



Annual Report 2010

July 30, 2010

Submitted to:

Commissioner of Education Bret Schundler
Essex County Superintendent Lawrence Feinsod
Newark Public Schools Superintendent Clifford B. Janey

TABLE OF CONTENTS

	<u>Page</u>
SCHOOL DESCRIPTION	1
1. REVIEW OF STATE AND LOCAL ASSESSMENT ACTIVITIES AND STUDENT ACHIEVEMENT RESULTS IN THE CONTEXT OF THE SCHOOL'S GOALS AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS	2
Academic Goals and Objectives	2
NJASK Results.....	2
NCLB Adequate Yearly Progress.....	4
NJPASS Results	4
Reading Proficiency.....	4
Interim Assessment Results	5
Non-Academic Goals and Objectives	6
Attendance	6
Character & Discipline	8
School Culture	9
2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS	10
Incorporation of the New Jersey Core Curriculum Content Standards	10
Summary of Curriculum Development Progress.....	10
Delivery of an Educational Program Leading to High Achievement for all Students	11
Delivery of Services to At-Risk Students	11
Innovative/Exemplary Programs and Practices	12
3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS	13
Board of Trustees	13
School Administrators	15

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES	17
Parent and Community Involvement Activities and Outcomes	17
Public Relations and Outreach Activities and Outcomes	19
5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES ...	20
Admissions Policies.....	20
Admissions Timeline and Recruitment Activities.....	20
Admissions Results.....	20
Student Withdrawals and Exit Interviews.....	20
Staff Recruitment	21
Recruitment Results.....	21
Exit Interview Procedures and Data.....	22
6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN	23
Self-Evaluation and Accountability Plan	23
Description of Major Areas of Self-Evaluation	23
Current and/or Proposed Changes to the SEAP.....	23
Summary of Progress in Achieving Strategic Improvement Plans and Milestone Goals	23
7. APPENDICES	26
A. Board Resolution Approving the 2009-2010 Annual Report.....	27
B. Board Resolution Naming the Lead Person of the Charter School.....	28
C. Academic and Non-Academic Goals and Objectives	29
D. Admissions Policy and School Application Form(s)	30
E. Board Resolution Naming the Affirmative Action Officer, the Section 504 Officer and the Title IX Coordinator	33
F. Student Recruitment Plan	34
G. Staff Recruitment and Retention Plan	36
H. Self Evaluation and Accountability Plan	37
I. Receipts from the District(s) of Residence	40
J. 2010 Charter School Annual Report Checklist.....	41

SCHOOL DESCRIPTION

University Heights Charter School

Startup and Current Year. University Heights Charter School opened in September 2006 and just completed its fourth year of operation.

Address (List all Locations). The school is located at 74 Hartford Street, Newark, NJ 07103.

Facility. The school is housed in a two-story building, leased from Bethany Baptist Church, with over 22,000 square feet of interior space that formerly served as a pre-school.

Number of Students, Grades and Classes. The school's authorized maximum enrollment for 2009-2010 was 200 students in grades K-4. The enrollment at the beginning of the school year was 190 students. At the end of the year the enrollment was 198 students.

Maximum Class Size. The maximum class size for 2009-2010 was 20 students per class, with 2 classes per grade.

School Day. In 2009-2010 the school day began at 8:00 AM and ended at 4:00 PM. Breakfast was available from 7:30 AM to 8:00 AM. The Afterschool Program took place from 4:15 PM-5:15 PM. Aftercare was available until 6:30 PM.

School Year. School began August 17, 2009 and ended June 11, 2010 for a total of 186 days.

Student/Teacher Ratio: 10.4/1.

Planned Expansion. UHCS is authorized to expand from 200 to 240 students in grades K-4 over the next 3 years. The school may also apply this fall for permission to expand to middle school starting in 2011.

Approved District(s) or Region of Residence. The school draws its students from the following districts: Newark Public Schools (97%), Irvington Public Schools (2%), East Orange Public Schools and Maplewood & South Orange Public Schools (1%).

Employees. The school employs an executive director, principal, school business administrator, 10 classroom teachers, 5 co-curricular teachers (art, music, physical education, Spanish, technology), 3 special education teachers, 6 instructional aides, 1 Dean of Students, 1 Dean of Community Outreach, 2 office workers, 2 custodians, 2 cafeteria workers, a nurse and a social worker.

Lead Person. The school's lead person for 2009-2010 was Executive Director Misha Simmonds (Tel. 973-623-1965), (Fax 973-632-8511), (E-mail msimmonds@uhcs-newark.org).

Theme/Defining Attributes. University Heights Charter Schools seeks to develop in each student the character, scholarship, and leadership necessary to succeed in life, college, and community.

Organizational Affiliation (if any). The school's startup was sponsored by Bethany Baptist Church. Significant additional support has been provided by the Newark Charter School Fund.

**1. REVIEW OF STATE AND LOCAL ASSESSMENT ACTIVITIES
AND STUDENT ACHIEVEMENT RESULTS
IN THE CONTEXT OF THE SCHOOL'S GOALS
AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS**

Academic Goals and Objectives

NJASK Results. In May 2010 UHCS administered the New Jersey Assessment of Skills and Knowledge (NJASK) for the third time to its grade 3 and 4 students. Both grades took two-day exams in Language Arts Literacy and Mathematics. Grade 4 also took a one-day science exam. Preliminary results were released in late July 2010 and are summarized below in Table 1.1:

Table 1.1 Spring 2010 UHCS NJ ASK Preliminary Results

Grade	Language Arts Literacy			Mathematics			Science		
	Percent Tested	Scale Score Mean	Percent Proficient	Percent Tested	Scale Score Mean	Percent Proficient	Percent Tested	Scale Score Mean	Percent Proficient
3	100%	197.5	48%	100%	224.2	78%			
4	100%	191.9	47%	100%	220.5	66%	100%	229.1	92%
	Average LAL Proficiency		47%	Average Math Proficiency		72%	Average Science Proficiency		92%

These preliminary 2010 NJASK results indicate significant double-digit growth over 2009 NJASK results in all grades and subjects, as indicated in Table 1.2:

Table 1.2 Spring 2010 UHCS vs. Spring 2009 UHCS NJASK Results

Grade	Language Arts Literacy			Mathematics			Science		
	2009 Percent Proficient	2010 Percent Proficient	Growth	2009 Percent Proficient	2010 Percent Proficient	Growth	2009 Percent Proficient	2010 Percent Proficient	Growth
3	35%	48%	+13%	45%	78%	+33%			
4	11%	47%	+36%	11%	66%	+55%	57%	92%	+35%
Total	25%	47%	+22%	29%	72%	+43%	57%	92%	+35%

For 2009-2010 UHCS set the goal of 75% proficiency in all language arts literacy, mathematics, and science. That goal was achieved in grade 3 math and grade 4 science, and nearly achieved in grade 4 math. While language arts also saw strong growth, it remains the weakest area for the school in grades 3 and 4. Proficiency results disaggregated by standards will only be available in late August 2010. At that time, the school will look closely to determine which skills were taught well and mastered by students and which need more focus and better teaching techniques.

While statewide results for 2010 are also not available yet, use of 2009 results as a rough proxy suggest deep cuts in the achievement gap versus the state average in both grade 3 and 4 language arts literacy and grade 4 math, and the elimination of the achievement gap in grade 3 mathematics and grade 4 science, as indicated in Table 1.3:

Table 1.3 Spring 2009 UHCS and Spring 2010 UHCS vs. Spring 2009 NJASK Results

Subject	2009 Statewide Percent Proficient	2009 UHCS Percent Proficient	2009 UHCS vs 2009 State Percent Proficient	2010 UHCS Percent Proficient	2010 UHCS vs 2009 State Percent Proficient	Comment on UHCS vs Statewide Achievement Gap
Grade 3 LAL	63%	35%	-27%	48%	-16%	Cut by nearly ½
Grade 3 Math	75%	45%	-30%	78%	+3%	Gap eliminated
Grade 4 LAL	63%	11%	-52%	47%	-16%	Cut by nearly ¾
Grade 4 Math	73%	11%	-62%	66%	-7%	Cut by over ¾
Grade 4 Science	91%	57%	-34%	92%	+1%	Gap eliminated

Having achieved parity with state averages in grade 3 math and grade 4 science, UHCS can now intensify efforts to close the achievement gap with the statewide proficiency in the areas of grade 3 and grade 4 language arts literacy and grade 4 math.

Attention will also be directed to several achievement gaps remaining between males and females at UHCS, as shown in Table 1.4:

Table 1.4 Disaggregation of Spring 2010 NJASK by NCLB Subgroup

	Number of Students	Proficient in Language Arts Literacy	Proficient in Mathematics	Proficient in Science (Grade 4 only)
Grade 3				
Overall	40	48%	78%	
Gender				
Female	21	67%	76%	
Male	19	21%	79%	
Race				
Black	37	46%	76%	
Other	3	67%	100%	
Grade 4				
Overall	38	47%	66%	92%
Gender				
Female	21	48%	57%	86%
Male	17	47%	76%	100%
Race				
Black	36	44%	63%	92%
Other	2	100%	100%	100%

In particular, once results disaggregated by standards are released, UHCS will investigate which standards in language arts literacy gave grade 3 boys (21%) more trouble than girls (67%) and which standards in mathematics gave grade 4 girls (57%) more difficulty than boys (76%).

NCLB Adequate Yearly Progress. Under No Child Left Behind (NCLB), UHCS did not make Adequate Yearly Progress (AYP) in 2007-2008 due to poor NJASK scores. As a result, the school was placed under “Year 1-Early Warning Status.”

In 2008-2009, UHCS made AYP under “safe harbor” provisions and was put into “Year 1-Hold” status, no longer subject to any sanctions.

AYP determinations have not yet been released for 2009-2010, but internal calculations based on the NJASK scores detailed above indicate that UHCS will very likely make AYP again under safe harbor provisions, given the double-digit proficiency growth in all subject areas. If so, the school will be completely released from NCLB status.

NJPASS Results. There is no mandatory statewide test for grades 1 and 2. For these grades UHCS administers the New Jersey Proficiency Assessment of State Standards (NJ PASS), a criterion-referenced test aligned to the New Jersey Core Curriculum Content Standards produced and scored by Houghton-Mifflin Harcourt. The tests are administered at the same time as the NJASK.

Overall, in grades 1 and 2, 78% of students were proficient or advanced in language arts literacy, a gain of 5% over last year. In mathematics, 82% were proficient or advanced in math, the same as last year. Thus, in grades 1 and 2, the school exceeded its stated goals of 75% proficiency in language arts literacy and in math. A full breakdown is provided in Table 1.5:

Table 1.5 Grade 1 and 2 results on the May 2010 NJ PASS

	Language Arts Literacy					Math				
	Basic	Proficient	Advanced	Proficient and Advanced	Last Year	Basic	Proficient	Advanced	Proficient and Advanced	Last Year
Grade 1	7%	23%	70%	93%	79%	12%	73%	15%	88%	90%
Grade 2	37%	48%	15%	63%	66%	24%	48%	28%	76%	74%
Overall	22%	36%	42%	78%	73%	18%	60%	22%	82%	82%

We are now analyzing the detailed results based on individual standards and by individual students to see how we can adjust our instruction and approach 100% proficiency next year. A particular area of focus will be second grade language arts literacy, which had the lowest performance overall.

Reading Proficiency. The Writing and Reading Assessment Profile (WRAP) is a reading/writing assessment resource designed to scaffold teachers through the assessment and instructional planning process. Administered four times a year to grades K-4, it provides practical suggestions for implementing an effective literacy program including grouping, resource selection, and instruction to meet specific literacy needs. It tests fluency and comprehension and indicates how students should be taught to reach the next level. Table 1.6 below shows the tremendous growth in reading our students achieved 2009-2010

Table 1.6 Student progress on reading proficiency

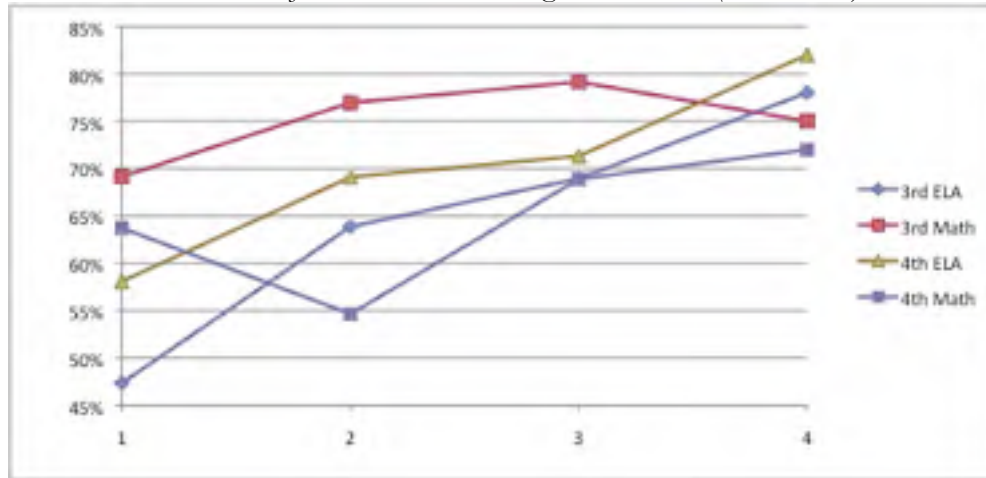
Grade	On Grade Level				Growth	
	Beginning of Year		End of Year		# of additional students on grade level	Increased % of students on grade level
	# Students	Percent	# Students	Percent		
Kindergarten	5	25%	36	90%	+31	+65%
Grade 1	30	75%	32	80%	+2	+5%
Grade 2	25	63%	31	78%	+6	+15%
Grade 3	27	68%	40	100%	+13	+32%
Grade 4	33	87%	37	97%	+4	+5%

Interim Assessment Results.

This year University Heights Charter School participated with five other New Jersey charter schools in quarterly assessments for grades 3-4 designed and scored by the Achievement Network, a nonprofit that provides tools and support for urban, low-income schools to close the achievement gap. The assessments are aligned to the New Jersey Core Content Standards and the NJ ASK.

Table 1.7 below tracks the growth of University Heights Charter School over the course of the year. Over time, the school improved significantly on each exam. On the last assessment, administered in late March, the school scored highest among all participating New Jersey charter schools in grade 3 language arts, grade 3 math, grade 4 language arts, and grade 4 math.

Table 1.7 Interim Assessment Results for Grades 3 and 4 English and Math (2009-2010)



Grade	Subject	Interim Assessment #1 October	Interim Assessment #2 December	Interim Assessment #3 February	Interim Assessment #4 March	Growth from #1 to #4	UHCS Rank on #4
3rd	ELA	47%	64%	69%	78%	31%	1
	Math	69%	77%	79%	75%	6%	1
4th	ELA	58%	69%	71%	82%	24%	1
	Math	64%	55%	69%	72%	8%	1

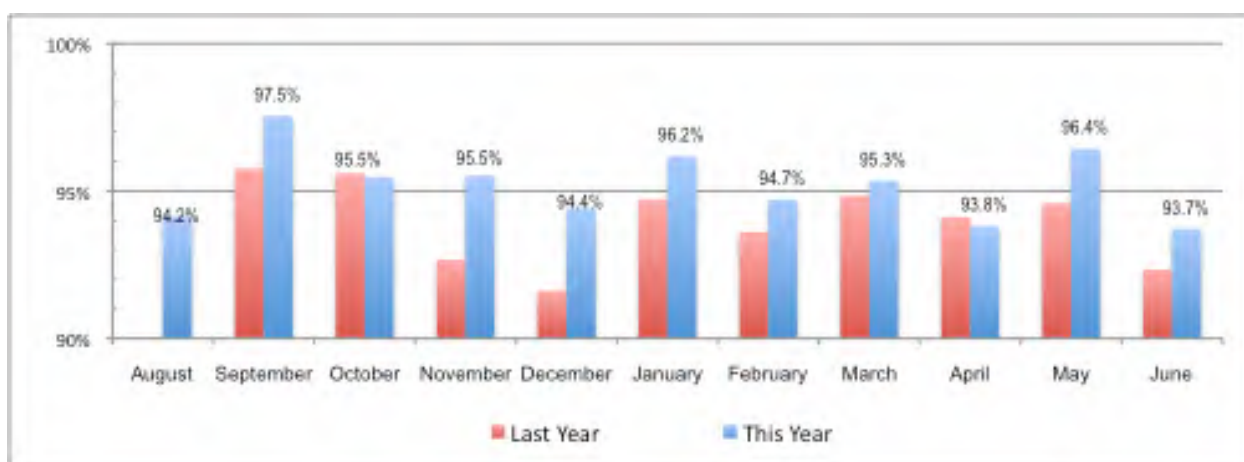
Non-Academic Goals and Objectives

Attendance

UHCS exceeded its goal of 95% overall student attendance in 2009-2010, an increase of 1.2% over last year. Attendance was higher every month over the previous year except October and April, when the school experienced minor flu outbreaks. This can be attributed to better tracking of attendance using our new web-based Powerschool student information system that led to better follow-up on students who were absent.

Details on monthly enrollment and attendance are provided in Table 1.8:

Table 1.8 Student Attendance (2009-2010)



Month	Enrollment	Last Year	This Year	Difference
August	190	n/a	94.2%	n/a
September	199	95.8%	97.5%	1.8%
October	199	95.6%	95.5%	-0.1%
November	199	92.7%	95.5%	2.8%
December	200	91.6%	94.4%	2.8%
January	200	94.7%	96.2%	1.5%
February	200	93.6%	94.7%	1.1%
March	200	94.8%	95.3%	0.5%
April	198	94.1%	93.8%	-0.3%
May	198	94.6%	96.4%	1.8%
June	198	92.3%	93.7%	1.4%
Average	198	94.2%	95.4%	+1.2%

In terms of subgroups, attendance was similar for male versus female and low income versus non-low income. Special education students and Hispanic students had a slightly lower attendance rate and did not meet our 95% goal. Next year we will target these subgroups with better communication, intervention, and follow-up, to raise their attendance rate. See Table 1.9 for enrollment and attendance by subgroup:

Table 1.9 Student Attendance by Subgroup (2009-2010)

Gender	# of students	% of students	Attendance
Male	92	43%	95.7%
Female	121	57%	95.2%
Income			
Low Income	159	75%	95.5%
Not Low Income	54	25%	95.2%
Special Education			
SPED	22	10%	94.8%
Non-SPED	191	90%	95.5%
Race/Ethnicity			
Asian	2	1%	96.2%
Black	190	89%	95.5%
Hispanic	12	6%	94.0%
Multiracial	8	4%	95.2%

The attendance rate varied more widely according to day of the week, with Tuesday and Wednesday having the best attendance rate, Friday an average attendance rate, and Monday and Thursday a below average attendance rate. See Table 1.10 for attendance rate by day of the week.

Table 1.10 Attendance Rate by Day of the Week (2009-2010)

Day of Week	# Days in the Year	Attendance Rate
Monday	35	94.4%
Tuesday	40	96.2%
Wednesday	40	96.1%
Thursday	38	94.8%
Friday	33	95.3%

Based on anecdotal evidence, two factors likely contribute to Monday's weaker attendance rate: extension of weekends by families and inability to address health issues over the weekend due to closed medical offices. The school will explicitly address those factors through communication with parents in 2009-2010 to minimize their impact.

Deeper analysis shows Thursday presents a different issue. Once a month, on Thursdays, school ends early at 1:00 pm for staff professional development. On these days, the attendance rate is 93.7%. The school suspects the main reason is that some families determine if they do not have someone who can pick up their children at 1:00 pm, they will not send them to school at all. In the upcoming school year, UHCS plans to address this issue by providing aftercare for those families so that the child can be picked up at the usual time of 4:00 pm.

Character and Discipline

UHCS continued to see steady improvement in student character and discipline in 2009-2010, after dramatic changes from 2007-2008 to 2008-2009. With a strong school culture firmly in place, the school sought to make more effective communication of values, incentives for positive behavior, and consequences for negative behavior. In addition to morning community meetings, the school established staircases to character, scholarship, and leadership that featured pictures and biographies of key leaders and role models to communicate values. In terms of incentives for positive behavior, the school established a student store where they could use “scholar dollars” they earned for good behavior on school supplies. To address negative behavior, the Principal and Dean worked more closely with parents to make sure consequences at home were aligned with consequences at school.

As a result of these efforts the school continued to see a decline in the number of incidents that required reporting to the state’s Electronic Violence and Vandalism Reporting System (EVVRS). A summary comparing last year with this year is provided in Table 1.11.

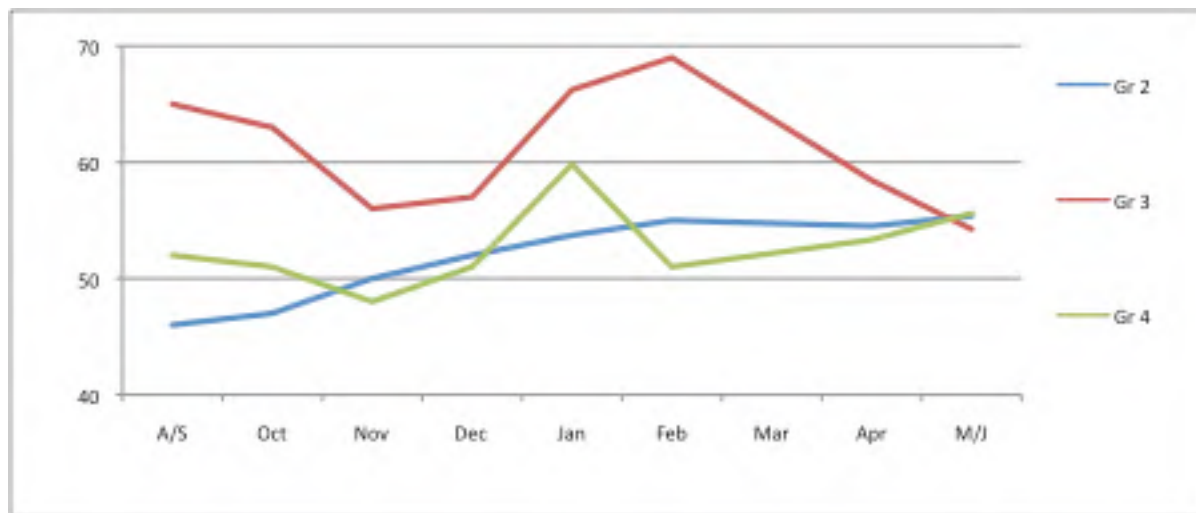
Table 1.11 Reporting to Electronic Violence and Vandalism Reporting System (2008-2009 vs. 2009-2010)

Count of Incidents by Reporting Category	2008-2009	2009-2010	Difference
Violence	13	7	-6
Vandalism	6	1	-5
Weapons	1	0	-1
Substance Abuse	0	0	0
Unduplicated Total	18	8	-10
Cost of Vandalism			
Incidents involving cost to District	0	0	0
Actions Taken			
Police notified (no complaint)	0	0	0
Police notified (complaint filed)	0	0	0
In-School Suspension	8	5	-3
Out-of-School Suspension	16	10	-6
Expulsions, Unilateral Removals, Removal by ALJ	1	0	-1
Offenders and Victims			
Student Offenders	21	14	-7
Student Victims	6	0	-6
School Personnel Victims	3	0	-3
Student Victims of Violent Criminal Offense	0	0	0

Over the course of the school year, UHCS tracked student discipline using the weekly “Scholar Dollar Paycheck.” Students in grades 2-4 start each week with 50 scholar dollars (10 dollars for each day). They gain dollars for positive behavior and lose dollars for disruptive negative behavior. This is reported centrally and tracked week by week by student, by class, and by grade, allowing the school to praise positive trends and address negative trends as they occur.

Overall, in 2009-2010, students earned more dollars than they lost, a positive sign. This was not necessarily true every week, and in the case of second grade, not true in the first months of the year. Whenever averages fell below 50, staff members worked together to pinpoint and address the issues so averages went back up. Table 1.12 provides a month-by-month summary by scholar dollar paycheck averages by grade.

Table 1.12: Scholar Dollar Paycheck Averages by Grade (2009-2010)



Grade	Aug/Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/June	Avg
2	46	47	50	52	54	55	55	55	55	52
3	65	63	56	57	66	69	64	58	54	61
4	52	51	48	51	60	51	52	53	56	53

School Culture

Teachers identified continued maintenance of a positive school cultural in the annual teacher survey, giving an average rating of proficient or advanced in all areas. The survey results are summarized in Table 1.13:

Table 1.13 Teacher Survey Results on Cultural Leadership

Cultural Leadership	Needs Improvement (Score =1)	Emerging (Score =2)	Proficient (Score=3)	Advanced (Score=4)	Rating Average (out of 4)
Effectively communicates school mission/values	0.0% (0)	4.3% (1)	30.4% (7)	65.2% (15)	3.61
Ensures a physically safe learning environment	0.0% (0)	4.3% (1)	47.8% (11)	47.8% (11)	3.43
Ensures emotionally safe learning environment	4.3% (1)	17.4% (4)	39.1% (9)	39.1% (9)	3.13
Ensures student conduct reflects REACH	4.3% (1)	8.7% (2)	39.1% (9)	47.8% (11)	3.30
Effectively communicates to parents	4.3% (1)	8.7% (2)	34.8% (8)	52.2% (12)	3.35
Ensures that academic success is celebrated	0.0% (0)	4.3% (1)	34.8% (8)	60.9% (14)	3.57
Builds a collaborative culture among staff	9.1% (2)	13.6% (3)	31.8% (7)	45.5% (10)	3.14

UHCS will target building a collaborative staff culture and ensuring an emotionally safe learning environment through extensive professional development in 2010-2011.

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

Incorporation of the New Jersey Core Curriculum Content Standards

Summary of Curriculum Development Progress.

During summer pre-service professional development teachers participated in several workshops dedicated to incorporating the New Jersey Core Curriculum Content Standards into curriculum development. These included:

- **Building a Classroom Environment to Support High Achievement:** Teachers learned how to use anchor charts, word walls, room organization, and other techniques to develop a classroom environment that supports high student achievement.
- **Unit and Lesson Planning:** Teachers reviewed the protocol of Understanding by Design and the research around effective lesson planning and the formats for lesson planning that the school expects. They discussed unit planning and using the standards and assessment to drive the lesson planning rather than the textbook. Teachers also explored how to use the textbook as a vehicle to reach proficiency and the standard as the driver of instructional planning.
- **Writer's Workshop:** Teachers learned about the Six Traits Writing Process to teach writing and the importance of students knowing and understanding the five stages of the writing process. During the rest of the school year, teachers read the book *The Writer's Workshop* by Ralph Fletcher and attended a workshop he gave at Rutgers University. As they read the book they implement the workshop best practices in their instruction.
- **Enhanced Science Curriculum:** Teachers attended a whole-day workshop provided by Pearson publishing on how to implement their science curriculum. In particular they focused on using scientific thinking. A science lab was also established, which teachers learned to use throughout the year.
- **Using Learnia to Support Instruction** – Teachers in grades 3-4 learned how to use Learnia to administer biannual benchmark assessments and weekly quizzes using an item bank aligned to NJCCCS to track student learning and adjust instruction as needed.

The school has a mandatory common lesson plan format, based on research and best practice. Elements included objectives, standards, anticipatory set, words of inspiration, guided practice, gradual release, independent practice, and assessment. This common template ensured all the elements necessary for strong instruction that were identified in pre-service were incorporated into daily planning. Lessons were reviewed weekly by the principal and returned with comments. She followed up with observation of instruction to gauge level of implementation and areas for improvement.

Delivery of an Educational Program Leading to High Achievement for All Students

The Office of Charter Schools noted the school’s significant progress in curriculum and instruction and renewed the school’s charter in February 2010.

Teachers continued to note strong academic leadership in the annual teacher survey, giving an average rating of proficient or advanced in all areas. The survey results are summarized in Table 2.1

Table 2.1 Teacher survey results on academic leadership

Academic Leadership	Needs Improvement (Score =1)	Emerging (Score =2)	Proficient (Score=3)	Advanced (Score=4)	Average Score (out of 4)
Sets clear, measurable goals	4.3% (1)	4.3% (1)	56.5% (13)	34.8% (8)	3.22
Provides specific, actionable feedback	0.0% (0)	4.3% (1)	52.2% (12)	43.5% (10)	3.39
Provides high-quality professional dev’t	0.0% (0)	4.3% (1)	60.9% (14)	34.8% (8)	3.30
Creates an effective data-driven culture	0.0% (0)	8.7% (2)	30.4% (7)	60.9% (14)	3.52
Supports a strong special education program	0.0% (0)	30.4% (7)	43.5% (10)	26.1% (6)	2.96
Provides clear and timely evaluation	4.3% (1)	8.7% (2)	47.8% (11)	39.1% (9)	3.22

The most frequent feedback regarding the special education program was its lack of full alignment with the regular education program. The school is working on ways to better facilitate collaboration and information exchange to improve this area.

Delivery of Services to At-Risk Students. University Heights Charter School considers all its students to be at-risk due to the challenging socioeconomic circumstances associated with inner city Newark. Therefore, the entire program is designed with a child-centered focus to accommodate the needs of a 100% at-risk student body with the following elements:

- **Emphasis of efficacy:** Students learn early and often that with hard work they will be successful in academics and life. Failure and difficulty are not seen as shortcomings but as feedback that helps students develop and grow. Peers who express disdain for hard work or academic success are quickly addressed individually and with parent involvement so it is absolutely clear that excellence in academics is the only stance that is accepted at the school.
- **Expectation of college-readiness:** Despite the young age, students at University Heights Charter School constantly hear the message that they are going to college. Expectations for behavior and academics are set high, and no student is allowed to fall through the cracks. Each classroom is named after a college. Students attend college presentations, and every child visits at least one college every year.
- **Small classes:** There are no more than 20 students in each class to make sure students get the attention they deserve. Kindergarten classes have full-time aides, while grades 1-5 have an aide shared by two classes.
- **Differentiated instruction:** Each classroom teacher plans to differentiate instruction in terms of content, process, and product. This includes using multiple approaches to

match each student’s preferred learning modality, whether it is visual, auditory, or bodily-kinesthetic.

- **In-class support:** Two special education teachers support classroom teachers to meet educational and developmental needs beyond the general education range. These teacher support in-class instruction through small group work and individual tutoring.
- **Title I Extended Day Programs:** Starting in November the school established an afterschool-tutoring program for reading comprehension. The program targeted students who were reading below grade-level and provided small group instruction from 4:15-5:15 using the Guided Reading program. In addition, during the winter, the Weekend Warriors program was held on alternate Saturday morning to enhance student skills for success on state assessments.

Innovative/Exemplary Programs and Practices. University Heights Charter School implemented two noteworthy innovations this year to enhance teaching and learning:

- **Reorganization of Grade 3-4 curriculum into CLASS and STEM courses:** UHCS decided to reorganize the curriculum into a Combined Language Arts and Social Studies course (CLASS) and Science, Technology, Engineering, and Math course (STEM). This allowed teacher to specialize and gain more expertise in fewer subject as well as build stronger interdisciplinary connections. Students switched classrooms once a day, either having CLASS in the morning and STEM in the afternoon or vice versa. Instruction became richer and student achievement on interim assessments increased.
- **Expansion of Extracurricular Program:** UHCS expanded its extracurricular program through internal development and addition of external partners. UHCS teachers led a number of activities, including Women’s Club, Men’s Club, Newspaper, Bridgebuilding, Mathletes, and dance. Our partner Playworks, a national nonprofit, provided a full-time, on-site coach to lead a number of activities including interscholastic/developmental sports leagues and the junior coaches program. A second partner, Project USE, sponsored a Boatbuilding Program, where students engaged in a holistic project relating to the history of shipbuilding in Newark and the building of an actual boat. A third partner, Big Brothers Big Sisters of Essex, Union, and Hudson Counties, helps children reach their potential through professionally supported one-to-one relationships. Currently, over 50 of our students meet weekly with a “Big” on our school site to chat, do homework, or play games.
- **Performance-Based Assessment:** UHCS increased the use of performance based assessment this year, adding more depth and authenticity to student learning. Activities included the school’s first schoolwide spelling competition, a schoolwide “tour” of Hispanic countries, a poetry slam, a Black History month show, two musical shows, and the science fair. These activities also increased student engagement and incentive for learning.

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

Board of Trustees.

In 2008-2009, the UHCS board nearly returned to full strength, adding six new board members for a total of ten, including:

- **Kenna Baudin** is a Director at 3i, a private equity firm in New York. Previously, she was a founding member of the US Growth Capital team from The Flatiron Group, a boutique financial services executive search firm, and a Principal at Solera Capital, a NY-based private equity firm. Kenna is actively involved in several non-profit organizations including Sponsors for Educational Opportunity, the Harvard Business School African-American Alumni Association, and Comprehensive Development Inc., an educational non-profit. Kenna received her MBA from Harvard Business School and earned a BS in economics from The Wharton School of Business of the University of Pennsylvania.
- **Heather Calverase** is the Executive Director of Teach for America: Newark. Previously she spent seven years as a center and area director for Kaplan Test Prep, where she was recognized for posting rapid annual growth in the West Los Angeles market and for substantially expanding the company's Pittsburgh market. She has also worked for the Council of State Governments as a policy advisor. During her time at the council, she earned an MBA from the University of Phoenix. She also holds a BS from Youngstown State University and an MS from the University of Kentucky.
- **Robert Clark** is the founding director of YouthBuild Newark, which currently serves 65 students, and has 820 young people on its waiting list. Under Clark's leadership, the program produces consistently high outcomes in terms of student retention, GED attainment, college placement, and job placement, as well as passionate graduates who call YouthBuild "home." Clark has cultivated an extensive network of partners and supporters across the City of Newark and has secured an impressive array of investors that include the U.S. Department of Housing and Development, the Juvenile Justice Commission of New Jersey, the Episcopal Diocese, Prudential Foundation, and other corporate and foundation supporters. In 2006, Clark was given the Social Entrepreneurship Award at YouthBuild USA's Celebration of Transformation.
- **Kecia Daniels** is the Personnel Director for the City of Newark, the largest city in the state of New Jersey. With over 10 years of HR experience, she oversees a workforce of over 4,000 employees. Prior to her current position, she served as General Counsel/Risk Manager for Liberty Health, a healthcare management company where she frequently dealt with employment matters. She has a BS in Finance from Fairleigh Dickinson University and a JD from Seton Hall University School of Law.
- **Anthony DePalma** is writer-in-residence at Seton Hall University. He was a staff reporter for the New York Times for more than 20 years and is the author of the books, *The Man Who Invented Fidel* (2006) and *Here: A Biography of the New American Continent* (2001).
- **Anzella Nelms** served over 44 years in Newark Public Schools, most recently as deputy superintendent. Among her many accomplishments, she developed the district's 16 "Theme

Schools.” From 1979 to 1989 she served as Principal at Camden Middle School, where she helped to develop a national model for school effectiveness. She continues to help struggling schools improve today in her role as an education consultant.

- **Richard W. Roper (President)** serves as the Director of the Planning Department of the Port Authority of New York and New Jersey. He previously served as the agency’s Director of Economic and Policy Analysis. He also founded the Roper Group, a public policy consulting firm specializing in economic and social policy research and analysis. At the Woodrow Wilson School he has served as Assistant Dean for Graduate Career Services and Governmental Relations, Director of the Program for New Jersey Affairs, Executive Director of the Council on New Jersey Affairs and Lecturer in Public and International Affairs. He holds a BA in economics from Rutgers University and an MPA degree from Princeton University.
- **Ray Ocasio** is the Executive Director of La Casa de Don Pedro, Inc., a Newark community-based development organization. He is a board member of Leadership Newark and the Newark Community Development Network as well as a member of the Master Plan Working Group, and other Newark, state and national groups. Before joining La Casa, Mr. Ocasio’s career spanned 30 years of service in housing and community development in Colombia, Jamaica, Bolivia, Peru, Honduras, Guatemala and the United States.
- **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.
- **De’Shawn Wright** is an independent consultant for Mayor Cory Booker and the Newark Charter School Fund. Previously, he served as Partner at the Newark Charter School Fund. De’Shawn has also acted as the Chief Policy Advisor to Mayor Cory Booker. Before serving in City Hall, De’Shawn worked in the New York City Department of Education Chancellor’s Office and as a teacher and administrator in the New York City public schools.

The board is actively recruiting additional board member to fill the remaining vacancy.

The board met 12 times in 2009-2010. Major accomplishments included:

- **Critical Policy Manual:** The Board approved nearly 200 separate policies in the areas of Community Relations, Administration, Business and Operations, Staff, Students, Instruction, Facilities, and Board Bylaws. This provided more regular, professional guidance to staff, students, and community on how the school operates, and are posted on the school’s website for easy public reference.
- **Long-Term Planning:** The Board approved comprehensive plans in a number of key operational areas, including School Safety, H1N1 Preparedness, School Nursing, Recruiting and Admissions, Fundraising, Technology, and Professional Development. These plans enabled the school to think long term on how to best achieve its goals in a deliberate, integrated fashion.

- **Fundraising:** The Board approved its first fundraising plan in January with the goal to diversify private financial support beyond the Newark Charter School Fund for initiatives beyond the core instructional program, including supplemental enrichment activities, facilities enhancements, technology additions, and advanced professional development. The plan bore its first fruits in June when two awards were announced:
 - **Victoria Foundation:** Granted \$25,000 to fund summer professional development
 - **Turrell Fund:** Granted \$7,000 to support the afterschool enrichment program.
- **National Partnerships:** The Board approved a partnership with Playworks, a national nonprofit that promotes positive play. It also approved participation in the New Jersey’s application in the federal Race to the Top Grant and in the federal Effective Practices Incentive Community, which offers financial awards to charter schools who make the top achievement gains across the whole country. Participation in these programs further connected University Heights Charter School with the national education reform movement.

School Administrators.

Misha Simmonds continued as Executive Director for a second year. His main responsibilities included oversight of all operations, serving as liaison to the Board, establishing school priorities and budget, ensuring all regulatory compliance, recruiting students and staff, and managing community and partner relations.. He was recognized as the national “Principal of the Year” by Playworks for the highly successful implementation of the program in 2009-2010.

Rahshene Davis continued as Principal for a second year. She managed the academic side of the school and spent most of her time leading professional development, providing feedback for teachers, coordinating curriculum development, managing the afterschool program, and meeting with parents.

Both Mr. Simmonds and Ms. Davis are graduates of the New Leaders for New Schools program, which continued to provide coaching support in 2009-2010.

Karen Johnson continued as the school’s full-time School Business Administrator, managing all the school’s finances and operations, including accounting, budgeting, purchasing, reporting, facilities, and the school nutrition program. In 2010, she successfully obtained certification as a Qualified School Purchasing Agent, which expanded her capacity to secure cost efficient goods and services for the school.

The most important achievement of the school administration in 2009-2010 was successful renewal of the school’s charter for another five-year term. This required extensive documentation, beginning with the charter renewal application in October and culminating with an inspection by the staff of the Office of Charter Schools in January. In conjunction with this renewal, the school also secured permission to expand enrollment by 10% from 200 to 240 students in grades K-4.

Academic progress has been noted in previous sections. Financial, facilities, and operation progress is highlighted below in Table 3.1:

Table 3.1 Financial and Operational Progress

Area	Progress Made
Finance	<ul style="list-style-type: none"> • Diversification of private funding base beyond the Newark Charter School to include the Victoria Foundation and Turrell Fund • Implementation of petty cash and student activities fund to address small cash expenses in compliant fashion • Upgrade of School Business Administrator to Qualified Purchasing Agent
Facilities	<ul style="list-style-type: none"> • Installation of lockers in grades 3-4 to support curriculum redesign • Repainting of classrooms and hallways • Installation of energy efficient lighting • Installation of new school sign • Improved cleanliness of the school
Operations	<ul style="list-style-type: none"> • Development and approval of nearly 200 policies in Critical Policy Manual • Implementation of Powerschool to improve student information handling • Improved compliance with state and federal requirements

Overall teachers recognized continued strength in operational leadership, on average rating all areas as proficient or advanced. Survey results are summarized in Table 3.2:

Table 3.2 Teacher Survey Results on Operational Leadership

Operational Leadership	Needs Improvement (Score =1)	Emerging (Score =2)	Proficient (Score=3)	Advanced (Score=4)	Rating Average (out of 4)
Prepares clear, timely schedules	4.3% (1)	0.0% (0)	34.8% (8)	60.9% (14)	3.52
Provides sufficient instructional resources	0.0% (0)	13.0% (3)	39.1% (9)	47.8% (11)	3.35
Provides sufficient materials (paper, pens, etc)	4.3% (1)	0.0% (0)	30.4% (7)	65.2% (15)	3.57
Communicates policy and changes effectively	0.0% (0)	0.0% (0)	22.7% (5)	77.3% (17)	3.77
Handles HR issues effectively	8.7% (2)	13.0% (3)	39.1% (9)	39.1% (9)	3.09
Handles financial and payroll issues effectively	8.7% (2)	13.0% (3)	47.8% (11)	30.4% (7)	3.00
Responds to teacher requests effectively	4.3% (1)	8.7% (2)	39.1% (9)	47.8% (11)	3.30

The school will continue to work to improve the handling of human resource and payroll issues to ensure efficient resolution and higher staff satisfaction.

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

Parent and Community Involvement Activities and Outcomes

Outreach Procedures. University Heights Charter School offered many opportunities for parents to become involved in the school and their child’s education.

In August the school held a “Back to School” night where parents learned the school’s culture and expectations. It is also provided a chance for parents to meet and begin relationships with their child’s new teachers.

Five times a year the school held report card or progress report conferences. Teachers shared with parents the progress of their child in meeting academic and behavioral standards and offered advice on how they could best support their children in making further progress.

Informally, classroom teachers made regular communications to parents by phone and letter. These were used not only to communicate behavioral and academic concerns but also to praise student accomplishments. Making sure to communicate both positive and negative messages helped strengthen teacher-parent relationships and fostered their collaboration in supporting student learning.

Parent Satisfaction. Parents gave high marks for the school’s academic and non-academic results, indicating that the school’s overall quality was an “A” and giving an average rating of “A” or “A+” in all areas evaluated. The survey results are summarized in Table 4.1:

Table 4.1 Parent Survey Results (2009-2010)

Category	Score (Scale: 1-5)**
Overall quality of the school this year*	4.3
Overall quality of the school last year*	4.1
Overall instructional quality	4.1
Teacher communication regarding academics	4.4
Teacher communication regarding behavior	4.6
Principal/Director communication (general)	3.9
Parents/Guardians feel welcomed at this school	4.6
Children are safe at this school	4.7
Building is clean and supportive of learning	4.5

*Actual scale was A+, A, B, C, and F. For purposes of calculation, A+ = 5; A = 4; B=3; C=2; and F=1.

Parent Information. University Heights Charter School utilized several tools to notify parents of school information. Teachers, administrators and office staff regularly called parents. Flyers were sent home weekly. A phone broadcast system was implemented. In case of an emergency school closing, parents were automatically notified by telephone. All board meetings were open, with schedule announced at the beginning of the year, so all parents could attend. The school has a website so that information can be provided to parents (www.uhcs-newark.org).

The University Heights Charter School Annual Report for 2009-2010 will be shared at the August Board Meeting. A notice will also be posted on the parent information board where interested parents can request a copy.

Training/Support. Parents were trained and supported during the August Parent Orientation and monthly parent meetings. Report card conferences also provided an opportunity to teach parents on new and effective ways to support their children.

Our “Parent University” held workshops to support stronger parent involvement. Workshop topics included supporting child literacy and implementing positive behavior management.

Events. UHCS expanded the number and types of parent events in 2009-2010. This drew more parents to the school and continued to build our mutual partnership. Event types included informational, educational, involvement, fun, and end-of-year ceremonies. A full list of events with attendance figures is provided in Table 4.2:

Table 4.2 List of Parent Events (2009-2010)

#	Date	Event	Type	Attendance
1	26-Aug	Back to School	Informational	50
2	10-Sep	Parent Work Group	Involvement	20
3	23-Sep	Bingo for Books	Fun	75
4	1-Oct	Parent University: Using Library	Educational	10
5	7-Oct	Middle School Fair	Informational	39
6	8-Oct	Parent Work Group	Involvement	13
7	13-Oct	Hispanic Heritage	Educational	15
8	21-Oct	Peace & Safety	Informational	5
9	28-Oct	Special Education	Educational	4
10	10-Nov	Parent University: Technology	Educational	4
11	18-Nov	Bingo/School Update	Fun/Inform	103
12	10-Sep	Parent Work Group	Involvement	20
13	2-Dec	Parent University: Financial Management	Educational	4
14	10-Sep	Parent Work Group	Involvement	20
15	18-Dec	Holiday Show	Fun	95
16	20-Jan	Movie Night	Fun	19
17	10-Sep	Parent Work Group	Involvement	20
18	27-Jan	Parent University: Government Resources	Information	5
19	4-Feb	Parent Work Group	Involvement	7
20	19-Feb	Open House	Recruiting	5
21	25-Feb	Open House	Recruiting	10
22	11-Mar	Black History Celebration	Performance	100
23	17-Mar	Bingo for Books	Fun	50
24	10-Sep	Parent Work Group	Involvement	20
25	28-Apr	Grade 4 Night	Informational	20
26	10-Sep	Parent Work Group	Involvement	20
27	16-May	Boatbuilding Launch	Fun	25
28	10-Sep	Parent Work Group	Involvement	20
29	27-May	Spring Music Show	Performance	100
30	2-Jun	Science Fair	Educational	50
31	8-Jun	Talent Show	Performance	80
32	10-Jun	Awards Ceremony	End of Year	25
33	10-Jun	Grade 4 Graduation	End of Year	180
34	11-Jun	Kindergarten Promotion	End of Year	150

Public Relations and Outreach Activities and Outcomes

Public Relations/Engagement and Partnerships. Several community partnerships this past year enhanced the school's education program, including:

- **Teach For America:** Provided and supported three highly qualified novice teachers at the school and supported them with professional development.
- **New Leaders for New Schools:** Continued to support Executive Director and Principal by providing ongoing coaching and support during the school year.
- **TeacherNex:** Worked with the Executive Director to strengthen the school's teacher recruitment and hiring process.
- **Project U.S.E.:** Led professional development day for staff emphasizing teambuilding and worked with staff now to provide outdoor education opportunities for students throughout the year. They also ran our Boatbuilding Program, where students learned math, science, history and language arts by engaging in a holistic project relating to the history of shipbuilding in Newark and the building of an actual boat. The program took place two afternoons per week over a twelve-week period as well as some Saturdays. The project culminated with our students launching their boat on the Passaic River in May.
- **Playworks:** Provided a full-time, on-site coach to lead a number of activities related to positive play:
 - **Recess Time:** Armed with balls, cones, jump ropes and enthusiasm, our Playworks coach took to the blacktop or hardwood every recess, bringing healthy, inclusive play that moves kids off the sidelines and engages them in the action.
 - **Leadership Development:** Playworks built play into leadership through the Junior Coach program, which encouraged students to work together to learn games, fair play and positive conflict resolution.
 - **Interscholastic/Developmental Sports Leagues:** Playworks built empathy and teamwork through interscholastic/developmental sports leagues, which taught students the skills of games like basketball and volleyball. These Playworks leagues provided interscholastic sports opportunities our students would otherwise not have.
- **Big Brothers/Big Sisters:** Provided over 50 of our students with mentors who meet weekly with a "Big" on our school site to chat, do homework, or play games. In May we held a party with all the participants to celebrate the first year of the program and the relationships that were formed.
- **College Trips:** Students went on a number of field trips to expand their educational experience beyond the classroom. Each class from kindergarten to fifth grade visited at least one college campus, including the University of Pennsylvania, Princeton University, Rutgers University, Columbia University, Farleigh Dickinson University, Kean College, Montclair State University, and Ramapo College.
- **Promise Neighborhood:** UHCS has partnered with Rutgers University and Newark Public Schools to apply for a federal Promise Neighborhood grant for the greater Fairmount neighborhood. The grant would support planning for building a continuum of academic programs and family and community supports, from the cradle through college to career, with strong schools at the center.

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

Admissions Policies

Admissions Timeline and Recruitment Activities. University Heights Charter School is open to all Newark students from Kindergarten to Grade 4 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.

Recruitment primarily happens through word of mouth, parents interested in the school attending school events, announcements at local churches, and broadcasts on the local cable channel. The complete Recruitment and Admissions Plan can be found in Appendix F.

Admissions Results. Across all grades there were 199 applicants from Newark and surrounding towns for admissions to University Heights Charter School for the 2010-2011 school year, up from 156 for 2009-2010. Table 5.1 below summarizes the number of seats available, the number of seats open, the number of applicants, the number of applicants per open seat, and the number of students remaining on the waiting list for each grade:

Table 5.1 Admissions Lottery Results

Grade	Total Seats	Seats Open*	Total Applicants	Applicants per Open Seats	Waitlist
Kindergarten	48	35	123	3.5	83
1st Grade	48	8	19	3.4	7
2nd Grade	48	8	21	2.6	12
3rd Grade	40	1	22	22.0	21
4th Grade	40	1	14	14.0	12
Total	224	53	199	3.8	135

*Estimated based on students returning, students being retained, and total number of seats.

Student Withdrawals and Exit Interviews. Enrollment at University Heights Charter School started at 190 and reached 200, the maximum authorized, by December. This held through the winter until 2 fourth grade students moved in the spring. Since fourth grade is the final year at UHCS, it was not possible to attract students to fill those seats for the remaining 3 months. A full breakdown of transfers by grade is provided in Table 5.2 and by reason for transfer in Table 5.3:

Table 5.2 Student Transfers by Grade (2009-2010)

Grade	Started	Transfer in	Transfer Out	End
K	40	5	5	40
1	38	4	2	40
2	39	3	2	40
3	36	6	2	40
4	37	5	4	38
Total	190	23	15	198

Table 5.3 Student Transfers Out by Reason (2009-2010)

Reason for Transfer Out	Students	Percentage
Moved away from school	9	60%
Need special education services school cannot provide	3	20%
School was not a good fit for the student	2	13%
Wanted a K-12 charter school (UHCS ends at grade 4)	1	7%
Total	15	100%

Over the course of the year, 15 students transferred out of the school while 23 students transferred in. Most transfers out (60%) occurred because students moved. The second reason was the need for advanced special education services our school cannot provide because of its small size.

Staff Recruitment

Recruitment Results. Staff were formally evaluated twice during the school year and given feedback on their performance and support to improve. Those that did meet school quality standards were invited to return for the 2010-2011 school. All those that were invited subsequently accepted the offer.

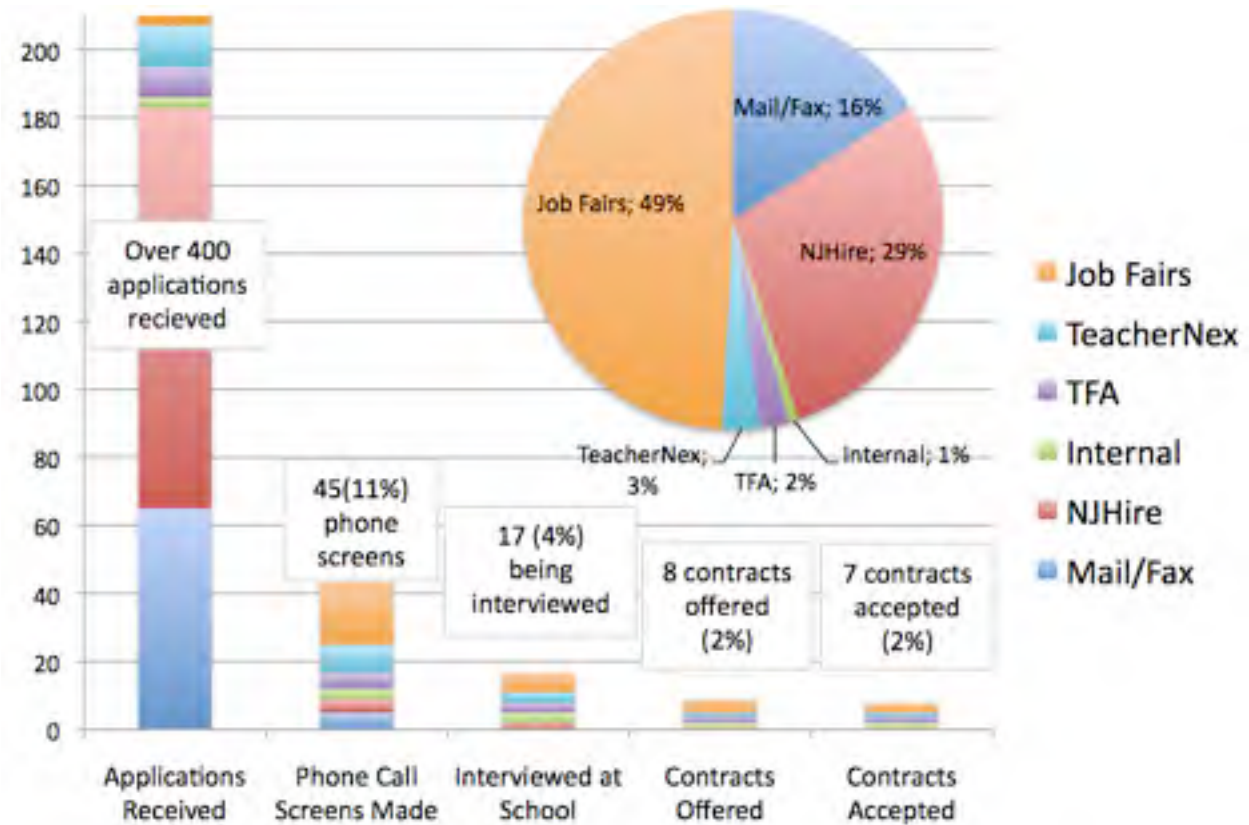
There were eight openings for the 2010-11 school year. These openings are identified in Table 5.4:

Table 5.4 Staffing for 2010-2011 School Year

Grade level/Position	Returning	New Hire	Total Staff
Administration	3	0	3
Kindergarten	2	2	4
1st Grade	3	1	4
2nd Grade	2	2	4
3rd Grade	3	0	3
4th Grade	3	0	3
Special Education	1	1	2
Co-Curricular	4	0	4
Nurse/Social Worker	1	1	2
Office Staff	2	0	2
Cafeteria	0	1	1
Facilities	3	0	3
Total	27	8	35

The application process for becoming a teacher at University Heights Charter School was very competitive in 2009-2010. Over 400 resumes were reviewed for the 6 open teacher positions. All positions were posted on NJ Hire. Candidates came from the TeacherNex, job fairs, and NJ Hire. There were also three internal candidates (teacher aides who were certified to become full teachers). Of these applicants, 11% were screened by phone interview and 4% came to be interviewed at the school. Only 2% were made offers. This is summarized in Table 5.5:

Table 5.5 Statistics for Teacher Recruitment for the 2010-2011 School Year



Source	Applications Received	Phone Call Screens Made	Interviewed at School	Contracts Offered	Contracts Accepted
Mail/Fax	65	5	0	0	0
NJHire	118	4	2	0	0
Internal	3	3	3	2	2
TFA	9	5	3	2	2
TeacherNex	12	8	3	1	1
Job Fairs	200	20	6	4	3
Total	407	45	17	9	8
Rate	100%	11%	4%	2%	2%

Interviews followed a standard rubric and probed for teacher expertise, classroom instruction and management skills, and fidelity to the University Heights Charter School approach to teaching and learning. All instructional positions were filled by June 1 and the school is excited about the strong team that has been assembled for the upcoming 2010-2011 school year.

Exit Interview Procedures and Data.

Each teacher was individually informed of whether or not his or her contract would be renewed by the Executive Director, on behalf of the Board of Trustees, by May 15, 2010 as required by law. Reasons for separation were also discussed. All data on the teachers who were not retained for the 2009-2010 school year remains on file for future reference.

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN (SEAP)

Self-Evaluation and Accountability Plan

Description of Major Areas of Self-Evaluation. Having successfully come off state probation in 2008-2009, the school established even higher goals for 2009-2010 in the areas of student outcomes, culture and discipline, curriculum, parent and community outreach, Title I, special education, regulatory compliance, finance & funding, technology, facilities, and governance. This was all aimed at continued improvement of the school's education program and successful renewal of the school's charter. This latter goal was achieved in February 2010, and now the school's license to operate is extended until June 30, 2015.

Current and/or Proposed Changes to the SEAP.

There are no proposed changes to the Self-Evaluation and Accountability Plan at this time.

Summary of Progress in Achieving Strategic Improvement Plans and Milestone Goals.

The school met or exceeded most of the goals it established at the beginning of 2009-2010, including key student achievement goals, staff enhancements, curricular development, and improved parent involvement. Table 6.1 tracks the school's progress toward each priority goal:

Table 6.1 Progress toward 2009-2010 School Goals

Area	Priorities	Status	Comments
Student Outcomes	95%+ attendance	●	Attendance was 95.4%, up 1.2%
	85%+ students on grade level for reading	●	89% tested at or above grade level
	75%+ students proficient in both ELA and math on NJASK/NJPASS	◐	ELA: 63% proficient overall on NJASK/NJPASS Math: 77% proficient overall NJASK/NJPASS
Culture & Discipline	Improve before-school experience (Brain Breakfast/School Nutrition Program)	●	New procedures and morning monitor implemented
	Tighten implementation of attendance, tardiness and uniform policies	●	Improved implementation led to increase in attendance rate.
	Enhance systems to address students with chronic behavior problems	◐	EVVRS report indicates significant drop in discipline incidents
	Codify and communicate what REACH core virtues actually look like	◐	Priority postponed to 2010-2011 due to lack of time
	Expand student leadership opportunities, internal and external	●	Classroom leadership opportunities, Playworks Junior coaches added
Curriculum	Redesign upper elementary curriculum with interdisciplinary classes	●	New STEM and CLASS courses implemented, leading to improved proficiency results.
	Establish new science curriculum & science lab	◐	Lab set up with some use by classes; want to increase use and effectiveness in 2010-2011
	Implement Writer's Workshop schoolwide	●	All students participated in Writer's Workshop leading to enhancement of writing skills.
	Enhance classroom environments to better support student learning	●	Significant professional development on classroom environment improved classrooms
	Incorporate high quality rubrics & standards based grading	◐	Rubrics implemented in all grades and subjects but still need to develop standards-based grades

University Heights Charter School 2010 Annual Report –6. Self-Evaluation and Accountability Plan

	Grow library and implement electronic card catalog	●	Library has grown to 5000 books and web-based electronic card catalog is operational.
Parent & Community Outreach	Hire Dean of Community Outreach and Special Programs	●	Dean increased quality and quantity of parent involvement
	Increase partnerships with local universities & organizations	●	New partnerships formed with Playworks, Big Brothers/Big Sisters, and Rutgers University
	Use website and call/email broadcast to disseminate resources & announcements	●	Website fully operational, with all policies, calendar, and achievement results posted
	Increase frequency and effectiveness of parent communication	●	Thursday Green Folders, broadcast calls, and website improved communication
	Enhance Parent Council, Parent University and Parent Volunteering	●	New Dean started parent group, increased workshops and parent volunteering
Title I Program	Establish of "Kindercamp" summer program to ease adjustment	●	Kindercamp put kindergarten class ahead of previous year by one month
	Diversify afterschool program to include math and enrichment	●	Math added to Title I, and various academic, recreational, and sports clubs added
Special Education	Improve quality and alignment of special education instruction	●	Full day professional development devoted to special education. CST process improved
	Provide more special education professional development for ALL teachers	●	Full day professional development devoted to special education
Regulatory Compliance	Implement computerized information system (Powerschool) to ease reporting	●	Powerschool implemented for first time this year, improving data tracking and reporting
	Anticipate compliance deadlines and plan further in advance	●	All deadlines met on time
	Secure 5-year charter renewal.	●	Renewal secured in March 2010
Finance & Funding	Diversify funding base beyond Newark Charter School Fund	●	Victoria Foundation and Turrell Fund initiated support of school
	Obtain approval to become a "schoolwide" Title I program	◐	Process started but will need another year to complete
	Implement petty cash and student activities funds to address small cash expenses	◐	Policy and system implemented but system not fully utilized yet
Technology	Hire Technology Coordinator to support instruction and maintenance	●	Technology coordinator in place, providing significant support to staff and students
	Complete school website, including teacher pages	●	Website is fully operational, with teachers using to support instruction.
	Integrate technology instruction into curriculum	●	Students attend computer classes 2-3 times a week to support instruction.
	Pilot interactive white board technology	◐	Whiteboard technologies reviewed but budget constraints prevented implementation.
	Use technology to better support teacher collaboration	●	School email and server supported teacher teams
Facilities	Implement lockers in grades 3-4 to support curriculum redesign	●	Lockers installed in grades 3-4 aiding in organization and developing responsibility
	Repaint school and address numerous small fixes	●	Entire school was repainted and fixes addressed
	Address signage & trash issues outside school	●	New signage placed on school and trash cleaned
	Install enhanced security camera system	◐	Systems reviewed but not implemented due to budget constraints
Board/ Governance	Restore board to full 9 members with diverse skill set & affiliations	●	Board is now at full strength.
	Anticipate required board resolutions with resolution calendar	◐	Calendar based on this year's resolutions has now been prepared for next year
	Develop 5-year strategic plan	◐	Sections of plan have been developed but now full plan needs to be put together

The school will address incomplete goals in 2010-2011, including the following:

- Raise English Language Arts proficiency above 75%
- Further enhance discipline systems to minimize behavior issues
- Establish a “Character Committee” to define and codify what the school’s REACH core virtues should look like in practice.
- Provided professional development and incentives for teachers to full integrate use of the science lab into instruction
- Continue to move towards standards based grading
- Complete application to obtain Title I “schoolwide” status
- Seek grant funding to implement whiteboard technology and security camera systems
- Use board resolution calendar to anticipate required board approvals
- Complete 5-year strategic plan

The board will also establish new goals to take University Heights Charter School to the next level of student achievement in its focus areas of character, scholarship, and leadership.

Appendix A: Board Resolution Approving 2010-2011 Annual Report

*Resolution to be approved at the next board meeting on August 17, 2010
and then forwarded to the Office of Charter Schools.*

BOARD OF TRUSTEES RESOLUTION

Approval for 2010-2011 Annual Report

University Heights Charter School
74 Hartford Street, Newark, NJ 07103

Subject of Resolution:

It is hereby resolved that the Board of Trustees of University Heights Charter School approves the attached 2010-2011 Annual Report.

Motion made by: _____ **Seconded by:** _____

Tally of Votes

	Names	Yes	No	Abstain	Absent
<i>Member 1:</i>	Anzella Nelms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 2:</i>	Ray Ocasio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 3:</i>	De'Shawn Wright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 4:</i>	Richard Roper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 5:</i>	Kecia Daniels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 6:</i>	Kenna Baudin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 7:</i>	Heather Calverase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 8:</i>	Robert Clark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 9:</i>	Lillian Whitaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 10:</i>	Anthony DePalma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I, Richard Roper, certify that the above resolution was passed by a majority of a quorum of this Board of Trustees, as indicated above.

Signature: _____

Date of Board Meeting: August 17, 2010

Appendix B: Board Resolution Naming the Lead Person

BOARD OF TRUSTEES RESOLUTION

Appointment of Lead Person

University Heights Charter School
74 Hartford Street, Newark, NJ 07103

Subject of Resolution:

It is hereby resolved that the Board of Trustees of University Heights Charter School appoints Misha Simmonds as Lead Person of University Heights Charter School.

Motion made by: _____ **Seconded by:** _____

Tally of Votes

	Names	Yes	No	Abstain
<i>Member 1:</i>	Anzella Nelms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 2:</i>	Ray Ocasio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 3:</i>	De'Shawn Wright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 4:</i>	Richard Roper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I, Richard Roper, certify that the above resolution was passed by a majority of a quorum of this Board of Trustees, as indicated above.

Signature: _____ Date of Board Meeting: _____

Appendix C: Academic and Non-Academic Goals and Objectives

Academic Goals

Academic Goal #1: To ensure the intellectual development of students through acquiring core proficiency skills in reading, writing and mathematics, problem solving skills, development of critical thinking, analytic ability, research skills, and the acquisition and practical application of knowledge.

Objective 1A. Students will learn to read, to write and to perform mathematics functions at or above grade level.

Objective 1B. Students will demonstrate exemplary critical thinking, analytic and problem solving skills.

Objective 1C. Students will demonstrate a grasp of information at or above grade level.

Measurement: Will include standardized tests as grade appropriate, state required testing, performance-based assessments and individual portfolios.

Academic Goal #2: To teach the rights, responsibility and duties of citizenship, and instill in students a sense of duty and honor for their community and country.

Objective 2A. Students will learn the structure and operation of government in an age appropriate manner.

Objective 2B. Students will appreciate the process of our common history

Measurement. Will include grade appropriate performance-based assessments and individual portfolios.

Academic Goal #3: To provide competency with computers and technology.

Objective 3A. All students will have access to and operate computers.

Objective 3B. Students will demonstrate age-appropriate proficiency with computers.

Measurement: Will be documented in student portfolios and class records.

Academic Goal #4: To build academic self-confidence through the experience of academic success.

Objective 4A. All students will be challenged by high expectations and demonstrate high achievement.

Measurement: Will include standardized tests as grade appropriate, performance based assessments and individual portfolios.

Academic Goal #5: To demonstrate academic relevance through application of skills to school and community based projects.

Objective 5A. Students, teachers and parents will design and implement community projects.

Measurement. Each project will be designed with an individual measurement component.

Non Academic Goals

Non-Academic Goal #1: To provide character education integrated seamlessly into all aspects of the schools culture of excellence.

Objective 1A. Teach students the importance of character traits such as integrity, fairness, respect, responsibility, and citizenship

Objective 1B. Incorporate character education through the existing curriculum

Objective 1C. Create a safe school

Objective 1D. Create classroom environments that promote effective learning and encourage students to respect one another

Objective 1E. Teach students how to solve conflicts fairly and respectfully without resorting to intimidation or violence

Objective 1F. Develop leadership skills and offer students opportunities to serve others

Objective 1G. Engage parents and the community in cooperative efforts to build and model good character.

Measurement: The school will implement a character education curriculum which incorporates a system for documenting student's assimilation of a strong values driven ethic. In addition the school will document stakeholder feedback both formally and informally from various means such as surveys, focus groups, and discussion at board meetings.

Non-Academic Goal #2: To incorporate parent/caregivers, staff, students and community into a collaborative unit sharing ownership, responsibility and commitment to success.

Objective 2A. Board members will reflect this Goal.

Objective 2B. Parent/caregivers will participate in school activities; supporting student achievement, sharing in setting school policy, and improving their own skills.

Objective 1C. A school - community partnership will be developed.

Measurement. Board member list; minutes and records of meetings and activities; and, records and agreements relating to community partnerships.

Non-Academic Goal #3: To encourage the physical growth and development, hygiene and health of students; including concerns relating to AIDS, STDs, sexuality, and violence.

Objective 3A. All students will receive regular health exams, inoculations, and health care referrals.

Objective 3B. An age appropriate health education curriculum will be developed and implemented.

Measurement. The Board will approve the health curriculum; activities will be documented and assessed through formal and informal feedback measures; confidential health records will be maintained.

Appendix D: Admissions Policy and School Application Forms

The *University Heights Charter School* shall be open to all students from Kindergarten to Grade 4 on a space available basis and shall 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.

Admission will be determined by age. In accordance with N.J.A.C. 6A:11-4.6, a Kindergarten child must be 5 years of age on or before October 1 for the September-June school year. A 1st grade child must be 6 years of age on or before October 1 for the September-June school year. Completion of Kindergarten in privately sponsored programs will not qualify a child for first grade unless the age requirement is met.

A certificate of the child's birth will be required as evidence of age. The legal evidences of age, in order of preference, are as follows: 1. Certificate of birth; 2. Baptismal certificate; 3. Passport; 4. Immigrant certificate.

The Headmaster is responsible for verifying each applicant's eligibility for admission to school according to the following criteria and procedure:

1. Initial entrance into kindergarten or first grade shall be according to administrative regulations.
2. Residence shall be established at the time of admission, checked periodically by recording the following:
 - a) Legal home address of parent guardian.
 - b) Evidence of domicile or residence will be required of each parent or guardian, established by appropriate documentation.

Immunization

This *University Heights Charter School* will require that every child who enters school produce a certificate of immunization for the following:

1. Diphtheria, Whooping Cough, and Tetanus
2. Oral Polio
3. German Measles
4. Mumps
5. Measles
6. Mantoux TB skin test.

Preference for enrollment shall be given to students who reside in the Newark Public School District in which this charter school is located. If there are more applicants to enroll in the *University Heights Charter School* than there are spaces available, the students will be selected by lottery held in accordance with N.J.A.C. 6A:11-4.4. The school shall allow any student who was enrolled in the school in the immediately preceding school year to enroll in the charter school in the appropriate grade. The school shall give enrollment priority to a sibling of a student enrolled in the charter school.

Any student whose parents or guardians have moved from the school district during the school year can be authorized to attend the *University Heights Charter School* until the concluding of the school year at the discretion of the Headmaster and approval of the Board of Trustees.

Non-Discrimination Policy

No admission policy will be used to reflect the mission and goals of the school. The admission policy has no criteria that would bar or discourage any applicant. The School will make a strong effort to enroll a group of children representative of all of Newark's diverse groups. The application process will be designed to ensure that race, religion, gender, academic ability, etc. are never considered as part of the admission process.

If there are fewer applicants than the number of spaces available, the School will initiate an intensive outreach program until all spaces are filled.

Non-residents students from other school districts may attend the *University Heights Charter School* provided there is room for them; i.e. unfilled spaces at the scheduled date for the lottery.

Lottery Policy

If there are more valid applicants than can be admitted, applicants will be assigned a number, the numbers recorded on equal slips of paper, placed in a box and drawn at random from the box. Each grade will have a separate lottery. The drawing will be publicly held with all interested parents/caregivers invited. A waiting list be maintained and given priority in future years.

The School will maintain a waiting list for the admission of grade-eligible students that:

1. Begins with the close of the annual recruitment period and first random selection process and ends with the close of the subsequent school year; and
2. Is divided into two groups: students residing within the Newark School District and students from non-resident districts.

During the recruitment period, the School will notify parents that their children's names will remain on the waiting list for enrollment for the subsequent school year only.

In the initial year of the School's operation, all siblings will be considered as a single applicant within the lottery and accepted or assigned to the waiting list together.

Siblings of students currently enrolled in the school will be given first right of refusal for admissions. In the case of siblings applying at the same time, they will be considered as a single applicant within the lottery.

The admission policy has no criteria that would bar or discourage any applicant. The School will make a strong effort to enroll a group of children representative of all of Newark's diverse groups.

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



Enrollment Application Form 2010-11 (due 2/26/10)
 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

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 E: Board Resolution Naming the Affirmative Action Officer, the Section 504 Officer and the Title IX Coordinator

Taken from Minutes for Reorganization Board Meeting held on May 18, 2010:

Appointments

Motion to approve the appointments & resolutions listed in a. through n.

- a. Affirmative Action Officer..... Gwendolyn Gunn-Ingram
- b. Public Agency Compliance Officer..... Karen Johnson
- c. 504 Officer..... Gwendolyn Gunn-Ingram
- d. Title IX Coordinator..... Gwendolyn Gunn-Ingram
- e. Board Committee Chairpersons/Members..... *Assignments to follow*
- f. Compliance Officer RTK and AHERA Contact Person... Misha Simmonds
- g. New Jersey School Boards Association Delegate..... *Assignment to follow*
- h. Integrated Pest Management Coordinator..... Karen Johnson
- i. Physician..... Dr. Kia Grundy
- j. Board Secretary..... Karen Johnson
- k. Qualified Purchasing Agent..... Karen Johnson
- l. Treasurer of School Monies..... Christopher Lessard
- m. Custodian of Public Records..... Karen Johnson
- n. Resolution to employ the firm of **McElroy, Deutsch, Mulvaney & Carpenter, LLP as legal counsel** as follows:

Attorney

WHEREAS, the Public School Contracts Laws (N.J.S.A. 18A:18A-5) requires that a resolution authorizing the contracting of “Professional Services”: without competitive bids be adopted;

NOW, THEREFORE, be it resolved by the University Heights Charter School Board of Trustees that the firm of **McElroy, Deutsch, Mulvaney & Carpenter, LLP** be appointed as legal counsel for University Heights Charter School for the **2010-2011** school year without competitive bidding as a “Professional Service” in accordance with 18A:18A-5 of the Public Contracts Law

Motion by Trustee: R. Ocasio

seconded by Trustee: D. Wright

Record of Board Vote	X – Indicates Votes	AB-Absent NV-No Vote			
		Yes	No	NV	AB
KENNA BAUDIN	X				
HEATHER CALVERASE	X				
ROBERT CLARK	X				
KECIA DANIELS	X				
ANTHONY DEPALMA	X				
ANZELLA NELMS	X				
RAY OCASIO	X				
RICHARD ROPER	X				
LILLIAN WHITAKER	X				
DE'SHAWN WRIGHT	X				

Appendix F: Student Recruitment Plan

The strategy for publicizing the application process will ensure that all groups are made aware of the school. The school will employ both formal [newspaper, flyers, public service announcements] and informal [networking] methods of publicizing the school. A brochure describing the school program will be distributed to interested persons. Applications will be accepted, dated, and evaluated. Public meetings for interested parent/caregivers will be scheduled in advance of the application period. The public meetings will be held in an adequate number and variety of locations needed to ensure access to students from all neighborhoods and groups within Newark. The flyers, brochures and announcements will be distributed through a thoroughly representative group of public and private organizations, including (but not limited to) schools, churches, civic groups, social service organizations, the Newark Public Housing Authority, etc. The School will reach out to the other charter schools in Newark to share and coordinate outreach efforts.

Although Newark's population is predominantly minority, the School will encourage all district students in grades K-4 regardless of racial or academic factors to apply for admission.

Representatives of the *University Heights Charter School* will visit, make presentations and publicize the existence of the School, the availability of enrollment in the School, as well as the educational goals, objectives, methods and philosophy of the School in a variety of locations around Newark in order to seek the enrollment of a cross section of the community's school age population. The action plan implemented this past year was as follows:

Date	Action
1/19/10	Board approves recruitment and admissions plan
1/22/10	Finalize recruitment materials, including applications, declaration of intent form, flyers, palm cards, etc.
1/26/10	Charter Renewal Visit <ul style="list-style-type: none"> • Obtain indication on approval for 3-year expansion to 240 students
1/27/10	Place advertisement in English- and Spanish- language newspapers
1/28/10	Send home in green folder <ul style="list-style-type: none"> • Recruitment and Admissions Flyer • Admissions Application • Declaration of Intent Form
2/1/10- 2/26/10	Outreach Marketing

University Heights Charter School 2010 Annual Report - Appendices

	<ul style="list-style-type: none"> • Visits to pre-schools • Speak at churches, community meetings • Flyers at shopping centers, government offices
2/10/10	Bingo Night – African Heritage Theme – Prospective Students Invited
2/11/10	Daytime Open House
2/19/10	Daytime Open House
2/24/10	Night Open House (6:30 pm)
3/1/10	All applications are due for lottery (late applications will be added to the waiting list).
3/3/10	<p>Hold Admissions Lottery, in accordance with Admissions Policy</p> <p>“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.</p> <p>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.</p> <p>Two waiting lists will be kept: one for Newark residents and one for non-Newark Residents.</p>

Appendix G: Staff Recruitment and Retention Plan

University Heights Charter School worked closely with TeacherNex to upgrade its staff recruitment and retention. TeacherNex is a service program of the The New Teacher Project, a national non-profit organization dedicated to increasing the number of outstanding individuals who become public school teachers and to creating environments for all educators that maximize their impact on student achievement.

In November administration conducts an initial performance review. It provides specific and detailed feedback to teachers about their performance and includes personal improvement plan to address any issues. This is followed up with observation, more feedback, and professional development.

In January teachers are provided with information about the hiring process, including a detailed timeline of evaluation and contract offering. At the same time, they are asked to fill out a Declaration of Intent form indicating their level of interest for returning. This provides an opportunity to begin a discussion with teachers about their specific intentions or concerns. It reinforces the idea that gaining an accurate sense of your teachers' intentions for the next year is important, and that the school is invested in the teacher. It also provides opportunities to address issues that are a barrier to good teachers returning before they have found employment elsewhere.

This Declaration of Intent is followed up with one-to-one conversations to clarify and address any issues.

In March the administration conducts a second performance review. It highlights progress made since the first review and identifies any new or outstanding areas for improvement.

Teachers the school seeks to rehire are offered contracts in early April. This ensures that any luring of outstanding teachers by other schools is preempted.

Based on teacher response and teachers not asked to return, openings are identified by mid-April. Jobs are posted on NJ Hire. The Executive Director attends job fairs and works with placement agencies like TeacherNex to identify candidates.

As soon as high quality candidates are identified, they are invited for an interview, which include a demonstration, reflection on the lesson, writing sample, and general interview. Desirable candidates are made offers quickly to raise the odds of acceptance.

Ideally all positions are filled by June 1 so that students have access to the highest quality teachers possible.

Appendix H: Self-Evaluation and Accountability Plan

The Lead Person will be responsible for producing the self-evaluation. The organizational structure, governance, policies, and operational effectiveness of the *University Heights Charter School* will be assessed. This will include facility, financial and programmatic audits. The *University Heights Charter School* self-evaluation will include student outcomes, student assessment, staff success, parent involvement, community partnerships, and cost efficiency.

At the completion of the total school self-evaluation, it will be time to develop a plan for improvement that is consistent with the goals of the *University Heights Charter School*. (There may also be a need for modification of school goals.) An assessment method will be designed to comprehensively evaluate these areas and solicit input from administration, staff, parents, students, and consultants. The evaluations of the school will be included in the administration's annual report to the Board. Consultants play an invaluable role in evaluating objectively and in developing systems that evaluate programs effectively. There are several colleges, and research groups that can be utilized for that purpose.

The required annual report will include the self-evaluation report and improvement plan as approved by the board. It will be filed with the Newark School Superintendent, the Essex County Superintendent and the Commissioner by August 1 following the end of each year. A copy will be provided to the parents of all students, and made available at the school for all other identified stakeholders and interested parties. This is a public document.

This annual report will consequently serve as a mechanism for resource development. The annual report will serve as a valuable instrument in securing additional funding for enhancements and expansion; from foundations, corporations, and professional organizations.

The preparation of the annual report will be an ongoing process integrated into the School's Self Assessment and Evaluation. The Headmaster will use the report's structure as outlined below to guide a continuous process of measuring, documenting, and improving the School. The Report's structure will also serve as a guideline for feedback on progress to be delivered monthly to the Executive Director and as a Headmaster's Report at each meeting of the Board of Trustees.

The report will be completed in such form as specified by the New Jersey Department of Education guidelines. It will describe in detail the following:

- Achievement of the Schools Mission, Goals and Objectives.
- Efficiency in the Governance and Management of the School
 - Summary of Board Accomplishments
 - Board Policies
 - Board Meetings
 - Board Committees
 - Open Public Meetings Act Compliance
 - Board Training
- Attainment of the New Jersey Core Curriculum Content Standards and the Delivery of an Educational Program Leading to High Student Achievement
 - Incorporation of Content Standards

Summary of Progress
Planned Activities
Innovative Programs and Practices
Family Activities
Academic Programs: Math Program; Reading Program; Writing Program
Science Program; Spanish Language Program

Technology Education
Professional Development/Support Provided for Teachers and Staff

- Statewide Assessment Program Results and Local Assessment of Students
Summary of Assessment Plan
Results from Standardized Assessment
Reporting System
Accountability
- Degree of Parental and Community Involvement in the School
Parental Involvement: Outreach Procedures; Organizations and Committees; Parent Satisfaction; Training and Support
Community Involvement: Outreach Procedures; School Community Activities; Plans.
- Public Relations and Outreach Efforts
- Student Admission Policies and Staff Recruitment Plan
Admission Policies: Timelines and Activities; Admission Results; Student Withdrawals and Exit Interviews
Staff Recruitment: Timelines; Application Review and Interview Procedures; Recruitment Results; Exit Interview Procedure and Results
- Contextual Factors Regarding Student Success Achievement
Diverse Learners: Students with Educational Disabilities; Bilingual/ESL Students; At-Risk Students.
Non-Academic Programs
School Culture
- Annual Financial Report

The Lead Person will be evaluated by the Board. The Lead Person's job performances will be assessed by a high standard of accountability. The Board will expect that the school leader has accomplished the goals and objectives set forth in the School's Charter. The annual report, direct observation, and feedback from the community, parent/caregivers and from staff will all be used as instruments in evaluating the School's executive leader.

The Lead Person shall be responsible for evaluating all teachers and support staff. School staff evaluated will include input from administration, peers, and parent/caregivers. The Lead Person will observe teachers in the classroom to determine their effectiveness as facilitators of learning, and their ability to reach children using various modalities. A critical part of the teacher's evaluation will be outcome based, measuring students' achievement, and implementation of the curriculum. Parent/caregiver surveys will be developed to help measure the teacher's effectiveness and responsiveness. A performance agreement will be developed with each teacher prior to the school year. The annual performance assessment will be based on those standards.

The School will establish clearly defined criteria for performance review. These criteria include

- 1) Commitment to the School's mission and goals;
- 2) Successful implementation of the curriculum and educational philosophy;
- 3) High level of professionalism;
- 4) High level of accomplishment; and
- 5) Effective participation in the School's staff "team."

Tools to be used in the evaluation process will include:

- 1) Written evaluations based on classroom observations;
- 2) Students' performance on major assessments; and
- 3) Feedback from parents.
- 4) Special contributions by the staff to the School's program will also be an element in the performance review.

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

New Jersey Department of Education Office of Charter Schools Receipt of 2010 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 2010 Annual Report
From: Essex County Superintendent's Office
Date: _____ Time: _____
Number of Copies: 1
Received by: _____
Signature: _____
Thank You!

Appendix J: 2010 Charter School Annual Report Checklist

Checklist Items	Yes
1. Have you prepared the annual report on 8 1/2 X 11” white paper, at 12 point or larger computer font? (Note: smaller font is acceptable for large tables.)	✓
2. Have you included a cover page, the prescribed table of contents and the school description page?	✓
3. Have you included the complete proper names for the charter school, the number and the name of the report section in the header?	✓
4. Have you included the page number in the footer and numbered all pages sequentially including the appendices?	✓
5. Have you numbered the tables and figures in the annual report sequentially?	✓
6. Have you provided a title for each table/figure and identified the data in the table?	✓
7. Have you clearly labeled the rows and columns in each table?	✓
8. Have you provided a discussion of each table or figure?	✓
9. Have you responded completely to each of the instructions/directives (e.g., describe, list, discuss, summarize, present) under each of the headers and sub-headers for the nine sections of the annual report? (Remember, interpret the instructions literally.)	✓
10. Did you staple/bind each appendix separately and bundle the appendices (A-J) for the copies of the annual report into sets/bundles?	✓
11. Did you submit three copies to the <u>Office of Charter Schools</u> no later than 4 p.m., Monday, August 2, 2010 (i.e., the original as one document and two copies appropriately separated)?	✓
12. Did you submit one copy of the annual report to each <u>District of Residence</u> no later than 4 p.m., Monday, August 2, 2010?	✓
13. Did you submit one copy of the annual report to the <u>County Superintendent</u> no later than 4 p.m., Monday, August 2, 2010?	✓
14. Did you submit an electronic copy of your annual report to Maria Casale via email attachment (maria.casale@doe.state.nj.us)?	✓