@gmail.com Tel: (201) 773-9140

2. SCHOOL ENROLLMENT, DEMOGRAPHICS AND ADMISSIONS PRACTICES

2.1. School Enrollment

a) Fill in the requested information below regarding school enrollment:

2.1.a. School Enrollment in 2011-2012				
	Maximum Enrollment	October 15 th Enrollment	Final Enrollment Count	Current Waitlist
K	60	60	60	146
Grade 1	60	60	60	72
Grade 2	60	60	60	77
Grade 3	60	60	60	46
Grade 4	60	60	59	43
Grade 5	60	60	60	58
Total	360	360	359	442

2.2 School Demographics

a) Fill in the requested information below regarding school demographics:

2.2.a. School Demographics in 2011-2012 (*Based on October 15th ENROLLMENT COUNT)	
# and % FRPL	
# and % Special Ed	14
# and % LEP	15
# and % White	23
# and % African American	53
# and % Hispanic	276
# and % Asian	6
# and % Other ethnic groups	2

b) Provide evidence that the school has made a commitment to serving all students, especially highest needs students such as special education students, English Language Learners, students who qualify for free or reduced-price lunch, and other underserved or at-risk populations. (Limit your response to a 1 page maximum.)

In addition to the supportive learning environment provided for all students, PASCs provides additional support to all students especially highest needs students such as special education students, English Language Learners, students who qualify for free or reduced-price lunch, and other underserved or at-risk populations. At PASCs at-risk students are identified based on their difficulty to complete educational activities. Typically these are students who have low scores in school and standardized tests, have poor English proficiency, demonstrate behavioral issues, have health or other developmental challenges, have poor attendance or come from economical or socially disadvantaged backgrounds. Additionally to ensure early identification of such students, the DIEBELS diagnostic test is administered all students in K-5 on regular basis and the progress of each pupil is tracked. PASCs takes the following actions to meet the needs of students deemed to be at risk:

- A strong emphasis is placed on teacher curriculum / pedagogical development within the context of the National Common Core Standards they teach. (For example; cognition and meta-cognition and learning strategies that flow from the concrete to the abstract)
- Teacher accountability; teachers are trained to address the needs of the diverse learner and track their progress. Intervention strategies, for example assessing the entire class performance and to identify struggling students.
- PASCs adopts a team approach to training teachers and use best practice research based programs such as the Wilson Program for novice teachers and retrain veteran staff. PASCs also implements the Response to Intervention Identification Model; an integrated approach to promote the use of evidence based instruction in classrooms. Through a collaborative effort teachers identifies and addresses student academic and behavioral difficulties via teacher workshops, grade level and department meetings, and meetings with Behaviorist.
- Regularly scheduled parent meetings / conferences provide an opportunity for parents and teachers to discuss their child's needs and collaboratively decide on support strategies. Parent workshops are being conducted by the Learning Disabilities Teacher Consultant and classroom teachers to help parents understand how they can support their child at home.
- If necessary a battery of assessments are being administered to students to evaluate whether or not special education services might be more effective for the learner.
- Once students are identified as needing special services, intervention strategies are being initiated and implemented to specifically address the needs of each student and other modifications through the IEP.
- Specific times in the teacher's schedules are assigned for general education and special education to meet and discuss student progress and decide whether further actions are necessary to support student progress in the classroom.

PASCs meets the needs of English language learners through WIDA, a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. (WIDA site)

2.3 School Admissions

a) Provide information regarding your school's admissions lottery:

2.3.a. Admissions lottery	
Date(s) and location(s) of admissions lottery for enrollment in 2011-2012 school year	March 2011 in BASCS Garfield Campus

Date(s) and location(s) of admissions lottery for enrollment in 2012-2013 school year	April 28th 2012 in School Campus
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b) Describe your school’s admissions and enrollment practices and the actions your school has taken to ensure compliance with N.J.S.A. 18A:36A-7 and 18A:36A-8. (Limit your response to a 1 page maximum.)

Passaic Arts and Science Charter School is a public charter school open to all students who are entitled to attend school from the region of Passaic City. The school does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, or athletic performance.

Students who use English as a second language and students who are classified as eligible for special education are welcomed as all. A broad approach to outreach utilized to seek the enrollment, including web-side announcements, media advertisements, mailings, and open houses at school campuses. This effort crosses all areas of socio-economic status, diversity of racial and ethnic background. Also, current parents of Passaic Arts and Science Charter School are the most effective advertiser of the school. They spread the word of high quality education at PASCs and convinced their neighbors for applying to PASCs. High number of waiting list clearly shows great reputation of the school through out the community.

PASCs has the same requirements and procedures followed by the district schools in regard to health records, immunization records, birth certificates, verification of residence (rent or lease receipt, electric or phone bill with one or both parents’ names listed), student educational records, IEPs, etc. Applications can be submitted via online, fax or mail.

As in other years, many more students applied than space allows in this year. As always, eligible students are enrolled by a lottery system. PASCs’s lottery date was announced ahead of time via flyers and school web site. On April 21st, at Garfield Campus Gymnasium, PASCs’s 2012 lottery was conducted in presence of school attorney, a public notary, parents and teachers. **(Appendix A, please find the pictures of PASCs’s 2012 Lottery)**. As a child’s name is drawn, and the student enrolled, all siblings otherwise eligible for enrollment will be automatically enrolled, assuming availability of a seat in the grade required. All enrolled students are eligible for re-enrollment the following year, until they graduate from the 8th grade.

c) As an appendix, provide a copy of your current charter school admissions application.

Appendix B

3. EDUCATIONAL PROGRAM

3.1. Academic Performance

a) Fill in the requested information below regarding statewide assessments for 2009-2010 and 2010-2011 school years.

3.1.a. Schoolwide Testing				
	Grades 3 to 8 NJASK		HSPA	
	2009-2010	2010-2011	2009-2010	2010-2011
# Students Tested - LAL	NA	NA		
% Pass (Proficient & Advanced) - LAL	NA	NA		
% Advanced Proficient - LAL	NA	NA		
# Students Tested - MATH	NA	NA		
% Pass (Proficient & Advanced) - MATH	NA	NA		
% Advanced Proficient - Math	NA	NA		

b) Fill in the requested information below regarding performance of subgroups on statewide assessments for the 2009-2010 and 2010-2011 school years.

3.1.b. Subgroup Proficiency				
	Grades 3 to 8 NJASK		Grade 3 to 8 NJASK	
	Year 09-10		Year 10-11	
	LAL	Math	LAL	Math
# Students Tested - African American	NA	NA	NA	NA
% Pass (Proficient & Advanced) - African American	NA	NA	NA	NA
# Students Tested - Hispanic	NA	NA	NA	NA
% Pass (Proficient & Advanced) - Hispanic	NA	NA	NA	NA
# Students Tested - White	NA	NA	NA	NA
% Pass (Proficient & Advanced) - White	NA	NA	NA	NA
# Students Tested - Asian			NA	NA
% Pass (Proficient & Advanced) - Asian			NA	NA
# Students Tested - Special Ed				
% Pass (Proficient & Advanced) - Special Ed				
# Students Tested - LEP				

% Pass (Proficient & Advanced) - LEP				
# Students Tested - FRPL	NA	NA	NA	NA
% Pass (Proficient & Advanced) - FRPL	NA	NA	NA	NA

c) Fill in the requested information below regarding student growth in statewide assessments for the 2009-2010 and 2010-2011 school years (*Not applicable to high schools*):

3.1.c. Median Student Growth Percentiles				
	Year 09-10		Year 10-11	
	LAL	Math	LAL	Math
Grade 4	NA	NA	NA	NA
Grade 5	NA	NA	NA	NA
Grade 6	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA

d) Describe your school's statewide assessment results. Identify the school's internal goals on the NJASK and/or HSPA tests with regard to absolute, comparative and growth measures and whether or not they have been met. Explain how the school will close gaps and/or maintain and improve results. (*Limit your response to a 2 page maximum.*)

Passaic Arts and Science Charter School has started in 2011-2012 and currently has no statewide assessment results available.

3.2 Mission-Specific Academic Goals

Many schools have a specialized concentration or theme for their educational program which cannot be fully assessed by the common measures within the academic performance framework. There may be schools that focus on engineering and technology, the performing arts or second language immersion. High schools may also have additional academic goals as the HSPA is currently given only in the 11th grade.

a) Provide information regarding 2 OR 3 school-specific academic goals related to your mission using the guidelines and format below. Include the goal, measure/metric, target, and outcome. These academic goals may have changed from your original charter application. If your school has not been tracking mission-specific goals in this format, provide information regarding goals for the 2012-2013 school year in the prescribed format below.

- All goals must be (SMART) specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- If possible, provide an explanation of whether or not your school has met these goals and how the school is progressing towards the goal attainment.

Goal	<i>Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.</i>
Measure/Metric	<i>Ex: Growth in percentage of students passing AP tests annually</i>
Target	<i>Ex: Increase percentage of students passing AP tests by 10% from 10-11 to 11-12</i>
Actual Outcome	<i>Ex: in 10-11, 50 students took at least 1 AP exam and 30 passed. In 11-12, 54 students took at least 1 AP exam, and 40 passed, a 14% increase. GOAL HAS BEEN MET.</i>

GOAL 1

Goal 1	Passaic Arts and Science Charter School students will receive a thorough and comprehensive balanced education, meeting and exceeding the Common Core State Standards. (School – specific academic goal one is related to our mission statement.)
Measure/Metric	80% of the Passaic Arts and Science Charter School students will score proficient or above proficient on the New Jersey Assessment of Skill & Knowledge Test in every grade level that the test is administered.
Target	To increase the number of students passing the NJ ASK by 5% from 2011/2012 to 2012/2013
Actual Outcome	<i>As of July 12, 2012, NJASK data for the spring of 2012 is not yet available.</i>

GOAL 2

Goal 2	All students will be educated in an environment of mutual respect. (School – specific academic goal one is related to our mission statement.)
Measure/Metric	<ul style="list-style-type: none"> • 80 % of PASCs students will develop a respect for individual and cultural differences, and appreciate the basic worth of each individual and cultural group represented in the school. • 80 % of the PASCs students will respect the talents and perspectives of each student and be sensitive to community and cultural norms. • 100% of the PASCs students will know that a person’s world view is profoundly shaped by his/her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, age and special needs. • 80 % of PASCs students will understand the negative impact of bias, prejudice and discrimination on students and society.
Target	An Increase in the percentage of students demonstrating respect, for cultural differences, perspectives of a person’s world view and minimizing bias and prejudice by 10% from 2011/2012 to 2012/2013
Actual Outcome	Actual outcome for 2011 can be measured by the percentage of students that attended the Garden State International Heritage Festival, organized by Passaic and Passaic Arts and Science Charter Schools on May 19 th 2012, www.gsihf.org . 95% of the students and their families attended the Garden State International Heritage Festival. GOAL HAS BEEN MET.

3.3. Curriculum

All charter schools are required to adapt and implement their curriculum to align with the Common Core State Standards. The revised timeline can be found at the following link:

<http://www.state.nj.us/education/cccs/timeline.htm>

a) Fill in the requested information below with the dates when the curriculum was adopted and implemented for each subject. Under the “Evidence of Implementation” column, provide a list (in bullets) of evidence that your school can provide for the DOE if audited. See examples below. (Do not submit examples of evidence at this time).

- If curriculum has been approved by the Board, the Board minutes.
- Timelines and action plans.
- Samples of the new curriculum.
- County receipt if submitted to county.

3.3.a. Revision of Curricula			
Revised Core Curriculum Content Standards (K-12)	Adoption of Revised Standards	Implementation of Revised Curricula	Evidence of Implementation
Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science	<ul style="list-style-type: none"> August, 2012 	<ul style="list-style-type: none"> K – 6 September, 2012 	<ul style="list-style-type: none"> Timeline of summer curriculum writing schedule Samples of new curricula Agendas/notes from curriculum meetings Approval of district CEO and Curriculum Supervisor Board approval August, 2012
Common Core State Standards for Mathematics	<ul style="list-style-type: none"> August, 2012 	<ul style="list-style-type: none"> K-2: June, 2011 	

		<ul style="list-style-type: none"> • 3-6: September, 2012 	<ul style="list-style-type: none"> • See above bulleted evidence.
Science	<ul style="list-style-type: none"> • June, 2009 	<ul style="list-style-type: none"> • September, 2011 • Additional revision September 2012 	<ul style="list-style-type: none"> • See above bulleted evidence.
<ul style="list-style-type: none"> • Visual and Performing Arts • Comprehensive Health and Physical Education • Technology • 21st Century Life and Careers • <p style="text-align: center;">World Languages</p>	<ul style="list-style-type: none"> • Visual and Performing Arts June, 2009 • Comprehensive Health & Physical Education, June, 2011 • Technology, adopted, September, 2007 • 21st Century Life and Careers, September, 2012 • World Languages, June, 2009 	<ul style="list-style-type: none"> • Implementation for Visual and Performing Arts was implemented in September, 2009 • Comprehensive Health and Physical Education, September, 2011 • Technology, September, 2013 • 21st Century Life and Careers will be implemented in September, 2013 • World Language was implemented in September, 2011 	<ul style="list-style-type: none"> • See above bulleted evidence.
Social Studies	June, 2009	<ul style="list-style-type: none"> • September, 2011 • Additional revision September, 2012 	<ul style="list-style-type: none"> • See above bulleted evidence.

4. LEARNING ENVIRONMENT

a) Fill in the requested information below regarding the school-learning environment including methodology used.

4.a. Learning Environment		
Student Engagement		
4.a. Learning environment	Number or Ratio	Methodology used
Attendance rate:		<p>CO – CURRICULAR PROGRAMS</p> <p><u>ACADEMICS</u></p>

<ul style="list-style-type: none"> Elementary School Middle School <ul style="list-style-type: none"> High School 	<ul style="list-style-type: none"> 95% 95% <ul style="list-style-type: none"> 95% 	<ul style="list-style-type: none"> After school tutorial Saturday school Six week Boot Camp Problem based learning UbD Performance Task A multicultural curriculum Diversity of academic environment Cooperative learning Research based instructional models for differentiation purposes Student efficacy <p><u>NON ACADEMIC PROGRAMS</u></p> <ul style="list-style-type: none"> Robotics Science Fairs Olympiads Model UN (MS & HS) Student Council HS – Electives El/MS – Clubs Band Choir Drama Club Sports
<p>Student - teacher ratio</p>	<ul style="list-style-type: none"> Students to teacher ratio is 20 to 1 in 	<ul style="list-style-type: none"> The student teacher ratio ensures that we are able to achieve high academic achievement and provide opportunities for individual skills and talents to develop in high levels as stated in our mission.
<p>Student attrition rate (from year to year):</p>	<ul style="list-style-type: none"> 1% 	<ul style="list-style-type: none"> School rosters Attendance Enrolment records Database
<p>Professional Environment</p>	<p>Number or Ratio</p>	<p>Methodology used</p>

Teacher retention rate (year to year)	<ul style="list-style-type: none"> 95% 	<ul style="list-style-type: none"> Teacher surveys
Total staff retention rate (year to year)	<ul style="list-style-type: none"> 97% 	<ul style="list-style-type: none"> Teacher surveys
Frequency of teacher surveys and date of last survey conducted	<ul style="list-style-type: none"> Twice a year (midpoint and end of year). 	
% of survey participation	<ul style="list-style-type: none"> 98% 	<ul style="list-style-type: none"> Teacher surveys
% of teacher satisfaction	<ul style="list-style-type: none"> 95% 	<ul style="list-style-type: none"> Teacher surveys
Main positive aspects identified in the survey	<p>Main Positive Aspects Identified:</p> <ul style="list-style-type: none"> Content subject matter Infusion of Technology Parent Communication Lesson Planning Effective Teaching 	<ul style="list-style-type: none"> Teacher surveys
Main school challenges identified in the survey	<p>Main Challenges Identified:</p> <ul style="list-style-type: none"> Time management UbD Behavior Management Differentiated Instruction Resources for students with IEPs 	<ul style="list-style-type: none"> Teacher surveys

b) Discuss the school-learning environment using the data in the above table. Has the school achieved an environment that fosters high student achievement? Explain. (Limit your response to a 1 page maximum.)

The following discussion regarding the learning environment and the professional environment at PASCS is based on a one year analysis of the Passaic Arts and Science Charter School. Therefore, the response to the question; “Has the school achieved an environment that fosters high student achievement?” is addressed and explained with specific examples in the following paragraph.

This was year one at PASCS and the Director, Curriculum Support Assistants and teachers were dedicated to implementing successful academic programs and methodologies throughout the Learning Environment, the Co-Curricular Programs both Academic and Non Academic and Community Outreach/Involvement activities. The implementation was also carefully monitored by the Curriculum Supervisor in collaboration with aforementioned staff, and accountability measures were put in place to ensure the overall success of the charters first year as it relates to students, parents, teachers and the community as a whole.

The academic environment at Passaic Arts and Science Charter School included the delivery of a well-developed curriculum in all subjects and was aligned with the New Jersey Core Curriculum Content Standards. **(Revisions to the curricula are taking place during the summer of 2012 to ensure compliance with state requirements and a smooth transition to the Common Core State Standards in mathematics and ELA in the fall of 2012).** The curriculum was structured in the Understanding by Design conceptual framework, and all units of study were designed around Essential Questions that required students to develop the higher order thinking skills required for 21st century learning. Big Ideas and Essential Questions were posted in all classrooms for student viewing. The Professional Standards for teachers were incorporated and provided a clear vision for teachers. Research based best practice instructional models were evidenced during classroom instruction and conclusively, the schools

commitment to a culture of assessment served as a comprehensive approach to understanding the strengths and challenges of every child in the school relative to meeting or exceeding the standards.

Teachers submitted detailed UbD unit plans, lesson plans and developed an annual core content plan that was revised as needed. There were clear academic accountability measures in place; teachers spent a great amount of time, effort and reflection to develop their comprehensive unit and lesson plans. Collaborative time was provided to teachers so they could meet and support one another during grade level meetings, department meetings and monthly professional development sessions which were based on teacher self-analyses through weekly journal reflections and semi-annual teacher surveys. The culture of the school was and is embedded in “Teacher Efficacy Principals” which served as the umbrella over the learning environment and promoted the positive attributes of human nature and minimized transgressions among staff and personnel.

The positive classroom learning environment included; a strong emphasis on the organization of the room, the relation between student and teacher during learning activities, and the establishment of a positive learning environment where higher levels of learning and active student involvement were fostered and encouraged. Additionally, the integration of technology was at the forefront.

The Co-curricular programs and opportunities included, but were not limited to; mathematics and science Olympiads, fairs, contests, competitions, performance based projects, robotics, clubs, national and international trips, safety patrol, tutoring, Saturday School, Academic Boot Camp, Geography Bees, spelling bees, poetry and writing contests, art fairs, an annual Heritage Festival, concerts, choir, band, sports, after school clubs and field days contribute to the development of the whole child.

Finally, the community outreach programs provided a combined effort on the part of all students, educators, families, and the community at large into a collaborative commitment to develop the whole child and prepare them for a successful educational career and beyond.

5. PARENTAL AND COMMUNITY INVOLVEMENT

a) Fill in the requested information below regarding parent satisfaction and involvement.

5.a. Parent Satisfaction	
Frequency of parent/guardian surveys and date of last survey conducted	Formal surveys were not distributed to the families in the 2011/2012 academic year. However, through our extensive website, Facebook page and Twitter feeds, we garner feedback on a steady basis.
% of survey participation (1 survey per family)	n/a
% of parent satisfaction	n/a
Main positive aspects identified in the survey	The strongest area of parent satisfaction appears to be around the extra academic support offered, free of charge, via after-school tutorials. Additionally, we maintain strong feedback and parental satisfaction around curriculum,

	database software, teaching staff, diverse activities offered to the students, and communication between school and home
Main school challenges identified in the survey	<ul style="list-style-type: none"> Extended aftercare hours (parents expressed a need for aftercare to extend beyond 5:30 pm)
Parent involvement at the School	
# Parents currently on Board of Trustees over total Board members	There are 3 out of 6 (50%) Board of Trustees members who are parents of PASCs students.
Major activities/events offered to parents during 11-12 school year (list in bullets). Please, include # hours or frequency of the activity and % participation.	Please see Appendix C
Major activities/events conducted by the parents to further the school's mission and goals, such as fundraising, volunteering, etc. (list them in, bullets). Please include # hours or frequency, and % participation.	Please see Appendix D

b) Provide a list of the partnerships with other educational or community institutions.

5.b. Community involvement			
Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.	Impact on school mission
EDUCATIONAL INSTITUTIONS:			
<ul style="list-style-type: none"> The College of Saint Elizabeth 	<p>The College of Saint Elizabeth</p> <ul style="list-style-type: none"> Memorandum of Understanding (MOU) Partners with & receives student teachers Weekly Teacher Seminars: various topics covered Program Analysis was completed by Dr. Markowitz and Deidre Simon in August of 2011: The Program Analysis findings serves as a living document and continues to offer on-going guidance in the of the following areas: <ol style="list-style-type: none"> Academic Achievements Learning Environment Co-Curricular Programs Community Involvement Promoting and supporting Professional Learning Communities (PLCs) 	<p>The College of Saint Elizabeth</p> <ul style="list-style-type: none"> Select teachers receive a student teacher All teachers are invited to attend weekly teacher seminars (topics vary) School wide, all teachers, faculty and students have benefited and continue to benefit from the on-going program analysis Collaboration around school based professional development and PLCs <p>NJIT</p> <ul style="list-style-type: none"> School wide all teachers, faculty and students benefit the MOU 	<ul style="list-style-type: none"> Having a combined effort of students, educators, families and the community as a whole is part of the BASCS Mission Statement. The bulleted information outlined in Section 5: Parental and Community Involvement ensures that BASCS remains true to its mission.

<ul style="list-style-type: none"> ▪ NJIT 	<p>NJIT</p> <ul style="list-style-type: none"> ▪ Memorandum of Understanding (MOU) ▪ Collaboration and work toward the common goal of raising students interest, participation and performance in science, mathematics and technology to ensure that students meet state and national standards 		
COMMUNITY INSTITUTIONS:			
<ul style="list-style-type: none"> • PASCS Offered: Leadership Series for Students 	<ul style="list-style-type: none"> • Community leaders (VIP Guest) were invited to give inspirational speeches to students regarding leadership and core values. (VIP Invitations were extended to but not limited to: Mayors, Free Holders, Assemblymen and women, Prosecutors, Police chiefs, 	<ul style="list-style-type: none"> • VIP guest were scheduled monthly • Fifth through ninth grade students, family members attended VIP Ceremonies • In most cases, VIP guest made connections with students that would afford them (students) opportunities to visit establishments and facilities that would enhance their knowledge of government /judicial systems and servant 	

	Senators, CEOs, NJDOE staff)	leadership	
<ul style="list-style-type: none"> Community Outreach Activities 	<ul style="list-style-type: none"> Determined by grade and/or department 	<ul style="list-style-type: none"> Teachers planned outreach activities and/or projects for the classes 	<ul style="list-style-type: none"> See above bulleted evidence.

6. SCHOOL GOVERNANCE / LEADERSHIP

6.1. Board of Trustees

a) Fill in the requested information below regarding the Board of Trustees:

6.1.a. Governance	
# of Board Members required in charter	7
# and Names of Current Board Members (including official roles within the Board). List the board members by name, role, organizational affiliation (parent, community member, lead person, etc.) and their voting status on the board.	<p>Ozgur Dogru (Board President, voting member)</p> <p>Haderson Rivera (Board Vice-President, voting member)</p> <p>Isa Marie Herrera (Voting Member, Parent,)</p> <p>Taha Bayrak (Voting Member)</p> <p>Jennifer A. Kisfalvi Chaveco (Voting Member, Parent)</p> <p>Yasemin Kunukcu (Voting Member, Parent)</p> <p>Christoper Lessard (School Business Administrator, non voting)</p> <p>Recep Ornek (Board Secretary, non voting)</p> <p>Nihat Guvercin (Lead Person, non voting)</p>
Board Meeting Dates from January 1, 2012 to June 30, 2012 and # of Board Members who Attended at Meetings	<p>January 12, 2012 , 7 members</p> <p>February 9, 2012 , 7 members</p> <p>March 8, 2012 , 7 members</p> <p>April 12, 2012 , 5 members</p> <p>May 10, 2012 , 7 members</p> <p>June 28, 2012 , 5 members</p>
# and Name of New Board members in 2011-2012 and information on the dates and types of training they have received.	<p>Isa Marie Herrera,</p> <p>- Governance I 03-Dec-2011</p> <p>Haderson Rivera</p> <p>- Governance I , 03-Dec-2011</p>

	Taha Bayrak, Governance I , 03-Dec-2011
# and Name of Active Committees	504 Committee Title IX District Safety
Qualified/ experienced person responsible for (name and capacity): K-12 Education Legal issues Fiscal oversight General management Real Estate/ Facilities Communications/ Outreach/ Negotiations	Nihat Guvercin, Lead Person
Date of Board Self-Evaluation (if available, include a copy of the board self-evaluation as an appendix)	May 10, 2012
Date of School Leader Evaluation (if available, include a copy of the school leader evaluation as an appendix)	May 10, 2012
Number of Board Complaints in 11-12	NONE
Main achievements and critical policies adopted by the Board during 11-12 academic year (list in bullets)	<ul style="list-style-type: none"> • Successful start of new school year, at year one. • Cost sharing agreement with Bergen Arts and Science Charter School. • Commitment to Technology Integration • Adaption of school homework policy, • Contributions to School outreach programs • Establishment of School Advisory Board • Science Fair, Heritage Festival organization support
Issues that are likely to require the board's attention in the near future. (List in bullets)	<ul style="list-style-type: none"> • Policy updates

	<ul style="list-style-type: none"> • Expansion of school model • Facility
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b) As an appendix, provide a copy of any amendments to the school’s bylaws adopted by the Board of Trustees.

NONE

6.2. School Leadership/Administration

a) Fill in the requested information below regarding school leadership:

6.2.a. School Leadership/Administration	
Names and contact information, specific position, # years in current position	<p>Nihat Guvercin, M.Ed. , 4 Years Lead Person Passaic / Passaic Arts & Science Charter Schools Central Office, 465 Boulevard, Elmwood Park, NJ 07407 Office: 201-773-9140 Fax: 201-773-9141 nguvercin@passaiccharter.org</p> <p>Deirdre Simon, M.Ed. , 5 Years Curriculum Supervisor Passaic / Passaic Arts & Science Charter Schools Central Office, 465 Boulevard, Elmwood Park, NJ 07407 Office: 201-773-9140 Fax: 201-773-9141 dsimon@passaiccharter.org</p> <p>Vahit Sevinc, 1 Year Director of Passaic Arts & Science Charter School Elm. 7 Saint Francis Way, Passaic, NJ 07055</p> <p>Tel : 973.928.5544 Fax : 973.928.5545 Email : vsevinc@passaiccharter.org</p>

B. As an appendix, provide resumes for the school leadership / administration.

Appendix E

C. As an appendix, provide an organizational chart.

Appendix F

Appendix A