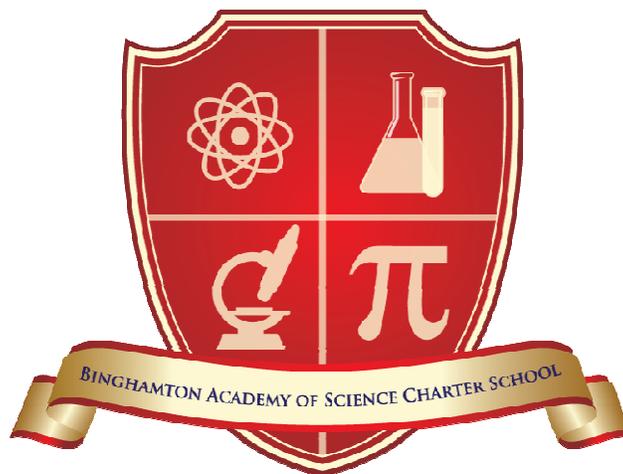


B I N G H A M T O N
A C A D E M Y O F S C I E N C E
C H A R T E R S C H O O L

PROSPECTUS



BINGHAMTON
ACADEMY OF SCIENCE
CHARTER SCHOOL

SUBMITTED TO
NEW YORK STATE EDUCATION DEPARTMENT
ON AUGUST 16, 2010

I. EXECUTIVE SUMMARY

Binghamton Academy of Science Charter School (BASCS) is a nonsectarian public school for young men and women from grades 7-12. The purpose of BASCS is to fully prepare students to carry the torch of knowledge, freedom, and prosperity that is passed from generation to generation. BASCS will be a small, structured school, with 360 students attending at full enrollment, delivering a rigorous, innovative educational program. BASCS will collaborate with Syracuse Academy of Science Charter School (SASCS) which has proved to be an effective education model with its extraordinary success and become a model for our proposed charter school.

Mission Statement

The mission of the BASCS is to prepare students who will be able to compete with other students in today's global world in entering high quality colleges, as well as to educate students to be responsible citizens who will serve and contribute to the welfare of the Binghamton community, the United States, and eventually, the world. We will achieve these goals through offering an alternative education opportunity that will distinguish itself from already existing systems in the district by significantly focusing on mathematics and science and offering a rigorous curriculum and teaching methodologies that will particularly prepare students for the college acceptance as well as graduation from college.

Characteristics of BASCS School Model

- **Personalized attention in a smaller setting:** With small number of students, BASCS will be able to give individual attention to each student, which is key to success.
- **College Preparation:** BASCS will provide an extensive and target oriented curriculum which will prepare students to four-year colleges.
- **Focus on Mathematics and Science:** Curriculum of the school will particularly focus on math and science which will be necessary skills for college entrance, performance in state assessment tests and career in related fields.
- **Science and Math Olympiads:** Students will be able to join Olympiad teams established within the school and compete with others in state and nation-wide math and science Olympiad competitions.
- **Counseling and Supervision:** By distinctive lesson instruction and alternative evaluation, individual attention will be given to each student with different academic backgrounds and levels. This will be achieved with the help of one-on-one tutoring, intensive counseling together with a supervisory system and individualized goals.
- **Experienced Teachers and Administrators:** BASCS will hire experienced and dedicated teachers and administrators whose first priority will be success of students and the school. School staff will improve their skills by taking professional development opportunities provided by the school or other professional institutions. Successful training methods of SASCS will be adopted in BASCS.

- **Parental Involvement:** Student's success and performance is affected not only by teachers, but also their parents and environment. Therefore parental involvement is a part of our school's strategic goals. Combining both comprehensive school program and parental involvement will motivate students and eventually result in higher student performance. According to various reports, parents choose charter schools because smaller scales of these schools allow for more parental involvement.
- **Cultural Differences:** Students with different cultural backgrounds will reflect diverse population of Binghamton City School District (BCSD). Through multi-cultural programs and projects, these students will learn from each other and will improve understanding of other cultures.

Founding Group Information

Founding group of the charter school has very specific and extensive experience that we believe will greatly contribute to the success of the proposed charter school. The group consists of the following people:

- **Tolga Hayali:** Principal of SASCS in Syracuse, NY. SASCS has been very successful in state assessment tests, four-year college acceptance, and has had other academic achievements under Mr.Hayali's administration.
- **Mine Ozer:** Assistant professor in Division of Economics and Business in SUNY at Oneonta. Her experience in the field will lead to the efficient financial management in BASCS.
- **Galymzhan Kirbassov:** Doctoral student in Political Science in Binghamton University (SUNY). He has deep knowledge in social science and experience in university and community relations which is necessary for public relations of BASCS.
- **Slobodan Tanusevski:** Doctoral student in Mathematics in Binghamton University (SUNY). Along his knowledge in math and experience in research, he had participated in preparing a national math team to the International Math Olympiads.
- **Janelle Smith:** Teacher in Crescent Academy, a private school. She develops and teaches daily lessons and organizes student activities.

II. STUDENT POPULATION

A. Student Enrollment

Table 1. Anticipated Enrollment

	2011	2012	2013	2014	2015
Kindergarten					
1 st					
2 nd					
3 rd					
4 th					
5 th					
6 th					
7 th	60	60	60	60	60
8 th	60	60	60	60	60
9 th	60	60	60	60	60
10 th		60	60	60	60
11 th			60	60	60
12 th				60	60
Ungraded					

B. Target Populations

In Binghamton City School District (BCSD), according to 2008-2009 school and district report card, there are 5,815 students enrolled in K-12 grades. 266 of these students (4.6%) are either limited English proficient (LEP) or English language learners (ELL) students. In the district, there are 804 students with disabilities (SWD) which is 12% of all students. The number of students who are eligible for federal free- and reduced-priced- lunch is 3,445 (59.24%).

Our Strategy to Attract, Identify and Retain Targeted Students

1. Students with Disabilities

1) Marketing and outreach activities

BASCS shall not discriminate in admission based on a student's disability. Brochures, pamphlets, and fliers will be readily available for interested families and, when possible, printed in Spanish or other languages as well as English. Additionally, the distributed materials will state that BASCS will be open to a full array of students and that children of all needs will be welcomed in the school.

2) Services BASCS and BCSD will provide

BASCS will design and designate a classroom for special education services and BASCS will hire on staff, highly qualified and appropriately certified special education teacher(s) to instruct in the designated classroom. The special education teacher (or one of the special

education teachers in case of more than one special education teachers) will be assigned as our special education coordinator in addition to his/her teaching responsibilities. Special Education Coordinator will have the responsibility to interact with the school district. The Special Education Coordinator will contact the students' home school district's special education department before the beginning of the school year to make sure we receive each student's IEP's on time. He/She will also be responsible to attend necessary CSE meetings and prepare necessary reports in a timely manner.

Based on each student's IEP, BASCS will also contract with appropriately certified or licensed individuals to provide the special education programs and services. Where necessary, BASCS will hire staff to meet the needs of our special education students and continue to contract special service providers. In pursuant to the requirements of the No Child Left Behind Act, all special education teachers will be certified and qualified.

As indicated on student's Individualized Educational Plans provided by their home districts, BASCS will provide resource and related services in accordance with Federal IDEA regulation (section 300.114) "to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled, and that special classes separate schooling or other removal of children from regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily."

As found in the BASCS district of location, the majority of our special education students will be likely to receive resource services as stated in their IEP. These services will be made available from our full time special education teacher(s) on staff at BASCS. In the likely event, some of our students will require speech services, these services will be contracted from an outside source. The speech therapist will provide speech therapy services in a designated BASCS classroom. Any students with a 504 plan will also be served as necessary.

BASCS will work in conjunction with the students' home school's CSE department. Both the student's special education teacher and their regular education teacher will be required to attend our student's CSE meeting(s), to work together, and develop a suitable IEP to meet the individual needs of our students.

In accordance with Education law 2854 (2)(b) we will serve all students successful or at risk, and with Federal IDEA regulation (section 300.114) "to the maximum extent appropriate, children with disabilities are educated with children who are non disabled and that special classes, separate schooling or other removal of children such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily" .

If in the unforeseen future, a student should be enrolled at BASCS with needs classified as severe, all available pathways and possibilities will be investigated in order to provide the necessary services and fully implement the student's IEP working in cooperation with the Binghamton City School District Committee on Special education.

Such services may be provided by the charter school directly, by the school district of student's residence or by contract with another provider.

3) Communication between BASCS Special Education Coordinator and the district

Special Education Coordinator will participate in the CSE meetings for all students at the Charter School. Special Education Coordinator will review IEPs on file and make a list of necessary paperwork required from the districts of residence. Faxes will be sent to Placement

Office, CSE chairpersons that work with BASCS and Directors of Special Education for each school district. Faxes will be followed up with phone calls to each department. Personal visits to each school district of residence will follow if proper documentation has not been collected. A detailed log of communications will be kept by the Special Education Coordinator and will be shared with the Director and Dean of Academics.

At the beginning of each semester Special Education Coordinator will prepare the schedules of each special education student. He/she will review the services received by the student and ensure that the services meet the requirements of student's IEP. If the requirements are not met, the deficiencies will be reported to the Director, Dean of Academics, student's parents as well as the School District's Director of Special Education Services.

Throughout each semester the Special Education Coordinator will conduct informal meetings with the students and their parents to review the services and to ensure that the requirements are met.

4) Procedures to ensure that the special education teacher(s) and/or other special education providers and at least one regular education teacher of a student with a disability will participate in CSE meetings

BASCS will provide substitute coverage for teachers as necessary to ensure that they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher, and the student's special education teacher or service provider, will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. BASCS will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE of the student's district of residence. While BASCS may send the mandated procedural safeguards notice to the parents, it is the responsibility of the CSE of the student's school district of residence to do so. Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided by the special education coordinator, as needed, to ensure their understanding of the student's needs and his or her specific responsibilities related to implementing the student's IEP. The school's special education coordinator will interact with the local districts' pupil services departments in general and special education departments in particular in order to ensure that the services listed on the Individual Education Plans are provided.

Teachers will be trained by either the school's special education coordinator (SCE) or the licensed professionals under the guidance of the SEC to understand their responsibilities in implementing IEP's in general and individual students' IEP's. The proposed education design will ensure that all staff training will be on-going so that all teachers, general and special education, will be knowledgeable of IEP implementation issues.

Professional training and development for staff involved with the education of students with disabilities will include the following: directing the referral process to the CSE, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents and CSE, and discipline of students with disabilities.

5) The processes to be followed by the proposed charter school to ensure compliance with the Child Find requirements of IDEA

The school will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating, and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or intensive education program, or referral to the student’s home district CSE. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability be suspected, the student will be referred to the student’s home district CSE for an evaluation.

6) The processes to be followed by the proposed charter school to ensure compliance with the data reporting requirements of IDEA

In compliance with 34 CFR §300.750, the charter school will submit an annual report to the State Education Department detailing the number of students with disabilities it serves, the nature of each student’s disability, and each student’s educational placement and setting. Regarding reports that are the responsibility of the district of residence, the charter school will make any necessary data available to the district in a timely fashion. The charter school will also comply with 8 NYCRR §119.3, which details requirements for the “Charter School Report Card” and includes information relating to students with disabilities.

In compliance with 34 CFR §300.750, the charter school will submit annually the following reports by the dates noted:

- | | | |
|-------------|---|-------------|
| 1. PD-1C/4C | Count of Students with Disabilities Provided Special Education on December 2 and the Settings in which Students with Disabilities are provided services | December 13 |
| 2. PD-5C | Students Exiting Special Education | mid-July |
| 3. PD-6 | Special Education Personnel | February 1 |
| 4. PD-8 | Students with Disabilities Suspended for Disciplinary Reasons | mid July |
| 5. SEDCAR-1 | ASEP Request for IDEA Sub allocation | March 1 |

A student suspected of having a disability will be referred in writing to the chairperson of the CSE of the student’s district of residence, for an individual evaluation and determination of eligibility for special education programs and services. Any professional staff member of the charter school may make referrals. Such referrals will: (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any; (2) describe any attempts to improve the student’s performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral, along with the procedural safeguards notice described in 34 CFR §300.504, will be sent to the student’s parents.

BASCS will comply with all IDEA reporting requirements to be filed by the student's district of residence by providing student records and reports to the district of residence prior to the due date of the reports.

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards will be sent to the student's parents and to the student's district of residence. The school district is welcome at any time to monitor the school's implementation of its special education program.

7) The processes to be followed that will ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and IDEA regarding confidential student records

BASCS will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act (FERPA) and observe regulations relating to the confidentiality of student records (34 CFR §300.560-577 and 34 CFR Part 99). All appropriate staff will be trained in such requirements, and the charter school's Special Education Coordinator will be responsible for ensuring the confidentiality of personally identifiable information within student records.

In accordance with FERPA, parents will be allowed to inspect and review all of their children's educational records maintained by the charter school. Upon receipt of such a request, BASCS will adhere to the requirements of the Freedom of Information Law. In any event, the charter school will comply with such a request for access within a reasonable period of time, but in no case more than 45 days after it has received the request.

Before disclosure of any personally identifiable information, relating to a student, to someone other than the parent or eligible student, BASCS will (with the exception noted below) obtain signed and dated written consent from the parent or eligible student. Personally identifiable information may be released without the prior consent of the parent or eligible student to school officials and teachers only if the charter school determines that such persons have "legitimate educational interests." BASCS will maintain a list of the staff who have such legitimate educational concerns.

All files that are required by law to be kept confidential shall be kept under lock and key, in a place and manner that restricts access to only those individuals who are authorized to view these records. Files that are removed from the secure room must be signed out by authorized personnel (such as SEC) and noted in a records access log, may not leave school, and must be returned by the end of the school day. All staff members will be instructed on maintaining student confidentiality.

8) The process and procedures to ensure that parents are kept informed of their child's progress in meeting his/her IEP goals

BASCS will provide to parents IEP progress reports in accordance with the reporting directives of the student's IEP. In addition, parents will also receive regular report cards on a quarterly basis, separate from the quarterly IEP progress reports. These regular report cards are provided to all students, including students with disabilities. Though there may be overlaps between regular report cards and IEP progress reports for students with disabilities, the documents are separate assessments of students.

9) Procedures to ensure that all teachers and related staff who have responsibility for implementing a student's IEP have access to the student's IEP and are informed of their specific responsibilities for implementing the IEP

CSE will inform the subject area teachers of students with disabilities immediately after the CSE meeting. Additionally, CSE will provide a copy of the IEP for each subject teacher and discuss the details of the plan to design appropriate lesson plans for students with disabilities. Also, the teachers will inform Special Ed. coordinator about the implementation process of IEP so that they will ensure that the IEP will help students with disabilities succeed their goals.

10) A description of staff development activities that ensure that charter school personnel understand the requirements and responsibilities relating to the education of students with disabilities

During the summer months there will be a week to two weeks long professional development period in BASCS to prepare the teachers for the upcoming school year. Part of this program will be prepared and presented by the Special Education Coordinator. Special Education Coordinator will describe and detail the processes that need to be followed when a student suspected to be in need of special education services. He/she will detail the referral of the student to the CSE. A detailed presentation of the meaning, parts and sample requirements of an IEP will be shared and discussed with activities using mock IEPs. In these activities the teachers will be asked to read, interpret and ensure that all the required services are provided through several scenarios. Reporting requirements will be presented to parents and CSEs.

Dean of Students and the Special Education Coordinator will do a joint session on the discipline of special education students.

Confidentiality and student records will be discussed in details through a joint professional development session of Dean of Academics and the Special Education teacher.

Each year an expert in Special Education like the school lawyer will be invited to present the latest developments in special education and new requirements of IDEA. These presentations will be done to the whole faculty.

Special Education Coordinator will be encouraged to be a member of special education associations and participate any professional development opportunities available to her/him.

11) A description of the programs and services that the proposed charter school will provide to show good faith efforts to retain a comparable or greater enrollment of students with disabilities as compared to the enrollment figures for students in the proposed district of location

BASCS' anticipated good faith efforts to enroll and retain a comparable or greater enrollment of students with disabilities as compared to the enrollment figures for the students in the proposed district of location are listed below:

- During the application process, we will clearly explain that the special education services are available at BASCS and they are administered by qualified professionals. We will make it clear that BASCS is a public school like others open to students with disabilities.
- With the hopes of retaining the highest number of enrolled students with disabilities, our best efforts will be made in conjunction with the students' home school district, to provide services in their IEP's at BASCS. BASCS will hire an appropriately certified special education teacher as Special Education Coordinator (SEC) and contract with appropriately certified or licensed individuals to provide the special education programs and services as indicated on each student's IEP.

- During faculty orientation, the Child Study Team, faculty and administration will discuss the importance of empathy towards students with disabilities so as to ensure every good faith effort is being taken to understand each individual student with a disability in the hopes of making their education at BASCS as comfortable and as comparable as the learning environment to that of their home school district.

12) A description of the processes and procedures to be followed to ensure that students suspected of having disabilities are referred to the CSE of the students' district of residence.

BASCS' CSE team will ensure that a continuum of alternative placement is available to meet the needs of children with disabilities for special education and related services. In determining the educational placement of a child with disability, BASCS will ensure that:

- the placement decision will be made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data and the placement options
- the child's placement will be determined at least annually, will be based on the child's IEP, and will be as close as possible to the child's home.

13) An assurance that all special education teachers will be highly qualified per 34 CFR 300

To be deemed highly qualified, our teachers will have a bachelor's degree, full state certification, prove that they know their subject.

2. Limited English Proficient Students

1) Strategy for Attracting

BASCS will make good faith efforts to attract and retain students with limited English proficiency. Utilizing the census and other information, BASCS staff will research the Binghamton City School District and identify the major languages spoken other than English. Upon receipt of such demographic information, BASCS will advertise available educational services in those Limited English Proficiency target areas in ways consistent to the culture of the community. These communities will be invited to attend specifically designed and scheduled weekend open houses throughout the spring and summer enrollment season. For example, if demographic research concludes a large Ukrainian, Bosnian, etc. population—every effort will be made to advertise a specific open house for such minority communities. Native speakers or translators will be made available to facilitate the enrollment process with the hopes of attracting Limited English Proficient students. The advertisement materials will be delivered and displayed in different cultural centers to ensure that equal access to all students is provided and best efforts are being taken to attract the widest possible diversity of students to BASCS. The pamphlets will be prepared in those languages as well as in English to reach the most potential students.

2) Strategy for Identifying

- a. The process begins with the Home Language Questionnaire to screen all new entrants — those students who have never attended a school in New York State before — for potential limited English proficiency.
- b. If English is the only language spoken in the home as indicated on the Home Language Questionnaire (HLQ), then the screening process need not continue.
- c. If the home language is other than English or the student’s native language is other than English, then appropriate school staff should informally interview the student and the parent/guardian in English, or when necessary in their native language.
- d. If the student speaks a language other than English and speaks little or no English, then the school should administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficient level is limited English Proficient (LEP), thus eligible for ESL services. The LAB-R is administered only once to each incoming student.
- e. After placement into ESL services, student achievement or progress in the English language is measured annually (usually in April and May) with the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State English Language Arts assessment. [All public schools, including charter schools are advised that the NYSESLAT can no longer be used for Title I accountability purposes, except for students newly arrived in the United States. Charter schools must administer the ELA assessment to LEP/ELL students who, as of January 3, 2007, have been enrolled in school in the United States (excluding Puerto Rico) for one year or more.(See <http://www.emsc.nysed.gov/osa/nyseslat/nclbmemo8-4-06.htm> for guidance).]
- f. NYSESLAT Scores indicate the proficiency level the student has achieved each year, and whether or not the student’s level of English proficiency is high enough to exit ESL services.

3) A description of the special language instructional program to be provided to LEP students that is designed to teach them English and the general curriculum

Students at BASCS with limited proficiency in English (“English Language Learners,” or “ELLs”) will achieve proficiency in the English language as quickly as possible through the use of the school’s services and teaching methods. BASCS ensures that ELL students will not be excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency.

BASCS will follow the freestanding ESL program as described in the Guidelines for Programs under Part 154 of Commissioner’s Regulations for pupils with Limited English Proficiency, and the Addendum to the Regulations of the Commissioner Relating to the Education of Students with Limited English Proficiency. The goal of this program is acquisition of English language skills, so that the ELL student can succeed in an English mainstream classroom.

All content area teachers will have specialized training in meeting the needs of ELL students. ESOL teacher will have English as a Second Language (TESOL) certification. NYSED publications, “The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL and A Resource Guide for All Teachers”, will be extensively used in the school’s ESL program as well.

ELL students will receive the same academic content as those students who are non-ELL students. All instruction will be in English; however, the level of English used for instruction--both verbal and written--will be modified for any ELL student. Teachers will use ESL methodology to teach vocabulary and concept development in mathematics, science, social studies and other subjects. High interest grade-level and appropriate level reading materials will also be provided to ELL students. Access to native language materials will also be a goal of our program.

All BASCS teachers will receive ongoing professional development training in working with ELL students under the guidance of the Dean of the Academics. Professors from local universities and individual professionals will be invited for onsite workshops during the school professional development days, and ESL teachers will attend the Bilingual/ESL Technical Assistance Center (BETAC) workshops at BOCES. Within the school's daily schedule are blocks of time that can and will be used for more intensive English language instruction for ELL students. The Freestanding English as a second Language Program will be implemented.

BASCS is committed to implementing its program for English Language Learners in compliance with the evaluative standards set forth by the federal No Child Left Behind Act, as provided by the U.S. Department of Education’s Office for Civil Rights. For example, evaluating student performance outcomes shall include student performance on state and standardized tests, overall grades, the extent of participation in any extra-curricular programs, and dropout rates. In addition, program implementation will be evaluated by examining on an ongoing basis the following aspects:

- how students are identified as ELL;
- the resources provided for ELL programs to ensure they are consistent with program design and student needs;
- information collection practices (e.g., observation of students, appropriate data collection, staff and parent interviews);
- the student assessment process itself;
- sufficient staff and resources are consistently provided to all students with identified needs;
- monitoring staff adherence to applicable procedural and service requirements;
- monitoring of students that transitioned from ELL services.

4) Strategy to Retain

We are going to teach English through content. We believe that content-based approach that was supported by hands-on and authentic activities will help our ELL’s to learn English better and faster. The proposed charter school will show good faith efforts to retain a

comparable or greater enrollment of English Language Learners as compared to the enrollment figures for students in the proposed district of location.

LEP students will not be excluded from curricular and extracurricular activities in BASCS because of an inability to speak and understand the language of instruction. Students from varying language backgrounds will receive the same academic content as those students who are native English speakers.

In order to meet the needs of every student, the educational program for each student will be designed with his or her language proficiency level in mind. To plan for school wide services, an ESL teacher will be provided.

BASCS will hire a teacher with ESL certification, who act as school's ESL (English as a Second Language) coordinator. This individual will coordinate the students and be responsible of training and needed content area support to help ELL students perform well in meeting the NYS Standards. Students at BASCS with limited proficiency in English will achieve proficiency in the English language through the use of the school's services and teaching methods. The funding is adequately provided in the budget for staff, curricular materials, and facilities.

5) Evaluative standards for measuring the linguistic and academic progress of LEP students, including program exit criteria

The NCLB Act requires that the English proficiency of all limited-English proficient (LEP) students (as defined in Education Law §3204[2-a][3]) be measured annually. BASCS will administer NYSESLAT to all ESL students each year to see if they are ready to exit the ESL program. BASCS will administer the ELA assessments to LEP/ELL students who, as of January 3, 2007 have been enrolled in school in United States excluding Puerto Rico for one year or more.

Complying with the Addendum to the Regulations of the Commissioner Relating to the Education of Students with Limited English Proficiency BASCS will utilize NYSESLAT (New York State English as a Secondary Language Assessment Test) to evaluate the progress of LEP students (annually) as described below:

Table 2. NYSESLAT Raw Score Ranges and English Proficiency Levels.

ENGLISH PROFICIENCY LEVEL	LEVEL 4 Grades 7-8		LEVEL 5 Grades 9-12	
	Combined Raw Scores in Listening& Speaking	Combined Raw Scores in Reading& Writing	Combined Raw Scores in Listening& Speaking	Combined Raw Scores in Reading& Writing
BEGINNING	0-17	0-11	0-18	0-14
INTERMEDIATE	18-28	25-Dec	19-31	15-24
ADVANCED	29-36	26-32	32-36	25-32
PROFICIENT	37-39	33-35	37-39	33-35

To move from one level of proficiency to the next, the LEP student must score within the range of the higher proficiency level in both combinations of modalities (listening& speaking

and reading& writing). LEP students who have moved in only one combination of modalities should remain at the lower proficiency level.

To move from the limited English proficient level to the English proficient level, the LEP student must score at the English proficient level in both combinations of modalities (listening& speaking and reading& writing).

Any ELL student scoring minimum combined raw scores at the proficient level in both Listening& Speaking and Reading& Writing will be exited from ESL program.

ELL students will take the grade 8 mathematics test. ELL students speaking the languages, for which translated versions are available, may take the mathematics test in their native language and have the English version of the test.

All students, including ELL students, regardless of when they enter BASCS, must pass the Regents Comprehensive Examination in English in order to receive a diploma. Students whose native language is other than English may use foreign language dictionaries and glossaries for content area tests if these aids provide word-for-word translations--but not definitions of terms or any other test advantage. ELL students may be allowed extended test time, a separate testing room, and/or small group administration for State examinations in order to provide the optimum testing environment. Translator approved NYSED accommodations for testing will be provided.

6) Process for continued program assessment and modification where needed

The proficiency in the English language of an ELL student will be measured at yearly using NYSESLAT to determine whether continued ESL services are warranted. The school will also evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student fails to show appropriate progress in these academic areas, as measured by the appropriate tests, and by teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, BASCS will look at disaggregated data for ELL students as a group, to evaluate the progress these students are making in the acquisition of the English language and in core subjects. This data will provide information as to whether broader program modifications are necessary and whether additional professional development ought to be provided to our teaching staff.

7) An assurance that national origin minority students are not assigned to classes for the disabled because of their lack of English skills

National origin minority students in BASCS will not be assigned to classes for the disabled because of their lack of English skills. Students from varying language backgrounds will not be segregated from one another; they will learn with and one another.

8) An assurance that national origin minority students are not assigned to classes for the disabled because of their lack of English skills

Parents whose English proficiency is limited will receive notices and information from the school in their native language, so that we will be able to encourage the participation of all parents in the BASCS community, regardless of their home language. Parents of ELL students will also be kept abreast of their child's progress in English language acquisition.

3. Students who are eligible for federal free- and reduced-priced- lunch

BASCS will also participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and adhere to all applicable requirements including, but not limited to: meal pricing; determination of eligibility; nutritional value; and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

III. SCHOOL DESIGN

School design of BASCS draws directly on Syracuse Academy of Science Charter School model which has been very successful. Fortunately, Tolga Hayali, the principal of SASCS is one of our founding members. His experience in school administration will undoubtedly be useful in achieving our academic goals and accomplish each of the eligibility requirements found in Education Law section 2852(9)(a). Our other founding members and developers have had periodic meetings SASCSs board members and school administrators. We have comprehensively discussed about how their school model can be implemented in Binghamton and what difficulties they have encountered during launching and governing the school.

In the following section, we will briefly review SASCSs success.

- a) In 2009-2010, 64% of the graduates have been offered admission to four-year colleges. In total, they have won more than \$2 millions of scholarship. 28% of the graduates are planning to go to two-year colleges, 6% to Armed Forces, and 2% to other institutions.
- b) Graduation rate among senior students is 92%.
- c) In 2006-2007, SASCS was #1 scoring public school in Syracuse City School District on both 7th & 8th grade ELA exams.
- d) SASCS have successfully competed in different science and engineering contests. For example, in 2005 Bridge Building Contest, students from the school won 1st place.
- e) SASCS has represented their district in many national and regional competitions.
- f) The following graphs show how SASCS model has been proved to be successful in the state assessment tests compared to the Syracuse City School District (8th grade results).

