



Annual Report 2011-2012

July 27, 2012

Submitted to:

Christopher Cerf, Commissioner of Education
Dr. Lawrence S. Feinsod, Essex County Superintendent
Cami Anderson, Newark Public Schools State District Superintendent

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REPORT HIGHLIGHTS

In 2011-2012, University Heights Charter School continued to see growth in achieving its mission: to develop in each child the character, scholarship, and leadership necessary for success in life, college, and community. Highlights from this past year include:

- Significant Expansion of Enrollment (+29%):** In 2011-2012, the number of seats at University Heights Charter School grew from 224 in grades K-4 to 288 students in grades K-5 (an expansion of 29%) by adding 8 new seats in both existing grades 3 and 4, and adding 48 new seats in a new grade 5. The school maintained enrollment at 99% capacity and a wait list greater than 100% enrollment, with enrollment for the 2012-2013 filled for 336 students in grades K-6. Our student population continued to remain overwhelmingly high need, with 88% of students eligible for free or reduced price lunch.
- Breakthrough Proficiency Growth on State Assessments:** UHCS continued to post gains in proficiency rates on the statewide NJ ASK assessment. Proficiency rates in all subject areas were above district averages. In English Language Art proficiency rates approached state averages, and in mathematics they exceeded state averages for all students and for non-poor students.

	UHCS Proficiency Rate 2009	UHCS Proficiency Rate 2010	UHCS Proficiency Rate 2011	Growth from 2009 to 2011
Grade 3 Language Arts	38%	50%	58%	+20 points
Grade 3 Mathematics	45%	78%	95%	+50 points
Grade 4 Language Arts	11%	47%	45%	+34 points
Grade 4 Mathematics	11%	66%	90%	+79 points
Grade 4 Science	57%	92%	88%	+31 points

- Continued Success at Meeting Mission Goals:** As a college preparatory academy that starts at elementary school, we strive for students to have the necessary orientation and preparation that will lead to college admission and success. In terms of orientation, 100% students had the opportunity to visit a college on school-sponsored field trips, and survey results show 82% of students believe that the school has a strong culture of expectations for them to go to college. In terms of preparation, NJPASS standardized test results for grades 1-2 continued to exceed our goal of 75% proficiency.
- Stronger University and Community Partnerships:** University Heights Charter School worked with 10 universities and 6 main community partners to further our mission and provide better, more diverse educational experiences for its students.
- Improved Governance:** The board completed a comprehensive online self-evaluation in the areas meetings, membership, goals, and accountability. The application includes technical assistance to improve board performance that will be implemented in the upcoming school year.

This rest of this annual report provides more detail on these accomplishments and more.

1. BASIC INFORMATION ABOUT THE SCHOOL

1.a Basic Information	
Name of School	University Heights Charter School
Year School Opened	2006
Grade Level(s)	K-5
Final Enrollment Count	286
School Address(es)	74 Hartford St, Newark, NJ 07103
District(s) / Region of Residence	Newark
Website Address	www.uhcs-newark.org
Name of School Leader	Misha Simmonds
School Leader Email and phone number	msimmonds@uhcs-newark.org 973-623-1965
Name of Board President	Warren Tranquada
Board President Email and phone number	wtranquada@njpac.org 973-297-5844
Name of SBA	Karen Johnson
SBA Email and phone number	kjohnson@uhcs-newark.org 973-623-1965

2. SCHOOL ENROLLMENT, DEMOGRAPHICS AND ADMISSIONS PRACTICES

2.1 School Enrollment

2.1.a School Enrollment in 2011-2012				
	Maximum Enrollment	October 15 th , 2011 Enrollment	Final Enrollment Count	Current Waitlist (as of 7/23/12)
Kindergarten	48	47.9	48	123
Grade 1	48	47.9	47	33
Grade 2	48	48.0	48	41
Grade 3	48	48.0	48	46
Grade 4	48	47.8	47	40
Grade 5	48	47.9	48	20
Grade 6				6
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Total	288	287.5	286	309

2.2 School Demographics

2.2.a School Demographics in 2011-2012 (*Based on OCT 15th ENROLLMENT COUNT)	
# and % FRPL	247.6 (86%)
# and % Special Ed	17 (6%) Special Ed + 5 (2%) Speech only = 22 (8%)
# and % LEP	0
# and % White	0
# and % African American	254 (88%)
# and % Hispanic	27 (9%)
# and % Asian	1 (<1%)
# and % Other ethnic groups	6 (2%)

In terms of socioeconomic status based on income and race, our school serves one of the highest need populations in the state with 86% of students eligible for free and reduced-price lunch and 100% of students being minority. This level of need exceeds our resident district average of 82% eligible free and reduced-price lunch and 92% minority.

Because our population is 88% African-American, with origins almost exclusively from the United States or Anglophone African countries, our school's small population does not have any classified English Language Learners. Our language needs are primarily in communicating to parents for whom English is a second language. To support this, we have hired Spanish speaking staff at all levels of the school. For the coming year, we have added Spanish-speaking staff, including the key area of Social Worker and language specialist. We send important notices in Spanish and advertise board meetings in Spanish in Spanish-language newspapers. As a result, our percentage of Hispanic students has been increasing and we expect this to continue as we grow.

Our school provides a comprehensive special education program, including provision of in-class support, out-of-class support, and out-of-class resource. Therapy services include speech, occupational, behavioral, and counseling. We also support alternate placements and hybrid placements when called for in Individual Education Plans, including partnerships with University Hospital/UMDNJ and Essex County Educational Services Commission. We are also committed to not over-classifying populations which research shows are over classified, particularly African American boys.

2.3 Admissions lottery

2.3 Admissions lottery	
Date(s) and location(s) of admissions lottery for enrollment in 2011-2012 school year	March 7, 2012 at University Heights Charter School
Date(s) and location(s) of admissions lottery for enrollment in 2012-2013 school year	March 6, 2013 at University Heights Charter School

University Heights Charter School is open to all Newark students on a space available basis and does not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis that would be illegal if used by a charter school.

The strategy for publicizing the application process ensures that all groups are made aware of the school. The school employs both formal (website, newspaper, flyers) and informal (networking, word-of-mouth) methods of publicizing the school. A flyer describing the school program is distributed to interested persons and at various sites. Public meetings for interested parent/caregivers are scheduled in advance of the application deadline.

This past year the school promoted enrollment at the following events:

- New Community Corporation School Fair at Community Hill Learning Center
- Newark Preschool Council School Fair at Vailsburg Library

Applications are available and accepted by mail, fax, email, and in-person. Applications are dated and evaluated for completion as submitted. See **Appendix A** for a copy of our current admissions application.

This past year, applications were distributed at the following sites:

- La Casa de Don Pedro Center III
- Metropolitan Baptist Church
- Community Hill Learning Center
- Emmanuel Wee Garden Center
- St. Joseph's Day Care Center
- Queen of Angels Church
- Newark Preschool Council sites distributed by central office

The admissions lottery was held on March 7, 2012 as prescribed by our school charter:

“The date for the Admissions Lottery will be the first Wednesday in the March preceding each school year. The drawing will be publicly held with all interested parents/caregivers invited.

Each grade will have a separate drawing. Applicants for each grade will be assigned a number. Numbers will then be drawn at random and recorded in the order they are taken. Students will then be offered admission in this order until all spaces are filled.”

The lottery was supervised and verified by our School Treasurer, Chris Lessard. All applicants were notified by mail of the results.

3. EDUCATIONAL PROGRAM

3.1 Statewide Assessment Results

3.1.a. Schoolwide Testing				
	Grades 3 to 8 NJASK		HSPA	
	2009-2010	2010-2011	2009-2010	2010-2011
# Students Tested - LAL	78	80	n/a	n/a
% Pass (Proficient & Advanced) - LAL	49%	51%	n/a	n/a
% Advanced Proficient - LAL	1%	1%	n/a	n/a
# Students Tested – MATH	78	80	n/a	n/a
% Pass (Proficient & Advanced) - MATH	72%	93%	n/a	n/a
% Advanced Proficient - MATH	22%	29%	n/a	n/a

n/a means not applicable because grade was not served

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	73	73	74	74
% Pass (Proficient & Advanced) - African American	47%	70%	49%	92%
# Students Tested - Hispanic	*	*	*	*
% Pass (Proficient & Advanced) - Hispanic	*	*	*	*
# Students Tested - White	*	*	*	*
% Pass (Proficient & Advanced) - White	*	*	*	*
# Students Tested - Asian	*	*	*	*
% Pass (Proficient & Advanced) - Asian	*	*	*	*
# Students Tested - Special Ed	*	*	*	*
% Pass (Proficient & Advanced) - Special Ed	*	*	*	*
# Students Tested - LEP	*	*	*	*
% Pass (Proficient & Advanced) - LEP	*	*	*	*
# Students Tested - FRPL	57	57	68	68
% Pass (Proficient & Advanced) - FRPL	46%	67%	50%	94%

*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

3.1.c. Median Student Growth Percentiles				
	2009-2010		2010-2011	
	LAL	Math	LAL	Math
Grade 4	60	81	35	57
Grade 5	n/a	n/a	n/a	n/a
Grade 6	n/a	n/a	n/a	n/a
Grade 7	n/a	n/a	n/a	n/a
Grade 8	n/a	n/a	n/a	n/a

n/a means not applicable because grade was not served

University Heights Charter School (UHCS) seeks to close the achievement gap and obtain 100% proficiency for all students over the long term. We set interim goals as follows:

1. Absolute proficiency growth is the minimum goal.
2. Surpassing district average performance is the secondary goal.
3. Surpassing state average performance for all students is the third goal.
4. Surpassing state average performance for non-economically disadvantaged students is the fourth goal.
5. Achieving 100% proficiency for all students is the final goal.

In terms of goal 1, the school's 2010 and 2011 NJASK proficiency results indicate significant double-digit percentage point growth over 2009 NJASK results in all grades and subjects:

	UHCS Proficiency Rate 2009	UHCS Proficiency Rate 2010	UHCS Proficiency Rate 2011	Growth from 2009 to 2011
Grade 3 Language Arts	38%	50%	58%	+20 points
Grade 3 Mathematics	45%	78%	95%	+50 points
Grade 4 Language Arts	11%	47%	45%	+34 points
Grade 4 Mathematics	11%	66%	90%	+79 points
Grade 4 Science	57%	92%	88%	+31 points

In terms of goal 2, UHCS performance exceeded Newark Public School's (NPS) district average proficiency rates in all areas by double-digit percentage points:

	NPS Proficiency Rate 2011	UHCS Proficiency Rate 2011	Difference of UHCS vs. NPS
Grade 3 Language Arts	43%	58%	+ 16 points
Grade 3 Mathematics	58%	95%	+ 37 points
Grade 4 Language Arts	36%	45%	+ 9 points
Grade 4 Mathematics	55%	90%	+ 45 points
Grade 4 Science	70%	88%	+ 18 points

As a result of this tremendous progress, the rank of UHCS among all Newark district and charter schools is much improved. Three years ago, the school debuted last or near last; this year UHCS finished in the top 10:

	2008 Rank	2011 rank	Change in Rank
Grade 3 Overall Combined Average Proficiency Rank	56 out of 56 (ultimate rank)	9 out of 57 (top 10)	+47 places
Grade 4 Overall Combined Average Proficiency Rank	56 out of 58 (antepenultimate rank)	9 out of 57 (top 10)	+47 places

In terms of goal 3, UHCS performance in 2011 significantly cut the achievement gap versus statewide proficiency rates in both grade 3 & 4 language arts literacy, and eliminated the achievement gap versus statewide proficiency rates in grade 3 & 4 mathematics and grade 4 science:

	UHCS Proficiency Rate 2009	Statewide Proficiency Rate 2009	2009 Achievement Gap	UHCS Proficiency Rate 2011	Statewide Proficiency Rate 2011	2011 Achievement Gap	Comment on Achievement Gap (State)
Grade 3 Lang Arts	35%	60%	25 points	58%	73%	15 points	Cut by 10 points
Grade 3 Math	45%	75%	30 points	95%	79%	0 points	Eliminated
Grade 4 Lang Arts	11%	63%	52 points	45%	63%	18 points	Cut by 34 points
Grade 4 Math	11%	73%	62 points	90%	79%	0 points	Eliminated
Grade 4 Science	57%	91%	34 points	88%	90%	2 points	Statistically eliminated

In terms of goal 4, University Heights Charter School proficiency rates in mathematics now exceed the statewide proficiency rates for non-economically disadvantaged students, meaning the achievement gap is now completely eliminated in that subject:

	Statewide Non-Economically Disadvantaged Proficiency Rate 2011	UHCS Overall Proficiency Rate 2011	Difference of UHCS vs. Non-Economically Disadvantaged Students
Grade 3 Mathematics	88%	95%	+7 points
Grade 4 Mathematics	88%	90%	+ 2 points

In terms of goal 5, University Heights Charter School is now poised to achieve 100% proficiency in mathematics with students who have been enrolled in the school for two or more years.

Performance in language arts literacy, versus mathematics and science, remains the largest challenge. This past year our school took the following steps to improve this area as follows:

- More instruction time allocated to language arts
- More staff hired with literacy backgrounds
- Better use of interim assessments

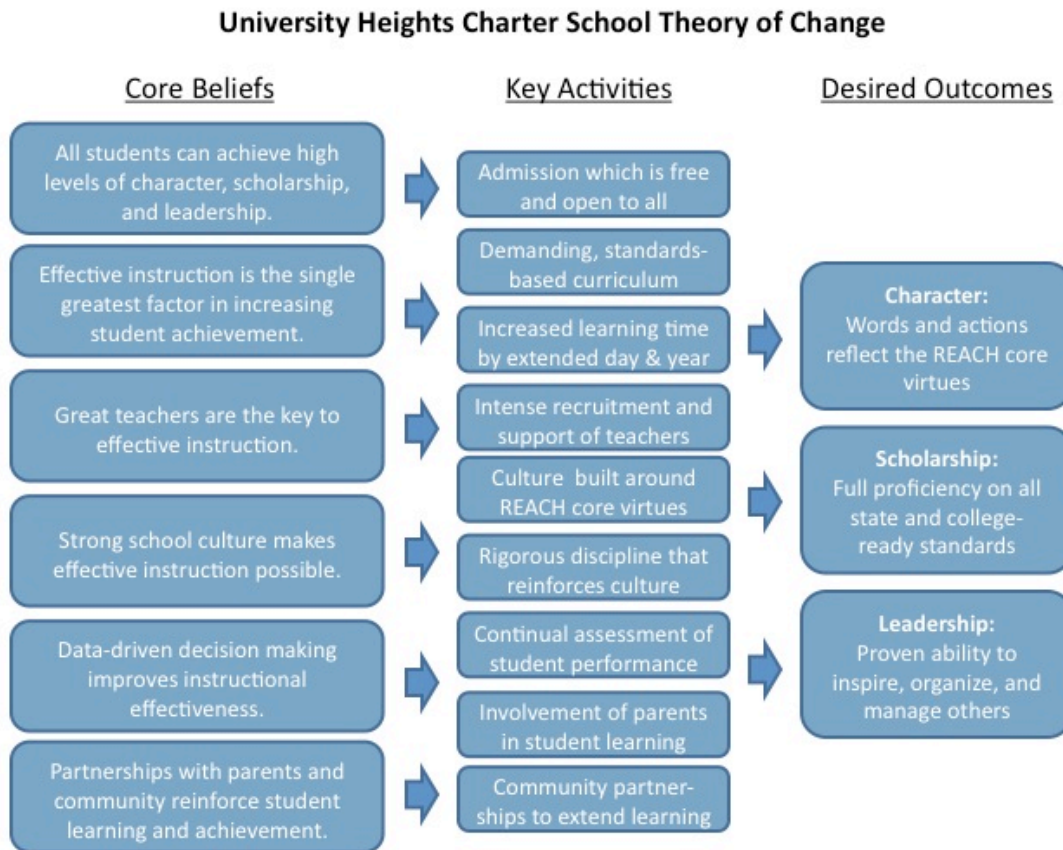
This upcoming year, we will add additional resources including:

- Upgrading of reading assessment tools
- Hiring of full-time literacy coach and part-time English Language Learner specialist
- Even more instruction time allocated to language arts
- Increased and improved observation and feedback on instruction.

3.2 Mission-Specific Academic Goals

The mission of University Heights Charter School is to develop in each student the **character, scholarship, and leadership** necessary for success in **life, college, and community**.

Our theory of change describes the core beliefs that lead to the key strategic activities of our school that will generate the desired outcomes in the three areas targeted in the mission:



Two academic goals related to our mission beyond NJASK performance include the following:

Goal 1	<i>As a college-preparatory academy that starts at the early elementary level, our goal is that all students have the academic foundation in grades 1 and 2 to be on track for college.</i>
Measure/Metric	<i>Percentage of students proficient or advanced in grades 1 and 2 on the NJPASS, a criterion-referenced test aligned to the New Jersey Core Curriculum Content Standards produced and scored by Houghton-Mifflin Harcourt.</i>
Target	<i>75% of students proficient or advanced in Language Arts Literacy and Mathematics in grades 1 and 2</i>
Actual Outcome	<i>77% of students in grades 1 and 2 proficient and advanced in Language Arts Literacy 79% of students in grades 1 and 2 proficient and advanced in Mathematics</i>

Goal 2	<i>As a college-preparatory academy, our goal is for all students to expect themselves to go to college by learning about college and visiting one college annually.</i>
Measure/ Metric	<i>Percentage of students who believe they are expected to go to college Percentage of students who visit a college each year</i>
Target	<ul style="list-style-type: none"> • <i>80% or more of students believe they are expected to go to college</i> • <i>80% or more of students visit a college</i>
Actual Outcome	<ul style="list-style-type: none"> • <i>82% of students reported that the school has a strong culture of expectations for them to go to college (88% Upper Elementary, 76% Lower Elementary)</i> • <i>100% students had the opportunity to visit a college on a school-sponsored field trip. About 10% of students missed the trip due to absence or disciplinary reasons.</i>

3.3. Curriculum

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 Social Studies, Science	January 19, 2010 Policy 6140 –Curriculum Adoption	Partial Adoption 2011-2012 Full Adoption 2012-2013	Unit Plans Lesson Plans Assessments Action Plans
Common Core State Standards for Mathematics	January 19, 2010 Policy 6140 –Curriculum Adoption	Partial Adoption 2011-012 Full Adoption 2012-2013	Unit Plans Lesson Plans Assessments Action Plans
Science	January 19, 2010 Policy 6140 –Curriculum Adoption	Partial Adoption 2009-2010 Full Adoption 2010-2011	Unit Plans Lesson Plans Assessments Action Plans
Visual and Performing Arts Comprehensive Health and Physical Education Technology 21st Century Life and Careers World Language	January 19, 2010 Policy 6140 –Curriculum Adoption	Partial Adoption 2009-2010 Full Adoption 2010-2011	Unit Plans Lesson Plans Assessments Action Plans
Social Studies	January 19, 2010 Policy 6140 –Curriculum Adoption	Partial Adoption 2009-2010 Full Adoption 2010-2011	Unit Plans Lesson Plans Assessments Action Plans

4. LEARNING ENVIRONMENT

4.a. Learning Environment		
Student Engagement		
4.a. Learning environment	Number or Ratio	Methodology used
Attendance rate: Elementary School Middle School High School	95.6% in 2011-2012	Average Daily Attendance
Student - teacher ratio	12:1	288 students / 24 teachers
Student attrition rate (from year to year):	Overall: 21% Grades K-4: 11% Going to Grade 5: 9% (See methodology for explanation)	Of the 224 students enrolled in 2010-2011, 45 (21%) did not return in 2011-2012. This includes 21 students (9%) who left after 4 th grade, which historically has been our final grade. Grade 5 was new in 2011-2012. Most students leaving grade 4 rejoined with older siblings at other middle schools.
Professional Environment	Number or Ratio	Methodology used
Teacher retention rate (year to year)	88% (15/17)	Of 17 teachers on staff in 2010-2011, all teachers were offered renewal and 15 teachers returned in 2011-2012. The two that left for personal reasons (move out-of-state, career change).
Total staff retention rate (year to year)	92% (34/37)	Of 37 people on staff in 2010-2011, 34 returned in 2011-2012.
Frequency of teacher surveys and date of last survey conducted	2	Fall Survey Spring Survey
% of survey participation	100%	100%
% of teacher satisfaction	See results below	See results below
Main positive aspects identified in the survey	Data-Driven Culture Positive, safe environment Strong technology resources Effective communication	See results below
Main school challenges identified in the survey	Special education Consistent student behavior Provides sufficient materials	See results below

All staff members participate in anonymous online surveys twice a year to track school performance. This information is also used to make strategic allocations of resources and evaluate school leadership. Results for the fall and spring survey administrations this past year, and historical results for the past 3 years, are provided below:

Key: 1=Needs improvement 2=Emerging 3=Proficient 4=Advanced

Academic Leadership	2009	2010	2011	Fall	Spring
				2011	2012
Sets clear, measurable goals	3.16	3.22	3.00	2.93	3.12
Provides specific, actionable feedback	3.11	3.39	2.91	2.86	3.00
Provides high-quality professional development	3.53	3.30	2.83	2.73	3.08
Creates an effective data-driven culture	3.32	3.52	2.87	3.21	3.28
Supports a strong special education program	2.79	2.96	2.22	2.54	2.92
Provides clear and timely evaluation	3.11	3.22	3.17	3.00	3.04
Cultural Leadership	2009	2010	2011	Fall	Spring
Effectively communicates school mission/values	3.74	3.61	3.48	3.21	3.20
Ensures a physically safe learning environment	3.42	3.43	3.39	2.96	3.32
Ensures emotionally safe learning environment	3.42	3.13	3.26	2.82	3.04
Ensures student conduct reflects REACH	3.21	3.30	3.09	2.68	2.64
Effectively communicates to parents	3.26	3.35	3.17	3.04	3.12
Ensures that academic success is celebrated	3.74	3.57	3.57	3.36	3.58
Builds a collaborative culture among staff	3.37	3.14	2.87	2.75	2.84
Operational Leadership	2009	2010	2011	Fall	Spring
Prepares clear, timely schedules	3.56	3.52	3.52	3.25	3.24
Provides sufficient instructional resources	3.05	3.35	3.32	2.93	3.20
Provides sufficient materials (paper, pens, etc)	2.95	3.57	3.17	2.71	2.64
Provides strong technology resources	2.58	3.77	3.39	3.18	3.36
Communicates policy and changes effectively	2.95	3.09	3.48	3.25	3.36
Handles HR issues effectively	3.05	3.00	3.22	3.18	3.28
Handles financial/payroll issues effectively	3.32	3.30	3.26	3.43	3.32
Responds to teacher requests effectively	3.42	3.27	3.26	3.11	3.32

Highlights of the survey results include:

- **Academic leadership:** Scored proficient or better in all areas by Spring 2012 except for the special education program, which showed growth but still needs to improve in effectiveness. Additional staff and training will address this issue in 2012-2013.
- **Cultural leadership:** Scored proficient or better in all areas by Spring 2012 except in the areas of student conduct and building a collaborative culture. Addition of a dean of students and additional training will address these issues in 2012-2013.
- **Operational leadership:** Scored proficient or better in all areas by Spring 2012 except provision of materials. A new purchasing system is being implemented in 2012-2013 to address this.

5. PARENTAL AND COMMUNITY INVOLVEMENT

5.a. Parent Satisfaction	
Frequency of parent/guardian surveys and date of last survey conducted	Twice (April and June)
% of survey participation (1 survey per family)	83/247 = 33.6%
% of parent satisfaction	<ul style="list-style-type: none"> • 90% believe that UHCS has a culture of high academic achievement • 93% believe the school does a good job teaching reading and writing • 91% believe the school does a good job teaching math • 89% believe the school does a good job teaching life skills
Main positive aspects identified in the survey	<ul style="list-style-type: none"> • High expectations • Strong instruction
Main school challenges identified in the survey	<ul style="list-style-type: none"> • Cleanliness of building • Lack of visual art instruction • More afterschool programs
Parent involvement at the School	
# Parents currently on Board of Trustees over total Board members	1/11
Major activities/events offered to parents during 11-12 school year (list in bullets). Please, include # hours or frequency of the activity and % participation.	<p>All activities were at night for 1-2 hours (except where noted). Attendance data is not available but will be collected in the future.</p> <ul style="list-style-type: none"> • 8/31 Back to School Night • 9/7 Special Education Parent Night • 10/5 Stop Harassment, Intimidation & Bullying Bingo for Books Night • 10/26 Hispanic Heritage Night • 11/8 & 11/15 Family Boatbuilding Nights • 12/14 Holiday Music Show • 2/22 Open House • 2/29 Black History Celebration • 5/19 Playworks Weekend Recess (afternoon event) • 5/23 Spring Show • 5/30 College Connections Bingo for Books Night • 6/6 Science Fair
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.	<ul style="list-style-type: none"> • 12/12-12/16 Fall Scholastic Book Fair (fundraising – 20 hours) • 4/16-4/20 Spring Scholastic Book Fair (fundraising – 20 hours) • Launching of Parent Organization (May and June, to start in fall)

5.b. Community involvement			
Partnering organization	Description of the partnership	Level of involvement	Impact on school mission
EDUCATIONAL INSTITUTIONS:			
Montclair State University (K) Fairleigh Dickinson University (1 st) Ramapo University (2 nd) University of Pennsylvania (2 nd) Seton Hall University (3 rd) Princeton University (4 th) The College of New Jersey (5 th)	Every class visited a university for a day, usually the alma mater of one of the teachers in the grade.	All students	Supports college readiness orientation of school mission.
Georgian Court University Montclair State University Rutgers University Seton Hall University William Paterson University	UHCS worked with multiple universities to recruit new teachers.	Administration	Attracts high quality staff to support implementation of school mission.
Georgian Court University Montclair State University Kean University	Teachers attended professional development led by staff from multiple universities.	Teachers	Trains high quality staff to support implementation of school mission.
COMMUNITY INSTITUTIONS:			
Achievement Network	Network of schools in NJ and across the country that share common interim assessments, professional development, and technical support.	Teachers (10) and students (192) in grades 2-5	Supports data driven instruction to drive scholarship component of school mission.
Achievement Network	Provided a full-time, on-site coach to lead a number of activities, including recess time, Junior Coach Program, and interscholastic leagues.	100% of students and staff involved	Reinforces character and leadership components of school mission.
Big Brothers Big Sisters of Essex, Hudson, & Union Counties	Provided mentors who meet weekly with a “Big” on our school site to chat, do homework, or play games.	50 students for 1 hour per week	Reinforces character component of school mission.
New Leaders for New Schools	Supported Executive Director and Principal by providing ongoing coaching and support during the school year.	Administration 1-2 hours per week	Supports high quality leadership to implement school mission.
Teach For America	Provided and supported three highly qualified novice teachers at the school and supported them with professional development.	3 teachers teaching 72 students	Attracts and trains high quality staff to support implementation of school mission.
Leadership Newark	Group of 5 Leadership Newark Fellows conducted a study, prepared a report, and led presentation regarding how UHCS can develop college partnerships	All staff and students	Supports college readiness orientation of school mission.

6. SCHOOL GOVERNANCE / LEADERSHIP

6.1. Board of Trustees

6.1.a. Governance	
# of Board Members required in charter	11
# 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><i>All 11 board members are voting:</i></p> <ol style="list-style-type: none"> Warren Tranquada, President (VP & CFO, NJPAC) Kenna Baudin, Vice President (Co-Head, Safra Asset Mgmt) Victor Baker (President & CFO, Mid-Atlantic Investment Alliance) Ellen Lumpkin Brown (Founder & CEO, TheDollLoft.com) Kecia Daniels (Personnel Director, City of Newark) Harold Fullilove (Judge, ISP Re-sentencing Panel) Elaine Hughes (Partner, Lowenstein Sandler) Lillian Whitaker (Principal, Hackensack Public Schools) Christopher Wheat (Professor, Rutgers Business School) Danielle Wright-Fennell (Dir. Education & Training, UTRS) Vera Wynn (UHCS Parent) <p>See Appendix B for more detailed biographies of board members.</p>
Board Meeting Dates from January 1, 2012 to June 30, 2012 and # of Board Members who Attended at Meetings	<ul style="list-style-type: none"> 1/18/12 – 9 members attended 2/15/12 – 6 members attended 3/21/12 – 9 members attended 4/18/12 – 8 members attended 5/16/12 – 10 members attended 6/20/12 – 10 members attended
# and Name of New Board members in 2011-2012 and information on the dates and types of training they have received.	<ol style="list-style-type: none"> Warren Tranquada (started 10/11) – Governance I (12/3/11) Christopher Wheat (started 10/11) – Governance I (Fall 2012) Elaine Hughes (started 11/11) – Governance I (Fall 2012) Ellen Lumpkin Brown (started 12/11) – Governance I (Fall 2012) Victor Baker (started 1/12) – Governance I (Fall 2012)
# and Name of Active Committees	Finance, Legal, Education, Facilities, Audit, Board & Administrator
Qualified person responsible for:	
<ol style="list-style-type: none"> K-12 Education Legal issues Fiscal oversight General management Real Estate/ Facilities Communications/ Negotiations 	<ol style="list-style-type: none"> Lillian Whitaker (Principal, Hackensack Public Schools) Elaine Hughes (Partner, Lowenstein Sandler) Kenna Baudin (Co-Head, Safra Asset Mgmt) Warren Tranquada (VP & CFO, NJPAC) Victor Baker (President & CFO, Mid-Atlantic Investment Alliance) Kecia Daniels (Personnel Director, City of Newark)
Date of Board Self-Evaluation	7/18/12 - See Appendix C for Board Self Evaluation Tool.
Date of School Leader Evaluation:	6/20/12 - See Appendix D for School Leader Evaluation Tool.
Number of Board Complaints in 11-12	1 (student discipline)
Main achievements and critical policies adopted by the Board during 11-12 academic year (list in bullets)	<ul style="list-style-type: none"> Harassment, Intimidation & Bullying Policies and Implementation Participation in Newark Charter School Compact and RTTT3 Development of formal evaluation system for board
Issues that are likely to require the board's attention in the near future. (List in bullets)	<ul style="list-style-type: none"> Funding, facilities and staffing for expansion Application for Title I Schoolwide Program Implementing new teacher evaluation system

6.2. School Leadership/Administration

6.2.a. School Leadership/Administration				
Name	Phone	Email	Position	# Years
Misha Simmonds	973-623-1965	msimmonds@uhcs-newark.org	Executive Director	4
Gary Knight	973-623-1965	gknight@uhcs-newark.org	Principal	1
Karen Johnson	973-623-1965	kjohnson@uhcs-newark.org	School Business Administrator	4

See Appendix E for the Executive Director's résumé, Appendix F for the School Business Administrator's résumé, and Appendix G for the Principal's résumé.

See Appendix H for our school's organizational chart for 2011-2012.

APPENDICES

Appendix A: Admissions Application

Office Use Only:
 Application #: _____
 Date received: _____
 Sibling at UCS? _____
 Newark Resident? _____



**UNIVERSITY HEIGHTS
 CHARTER SCHOOL**

Enrollment Application Form 2011-12 (due 2/25/11)
 Return completed application by mail, in-person, or fax to:
 74 Hartford St., Newark, NJ 07103 • Phone: 973-623-1965 • Fax: 973-623-8511

Office Use Only:
 Grade: _____
 Identification # _____
 Lottery #: _____
 Waiting List #: _____

Student's Name _____ Sex: Male Female

(Last) (First) (Middle)
 Age _____ Date of Birth ___/___/___ Current School _____

For what grade is the student applying? Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5

Address _____
 (Number / Name of Street) (Apt. #) (City) (Zip Code)

Home Phone # _____ Alternate Phone# _____

Check one (optional): Hispanic Black White American Indian/Alaskan Asian / Pacific Islander

Information about race, gender and ethnicity is collected for statistical purposes required by the State of New Jersey. University Heights Charter School is committed to serving all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, academic ability, disability, or socioeconomic status.

FAMILY INFORMATION

Guardian 1:

Check one: Parent Step-parent Legal Guardian
 Full Name _____
 Home Phone _____
 Work Phone _____
 Cell Phone _____
 E-mail address _____

Guardian 2:

Check one: Parent Step-parent Legal Guardian
 Full Name _____
 Home Phone _____
 Work Phone _____
 Cell Phone _____
 E-mail address _____

Sibling Policy *Preference is given to siblings of enrolled students (N.J.S.A 36A-8c). Once a student is admitted, if the student has siblings who have also applied for admission, they will automatically be admitted, as space allows.*

Please list any siblings (brothers/sisters) applying for or enrolled at University Heights Charter School this year.

Sibling Name _____ Grade in 2010-11 _____ Enrolled at University Heights
 Sibling Name _____ Grade in 2010-11 _____ Enrolled at University Heights
 Sibling Name _____ Grade in 2010-11 _____ Enrolled at University Heights

Registration form completed by:

 (Signature of Parent/Guardian) (Relationship) (Date)

Appendix B: Board of Trustees Biographies

Victor Baker is President and Co-founder of Mid-Atlantic Development & Construction, a certified MBE firm specializing in urban redevelopment. Previously, he spent 8 years in the securities industry in both sales and equities trading. He has a Bachelor of Arts from Rutgers University.

Kenna Baudin is Co-Head of Private Equity at Safra Asset Management, investing on behalf of the founders of Safra National Bank and Banco Safra (Brazil). Kenna earned an MBA from Harvard Business School and a BS in economics from The Wharton School of Business of the University of Pennsylvania.

Kecia Daniels is the Personnel Director for the City of Newark, the largest city in the state of New Jersey. Prior to her current position, she served as General Counsel/Risk Manager for Liberty Health. She has a BS in Finance from Fairleigh Dickinson University and a JD from Seton Hall University School of Law.

Harold Fullilove is a judge currently serving on the Intensive Supervision Program Re-sentencing Panel. He served previously as the Presiding Judge of the Essex County Criminal Division, Municipal Court Judge for the City of Orange, and Chair of the New Jersey Supreme Court Standing Committee on Minority Concerns. He has also practiced law as a partner for Fullilove and Bland.

Elaine Hughes is currently a Partner at Lowenstein Sandler, a national law firm with offices in New York, Palo Alto, and Roseland, NJ. Ms. Hughes focuses her practice on private equity, venture capital and hedge fund formation, compliance and investment. She is a graduate of Harvard University and Boston College Law School.

Ellen Lumpkin Brown is currently the founder and Chief Executive Officer of a new online venture, The Doll Loft (www.thedollloft.com), a doll and fashion lover's community. Previously, Ellen served as Chief Operating Officer of the New Jersey Institute for Social Justice, a Newark-based urban research and advocacy organization.

Warren Tranquada is currently Vice President and Chief Financial Officer of the New Jersey Performing Arts Center in Newark, NJ. Previously he was partner and co-founder of Aperio, a leading social sector consultancy. Warren has an MBA from Harvard Business School (with distinction) and a Bachelor of Commerce from McGill University (with great distinction).

Christopher Wheat is currently an Assistant Professor of Management and Global Business at Rutgers Business School in Newark. Christopher has a PhD in Organizational Behavior from Harvard University, a Master of Science from Stanford University, and a Bachelor of Science in Mechanical and Aerospace Engineering from Princeton University.

Lillian Whitaker is the Principal of Parker Elementary School in Hackensack, NJ, the "School with Tomorrow in Sight." It is one of the top performing schools in the state, where on the NJ ASK 100% of 3rd graders scored proficient or above on the English Language Arts section and 95% scored proficient or above on math. She is an active member in the community and Music Director for Bethany Baptist Church.

Danielle Wright is currently Director of Education and Training at Universal Technical Resource Services (UTRS). Her deep experience in education includes previous positions at the Newark Charter School Fund, New Leaders for New Schools, Black Alliance for Educational Options, and Edison Schools.

Vera Wynn serves as parent representative on the board. Her son, Nicolas, is in second grade. She previously was Assistant Manager at a local Kumon Learning Center and a medical secretary.

Appendix C: Board of Trustees Evaluation Tool

University Heights Charter School has adopted the BoardOnTrack web-based platform (<https://www.reachthehighbar.com/>) to manage board meetings. This implementation has been supported by the New Jersey Charter School Association.

This BoardOnTrack program includes BoardSavvy online assessments in the following areas:

- **Board Meetings:** This includes scheduling, planning, agenda, materials, content, facilitation, minutes, evaluation, and compliance.
- **Board Structure:** This includes bylaws, descriptions, officers, and committees.
- **Board Composition:** This includes board size, level of governance experience, skills & expertise, diversity, and level of objectivity
- **Board Recruitment:** This includes planning, process, pipeline, role of the school leader, and orientation.
- **Board Goals and Accountability:** This includes use of SMART goals, tracking of progress, committee oversight, board member accountability, and board evaluation.

At the end of the 2011-2012 school year, every board member took assessments in these areas online. The results were then discussed and evaluated at the July 18, 2012 board meeting, and an action plan is being developed to further improve board performance.

Appendix D: School Leader Evaluation Tool

Key: 1 = Beginning/Needs Improvement 2= Emerging 3=Proficient/Applying 4= Advanced

I. Student Achievement		E	R
Attendance			
Enrollment			
Interim Assessment			
NJ ASK Results			
NJ PASS Results			
Character Dev't			
Co-Curricular			
Extracurricular			
Overall Rating			
Reviewer Comments			

II. Human Resources		E	R
Recruiting			
Retention			
Staff Culture			
Supervision & Support			
Overall Rating			
Reviewer Comments			

III. Support Services		E	R
Title I Intervention			
Special Education			
Social Work			
Technology			
Health & Safety			
Food Service			
Overall Rating			
Reviewer Comments			

IV. Finance & Operations		E	R
Scheduling			
Budget			
Compliance			
Supplies			
Facilities			
Legal/Liability			
Overall Rating			
Comments			

V. Governance		E	R
Agenda			
Performance Tracking			
Communication			
Policies			
Facilitation			
Recruiting			
Overall Rating			
Comments			

VI. Community Relations		E	R
Parent Communication			
Public Relations			
Connections			
Partnerships			
Fundraising			
Overall Rating			
Comments			

VII. Executive Competencies		E	R
Leadership/Vision			
Management			
Communication			
Decision-making			
Professionalism			
Overall Rating			
Comments			

Appendix E: Executive Director Résumé

MISHA SIMMONDS

Education

2007-2008 **NEW LEADERS FOR NEW SCHOOLS at BARUCH COLLEGE/CUNY** **NEW YORK, NY**
Master of Science in Educational Leadership. GPA: 4.0/4.0. School Leadership Series Exam: 193/200.
• Included coursework on administration, leadership, instruction, data & assessment, finance & policy.

2002 – 2004 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**
Master in Business Administration, *second-year honors*. GMAT 770/800; GRE V710/800, M800/800.
• Awarded Student Association/MBA Program Leadership Award for contributions to the community.

1993 – 1997 **PRINCETON UNIVERSITY** **PRINCETON, NJ**
Bachelor of Arts, History, *summa cum laude*. GPA: Major 3.9/4.0, Overall 3.7/4.0.
• Awarded Joline Thesis Prize for “African American Women in the Woman’s Christian Temperance Union.”
• Received Harris Leadership Award & Glickman Memorial Prize (for each award, selected from 1100 students).
• Honored with NJ Commissioner’s Distinguished Teacher Candidate Award (top 16 teacher candidates in NJ).

Certification

- **NJ School Principal** - Standard Certificate & **NY School Building Leader** - Initial Certificate
- **NJ School Business Administrator** - Certificate of Eligibility
- **NJ Elementary School Teacher & Teacher of Social Studies** - Certificates of Eligibility w/Advanced Standing

Experience

August 2008-
Present **UNIVERSITY HEIGHTS CHARTER SCHOOL** **NEWARK, NJ**
Executive Director & Lead Person. Chief school administrator for K-5 charter school serving 336 students.
• Led school turnaround that raised school rank from #57 (out of #58) to #9 among Newark public schools based on proficiency rates on NJASK (Math: +65 points, Language Arts: +27 points, Science: +31 points).
• Winner of national 2010 Silver-Gain Award by Effective Practices Incentive Fund for achievement growth.
• Earned 5-year charter renewal and approval for expansion from 200 students in grades K-4 to 624 in P-8.
• Eliminated budget deficit and maintained surplus three years in a row, raising over \$600K in philanthropy.

July 2008-
August 2008 **NEWARK CHARTER SCHOOL FUND** **NEWARK, NJ**
Leader-in-Residence. Member of founding team of new non-profit organization that makes grants to support the quality and sustainability of all of Newark’s public charter schools.

July 2007-
June 2008 **NORTH STAR ACADEMY** **NEWARK, NJ**
Principal-in-Training. New Leaders resident at one of the top urban charter schools in the nation.
• Supervised and supported four teachers in math and English, including weekly supervision and observation.
• Managed schoolwide interim assessments and scheduling; lead intervention program for struggling students.

2004 – 2007 **NEWSCHOOLS VENTURE FUND** **SAN FRANCISCO, CA**
Associate Partner. Part of venture team, which invests and supports entrepreneurial education organizations.
• Managed \$20M Los Angeles reform strategy focusing on investments in charter management organizations.
• Developed fundraising proposals, including strategy and financial models, which raised over \$35M.

2000 – 2002 **LINK COMMUNITY SCHOOL** **NEWARK, NJ**
Program Director. Created and directed 2 summer academic programs serving 120 students.
Teacher. Taught history, English, and core values classes and advised 120 middle-school students.
• With teacher team, raised student performance by over twice the national average on standardized tests.

1997-2000 **ST XAVIER’S SCHOOL (JESUIT VOLUNTEERS: INTERNATIONAL)** **KATHMANDU, NEPAL**
Teacher. Taught English and values classes to 200+ students in grades 6-8, 45 in each class.
• Successfully implemented new curriculum cross-culturally; honored as *Best Teacher* by the Class of 2000.
• Created own supplementary textbooks on comparative religion, journalism, short stories, and poetry.

Community

Founding Board Member, **Rising Farmworker Dream Fund** (supports business solutions for migrant workers).
Fellow, **Leadership Newark** (2-year program for professionals committed to the Greater Newark community).

Personal

Conversant in Nepalese. Learning Spanish. Visited 31 countries. Trekked to Mt. Everest Base Camp.

Appendix F: Middle School Principal Résumé

GARY KNIGHT

Education

- 2009-2010 **NEW LEADERS FOR NEW SCHOOL** **NEW YORK, NY**
• Included coursework on administration, leadership, instruction, data & assessment, and finance.
- 2003-2005 **BROOKLYN COLLEGE OF THE CITY OF NEW YORK** **NEW YORK, NY**
Master of Science in Education
- 1994-1995 **LONG ISLAND UNIVERSITY** **NEW YORK, NY**
Master of Public Administration
- 1989-1993 **HAMPTON UNIVERSITY** **HAMPTON, VA**
Bachelor of Science in Business Management

Certification

- **NJ School Principal** - Provisional Certificate & **NY School Building Leader** - Initial Certificate
- **NJ Supervisor's Endorsement** – Standard Certificate.
- **NJ Elementary School Teacher & Teacher of the Handicapped** - Standard Certificate
- **American Federation of Teachers** Certified Trainer

Experience

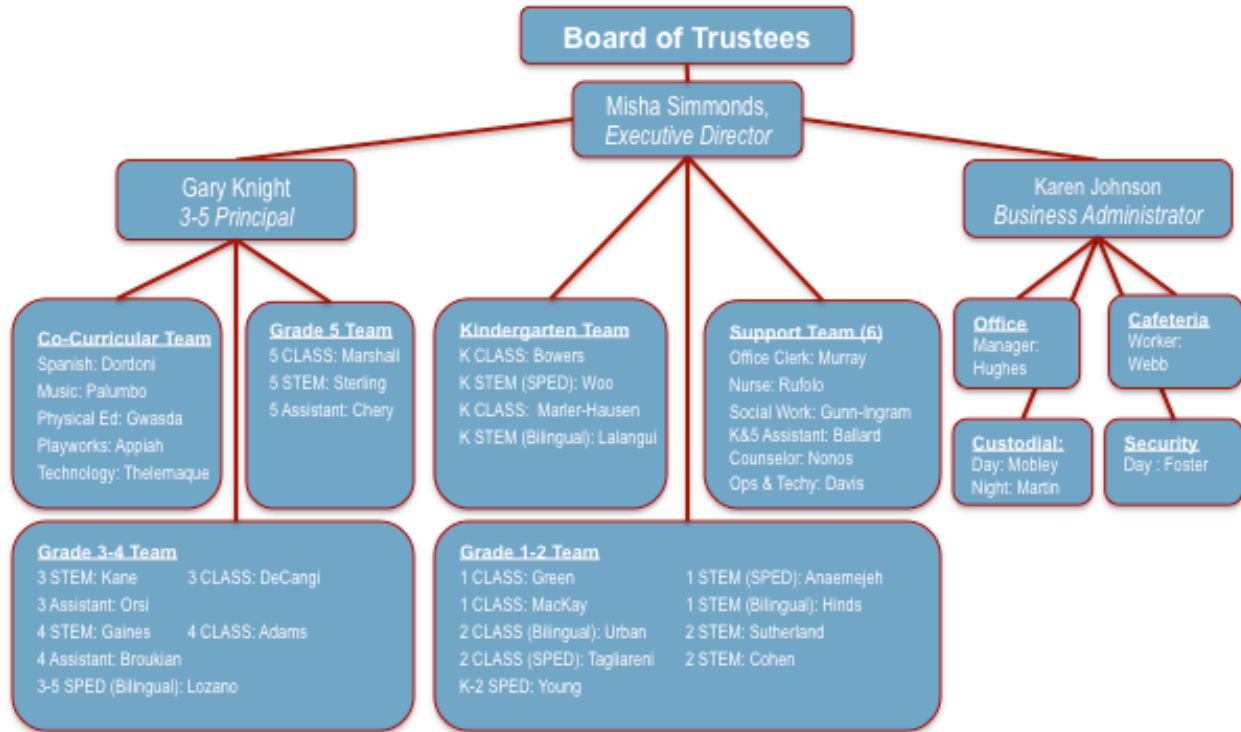
- August 2011-
Present **UNIVERSITY HEIGHTS CHARTER SCHOOL** **NEWARK, NJ**
Principal. Instructional and cultural school leader focusing on grades 3-6.
• Lead comprehensive professional development including grade-level meetings and periodic half- and full-day sessions on topics including planning, environment, assessment, use of data, and rubrics.
• Observe, provide feedback, and evaluate teaching staff on a regular basis.
• Implement school-wide positive behavioral supports to address the social and academic needs of students.
- 2009-2011 **Assistant Principal**
• Assist in leading and managing the school to effectively meet the needs of all students.
• Facilitate the use of effective instructional techniques to raise student achievement.
• Establish and maintain rapport with staff, students and parents; mentor and lead new teachers.
- Spring 2009 **ESSEX COUNTY COLLEGE** **WEST CALDWELL, NJ**
Adjunct Professor, Department of Social Sciences, School of Early Childhood and Elementary Education
- 2007-2009 **NEWARK PUBLIC SCHOOLS** **NEWARK, NJ**
Resource Teacher
• Plan and conduct seminars, workshops and professional development activities on research-based strategies.
• Assist in the implementation of an Academic Intervention Plan using formal and informal student test data; developed student assessment binders to monitor student progress and differentiate instruction.
• Serve as a resource for district and school-based personnel and parents relative to methodology, materials practices, and procedures for both traditional and alternative educational initiatives
- 2006-2007 **Special Education Teacher**
• Developed instructional plans that met individual student needs, interests and abilities of students.
• Provided individual, small, and/or large group instruction, in order to adapt the curriculum to the needs of pupils.
• Maintained standards of pupil behavior needed to provide and orderly and productive environment.
- 2003-2006 **NEW YORK CITY DEPARTMENT OF EDUCATION** **NEW YORK, NY**
Special Education Teacher
- 2002-2003 **EMPIRE BLUE CROSS BLUE SHIELD** **NEW YORK, NY**
Regional Manager, Physician Contracting and Network Development
- 1998-2002 **HEALTH PLUS** **BROOKLYN, NY**
Manager, Provider Relations and Network Development

Appendix G: School Business Administrator Résumé

KAREN JOHNSON

Education			
1990-1994	FAIRLEIGH DICKINSON UNIVERSITY		RUTHERFORD, NJ
	Bachelor of Science in Accounting		
	<ul style="list-style-type: none"> Includes NJASBO Certification Courses for School Business Administrator 		
Computer Training	<ul style="list-style-type: none"> <i>Productivity Applications:</i> Microsoft Word, Excel, Lotus 123, WordPerfect <i>Financial Applications:</i> Computer Solutions (CSI), NCS, AS400, Edumet, CDK Accounting, InfoFund, FUND –EZ and various accounting packages. 		
Certification	<ul style="list-style-type: none"> NJ School Business Administrator – Standard Certification 		
Experience			
April 2008- Present	UNIVERSITY HEIGHTS CHARTER SCHOOL		NEWARK, NJ
	School Business Administrator & Board Secretary. Led financial and operational turnaround of school, including elimination of deficit and complete compliance with federal, state and audit corrective action plans.		
	<ul style="list-style-type: none"> Prepare, present, and track school budget for board and for state officials. Lead preparation of all financial statements, including the Complete Audited Financial Report (CAFR) in accordance with Generally Accepted Accounting Principles (GAAP) & Chart of Accounts. Manage all federal grants, including Food Service, NCLB Grants, IDEA, other Title grants. Oversee all aspects of human resource management, including certification, record keeping, and payroll. Monitor Purchasing to ensure compliance with Public Schools Contract Law. Record and prepare board-meeting minutes and manage board Finance Committee. 		
April 2008- October 2008	CENTRAL JERSEY ARTS CHARTER SCHOOL		PLAINFIELD, NJ
	School Business Administrator.		
	<ul style="list-style-type: none"> Prepared, presented, and tracked school budget for board and for state officials. Lead preparation of all financial statements, including the Complete Audited Financial Report (CAFR) Managed all federal grants, including Child Nutrition Program, NCLB Grants, IDEA & Title grants. Record and prepare board-meeting minutes and manage board Finance Committee. 		
January 2006- March 2008	VILLAGE CHARTER SCHOOL		TRENTON, NJ
	School Business Administrator.		
	<ul style="list-style-type: none"> Prepared, presented, and tracked school budget for board and for state officials. Lead preparation of all financial statements, including the Complete Audited Financial Report (CAFR) Managed all federal grants, including Food Service, NCLB Grants, IDEA, other Title grants. Monitor Purchasing to ensure compliance with Public Schools Contract Law. Record and prepare board-meeting minutes and manage board Finance Committee. 		
Nov. 2003- July 2005	CEDAR GROVE PUBLIC SCHOOLS		CEDAR GROVE, NJ
	Head Bookkeeper/Payroll Supervisor		
	<ul style="list-style-type: none"> Produce accurate Board Secretary’s Report each month & responsible for year-end audit. Process semimonthly payrolls and remit taxes; prepare quarterly payroll reports, i.e. PERS and TPAF report, Monitor federal grants for compliance & prepare financial reports for grants. 		
2001-2002	IRVINGTON PUBLIC SCHOOLS		IRVINGTON, NJ
	Accountant		
	<ul style="list-style-type: none"> Assisted with preparation of \$100 Million Whole School Reform Budget. Monitored Early Childhood Budget for compliance. 		
2000-2001	ESSEX COUNTY EDUCATIONAL SERVICES COMMITTEE		CEDAR GROVE, NJ
	Accountant		
	<ul style="list-style-type: none"> Prepared federal/state reports i.e. Chapter 192/193 Project Completion Report, Report of Nonpublic Auxiliary & Handicapped Services, and financial expenditure reports. 		
1995-2000	PORTNEY & COMPANY	Staff Accountant	FORT LEE, NJ
	JRSR ASSOCIATES	Asst. Controller	EAST HANOVER, NJ
	CONDOR ASSOCIATES	Asst. Controller	MURRAY HILL, NJ

Appendix H: Organizational Chart for 2011-2012



Appendix I: Receipts from the District(s) of Residence

New Jersey Department of Education Office of Charter Schools Receipt of 2011-2012 Annual Report
From: Newark Public Schools Date: _____ Time: _____ Number of Copies: 1 Received by: _____ Signature: _____
Thank You!

New Jersey Department of Education Office of Charter Schools Receipt of 2011-2012 Annual Report
From: Essex County Superintendent's Office Date: _____ Time: _____ Number of Copies: 1 Received by: _____ Signature: _____
Thank You!