

*Benjamin Banneker*

*Charter Public School*



*Annual Report "04"*

## *What the Department of Education's Site Visit Team said this year...*

### **About the Banneker School Community...**

"The school has created a caring community atmosphere focused on meeting the needs of the whole child, which creates a sense of emotional as well as physical safety. Teachers show a clear commitment to knowing each child individually, as well as to learning all aspects of child development to help their work with the students."

### **About the Banneker Teaching Staff...**

"The teaching staff at Banneker is made up of committed individuals who demonstrate a real concern for meeting each student's needs, whether they be academic or emotional."

"Teachers report that they are well supported by the administration and speak highly of the collegial atmosphere that has been fostered at the school."

### **About the Banneker Leadership Team...**

"There were positive reviews of the administrative team from all constituencies, especially how responsive they were to the needs of individuals and the school. The administrative team works well together and demonstrated a consensus on what the next steps need to be to move the Banneker to the next level organizationally and academically. It was clear from interviews that those in the administration who oversee the academic program understand what data says about the academic gaps and have successfully communicated this understanding to the school community in a constructive way. They have strategically wrestled with the "why," developed strategies they feel will best meet the needs of the school, and are in the beginning stages of full implementation."

### **About the Challenges Ahead...**

"The work done last year to understand the current situation and define areas of strengths and weaknesses has resulted in the definition of clear priorities and strategies to move the school to a new place. The morale at BBCS is high and there is a clear commitment to fulfilling the educational mission for the students it serves. This enthusiasm and drive is coupled, however, with an ongoing history of under-performance on standardized measures of academic progress, seen again in the results of the 2003 tests. In response, the school has implemented a host of new strategies and initiatives that the school community strongly believes will result in higher student achievement evidenced in higher standardized test scores. The realization of this hope is crucial for the school as it attempts to demonstrate that it is meeting the academic needs of its students."

**Excerpts from Banneker's Site Visit Report,  
Massachusetts Department of Education  
March 2004**

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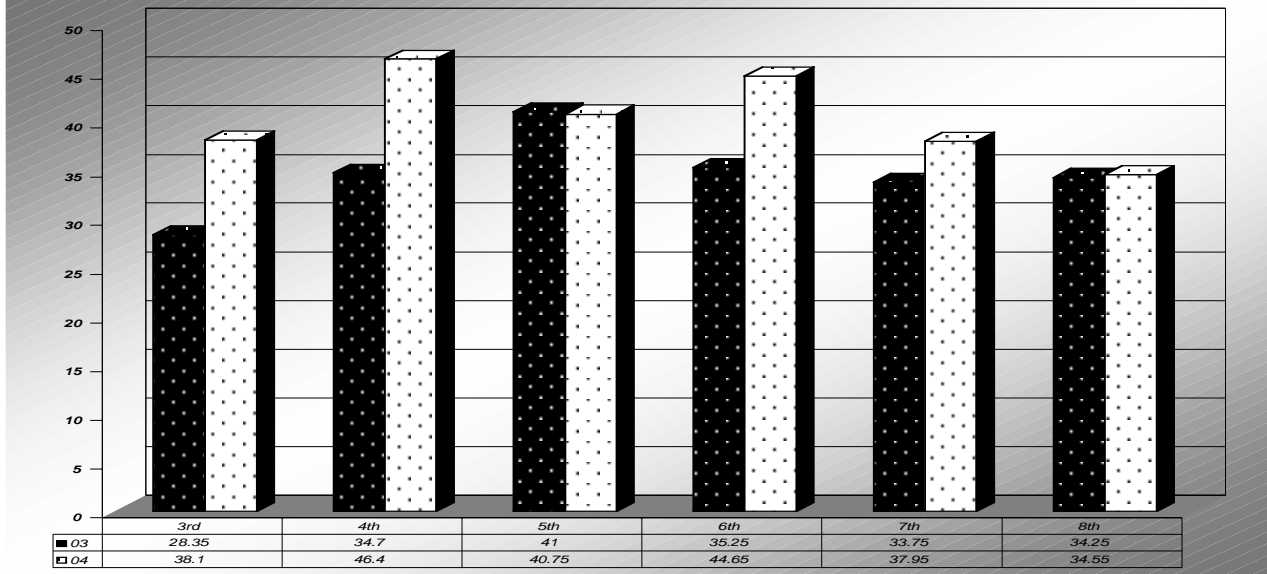






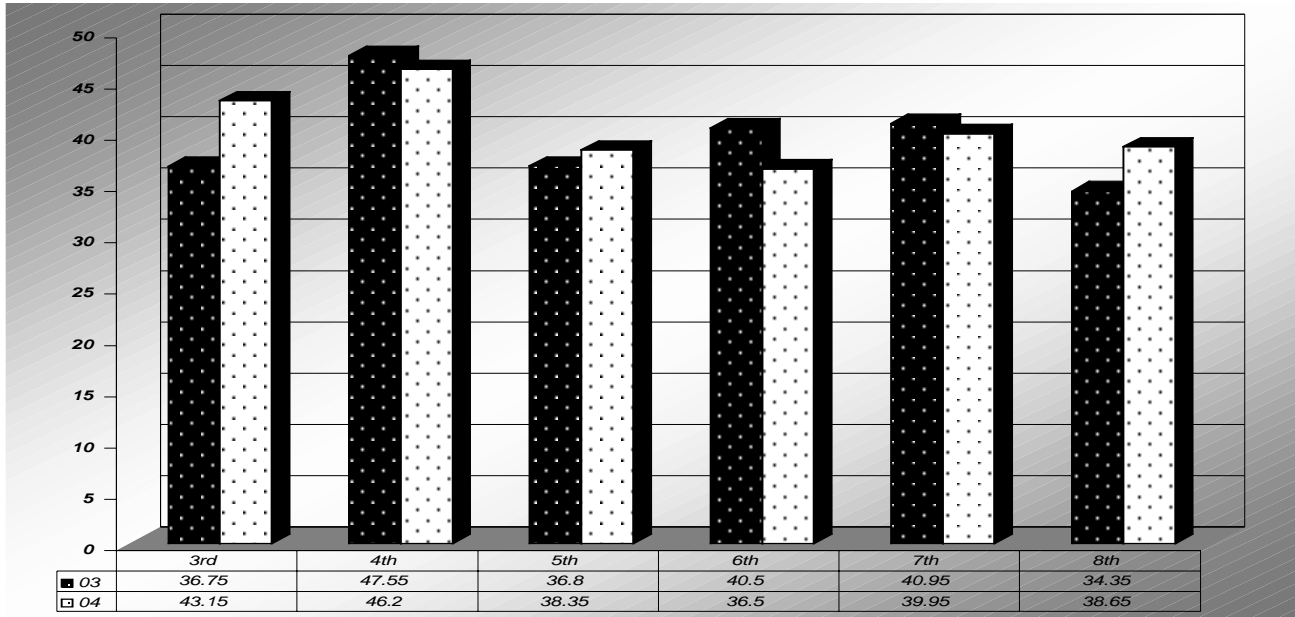
## 2003-2004 Stanford 9 National Curve Equivalents (NCE) by Student Cohort

### Stanford 9 by Cohort - Math



Results consistently show gains and some significant gains – across almost all grades.

### Stanford 9 by Cohort - ELA



In the first year of Literacy Collaborative full implementation, we see improvement in some grades and uneven achievement in others.



## QRI (continued)

Key	Reading Accuracy
Independent	98% or higher
Instructional	95-97%
Frustration	Less than 94%

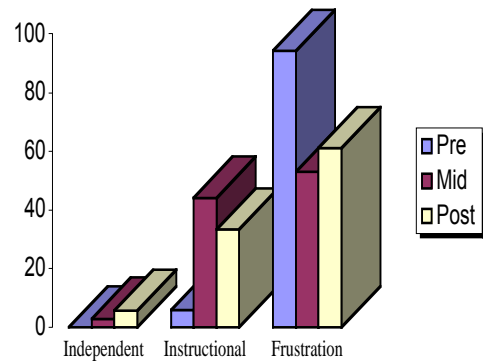
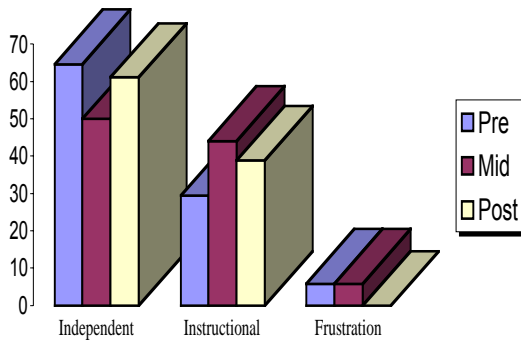
## Key Reading Comprehension

Independent	90% or higher
Instructional	67-89%
Frustration	Less than 67%

### Fifth Grade

100% of the fifth graders are able to decode grade level material at or above the instructional level.

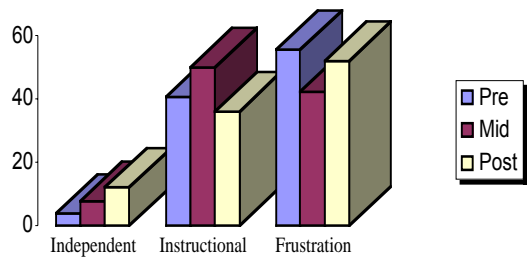
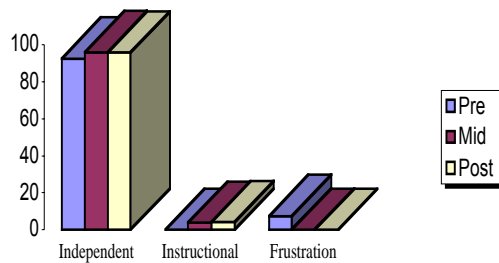
39% of the fifth grade students scored at the instructional level or above for comprehension. The number of students who scored at the frustration level decreased by 33 percentage points.



### Sixth Grade

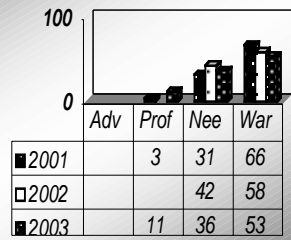
96% of the sixth graders scored at the independent level for accuracy.

12% of the sixth grade students scored at the independent level at the end of the school year which is an 8 percentage point increase. There is a slight decrease of 4 percentage points in the frustration level between pre and post.



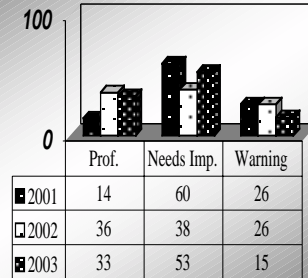
**MCAS  
Three-Year Comparisons  
Math**

**Fourth Grade (Percentages)**

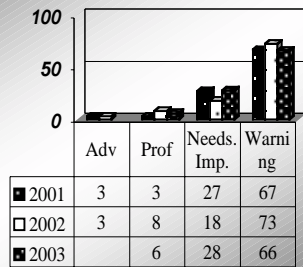


**MCAS  
Three-Year Comparisons  
LA/Reading**

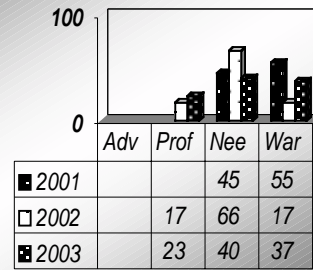
**Third Grade (Percentages)**



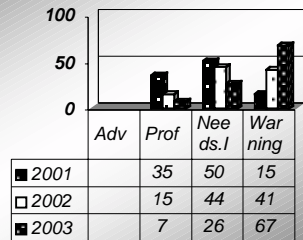
**Sixth Grade (Percentages)**



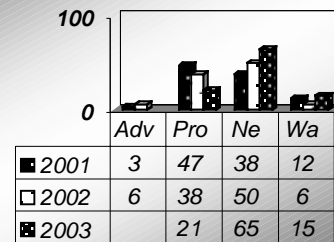
**Fourth Grade (Percentages)**



**Eighth Grade (Percentages)**



**Seventh Grade (Percentages)**



# *Friends of the Banneker*

*The following have donated their time, resources and/or services to the Banneker:*

*Ann Rosebery  
Barbara and Michael Carty  
Beth Warren  
Bobbie D'Alessandro  
Carolyn Turk  
Dr. William McLaurin  
Hands on Healing*

*James and Lenora Jennings  
Karl W. Reid  
Lori Likis  
Mahesh Sharma  
MaMagoos  
Maxx Clothing  
McDonald's Alewife  
Milton and Demetria Pouncy*

*Richard Rossi  
S&S Deli  
Sears  
Timothy J. Toomey  
Toys R Us Fresh Pond  
Whole Foods certificate  
Zepph Photo*

*The following grants were received:*

## *State Funded*

*Early Literacy  
Facility  
Mental Health  
Mental Health 2  
School Support (Math)*

*Summer Content Institute  
Summer School  
Technology  
SPED  
SPED Improvement*

*Title I  
Title II  
Title V*

## *Federally Funded*

*E-Rate Grant*

## *Privately Funded*

*Mifflin Foundation  
Kaiser Foundations*

*A special thanks to all the parents that donated their time, services and/or money  
by supporting our fundraising drives and book sales throughout the year.*

*We would like to recognize the support and collaborative spirit of*

*The Cambridge Public School System  
And  
The Massachusetts Charter School Association*

## *Benjamin Banneker Charter Public School*

*21 Notre Dame Ave  
Cambridge, MA 02140*

*617-497-7771*

*617-497-4223 – FAX*

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

*[slombara@banneker.org](mailto:slombara@banneker.org)*