



Annual Report 2010-2011

July 29, 2011

Submitted to:

Commissioner of Education Christopher Cerf
Essex County Superintendent Lawrence Feinsod
Newark Public Schools Superintendent Cami Anderson

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SCHOOL DESCRIPTION

University Heights Charter School

Startup and Current Year. University Heights Charter School opened in September 2006 and just completed its fifth year of operation. The school's charter has been renewed until June 30, 2015.

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 2010-2011 was 224 students in grades K-4. The enrollment at the beginning of the school year was 222 students. At the end of the year the enrollment was 223 students.

Maximum Class Size. The maximum class size for 2010-2011 was 24 students per class, with 2 classes per grade.

School Day. In 2010-2011 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 18, 2010 and ended June 14, 2011 for a total of 188 days.

Student/Teacher Ratio: 10.7/1

Planned Expansion. UHCS is authorized to expand from 224 in grades K-4 to 432 students in grades K-8 over the next 4 years.

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

Employees. The school employs an executive director, principal, assistant principal, school business administrator, 16 classroom teachers, 4 co-curricular teachers (music, physical education, Spanish, technology), 1 special education teacher, 2 instructional aides, 2 office workers, 2 custodians, 1 cafeteria worker, a nurse and a social worker.

Lead Person. The school's lead person for 2010-2011 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 and the Victoria Foundation.

REPORT HIGHLIGHTS

As this report will detail, University Heights Charter School (UHCS) had much success in the 2010-2011 school year. Major accomplishments included:

- National Recognition for Driving Dramatic Student Gains:** UHCS was one of just 18 charter schools from across the country, and only 2 in the tri-state area, to be honored by the New Leaders for New Schools' Effective Practice Incentive Community (EPIC) program as a Silver-Gain Winner for accomplishing breakthrough student achievement gains. Educators at the school received financial awards ranging from \$3000-\$8000. Case studies and profiles from all 18 award-winning charter schools will be posted on the EPIC Knowledge System, a rich online professional development resource that educators can use to build capacity for school improvement and impact student achievement.
- Continued Double-Digit Growth in Student Achievement:** UHCS continued to post double-digit gains in proficiency rates on the statewide NJ ASK assessment. Proficiency rates in all subject areas are above district averages; in grade 3 language arts the rate approaches state averages, and in math proficiency rates are 90% above.

	UHCS Proficiency 2009	UHCS Proficiency 2010	UHCS Proficiency 2011	Two Year Change (2009-2011)
Grade 3 Language Arts	38%	50%	58%	+20%
Grade 3 Math	45%	78%	95%	+50%
Grade 4 Language Arts	11%	47%	45%	+34%
Grade 4 Math	11%	66%	90%	+79%
Grade 4 Science	57%	92%	88%	+31%

- State Approval for Expansion to Grade 8:** Because of these strong academic gains, University Heights Charter School has transitioned from turnaround mode into an expansion phase that will serve more Newark students with a high quality public education. In December 2010, the New Jersey Department of Education approved expansion from 224 students in grades K-4 to 432 students in grades K-8 over the next 4 years.
- Increased Teacher Collaboration and Team Leadership:** Two staffing initiatives, the co-teacher classroom model in grades K-2, and implementation of cross-grade teacher teams, had multiple benefits. Co-teaching reduced student-to-teacher ratios and allowed for more flexibility to differentiate instruction through smaller group work and team teaching. Pairing more experienced teachers with newer teachers also ensured constant professional development for both members. New teacher teams, including grade-level teams, content-area teams, and "special" teams in the areas of special education, safety & security, professional development, Title I, and character education fostered increased collaboration and integration of school-wide culture and instruction. Teacher teams led morning meetings and better-aligned scope and sequences across grade levels. It also provided leadership opportunities for our maturing staff.

In the year ahead, the school looks forward to the launch of the middle school beginning with grade 5; upgraded library, office and stage spaces; and continued growth in student achievement.

**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 2011 UHCS administered the New Jersey Assessment of Skills and Knowledge (NJASK) for the fourth 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 2011 and are summarized below in Table 1.1:

Table 1.1 NJ ASK Proficiency Rates (2009, 2010, and 2011)

	UHCS Proficiency 2009	UHCS Proficiency 2010	UHCS Proficiency 2011	Two Year Change (2009-2011)
Grade 3 Language Arts	38%	50%	58%	+20%
Grade 3 Math	45%	78%	95%	+50%
Grade 4 Language Arts	11%	47%	45%	+34%
Grade 4 Math	11%	66%	90%	+79%
Grade 4 Science	57%	92%	88%	+31%

These preliminary 2011 NJASK results indicate significant double-digit growth over 2009 NJASK results in all grades and subjects. Proficiency rates in math were at 90% and above for all grades. Grade 3 language arts literacy nearly matched last year's state average (60%). Grade 4 science continues to be strong.

Proficiency rates in all grades and subject areas exceeded Newark Public School district averages from 2010 (results for 2011 were not available as of July 28th).

The only disappointment was in grade 4 language arts literacy. While proficiency was up 34% from two years ago, proficiency is flat compared with last year. District and statewide results were not available as of July 28th for comparison, so an increase in the difficulty of the assessment may offer partial explanation. Regardless, improvement is clearly necessary in both grades in language arts literacy. When results by sub-skill become available, detailed analysis will be done to determine key areas for growth. Continued growth in language arts literacy will be a major focus in 2011-2012.

Disaggregated results by subgroups as required by No Child Left Behind are provided in Table 1.2:

Table 1.2 Disaggregation of Spring 2011 NJASK Results by NCLB Subgroup

	Number of Students	Proficient in Language Arts Literacy	Proficient in Mathematics	Proficient in Science (Grade 4 only)
Grade 3				
Overall	40	58%	95%	
<i>Gender</i>				
Female	25	56%	96%	
Male	15	60%	93%	

<i>Race</i>				
Black	37	54%	95%	
Hispanic	3	100%	100%	
Grade 4				
Overall	40	45%	90%	88%
<i>Gender</i>				
Female	20	55%	95%	85%
Male	20	35%	85%	90%
<i>Race</i>				
Black	37	43%	89%	86%
Other	3	67%	100%	100%

Results by gender indicate no significant gaps in performance between males and females in grade 3 language arts literacy, grade 3 mathematics, grade 4 language arts, or grade 4 science. There is a 20-percentage point gap by gender in grade 4 language arts literacy. When results by sub-skill become available, detailed analysis will be done to determine key areas for growth.

Results by ethnicity are skewed by the fact that 92% of the student body is black, with only 3 students not black, and therefore any gaps are not statistically significant.

National Recognition for Dramatic Gains on the NJASK from 2008 to 2010

Two years ago, in Spring 2008, the school debuted next to last (#57 out of 58) in NJASK performance when compared with all other Newark district and charter schools serving grades 3 and 4. Two years later, in Spring 2010, UHCS finished in the top quartile (#13 out of 58), posting double-digit percentage point growth over 2009 NJASK results in all grades and subjects, as indicated in Table 1.2:



Table 1.2 NJASK Results (2009 vs 2010)

NJASK Results	Proficiency Rate Spring 2009	Proficiency Rate Spring 2010	Growth from 2009 to 2010
Grade 3 Language Arts	35%	50%	+15 points
Grade 3 Mathematics	45%	78%	+33 points
Grade 4 Language Arts	11%	47%	+36 points
Grade 4 Mathematics	11%	66%	+55 points
Grade 4 Science	57%	92%	+35 points

Based on this dramatic improvement, University Heights Charter School was selected as one of just 18 charter schools from across the country, and only 2 in the tri-state area, to be honored by the New Leaders for New Schools' Effective Practice Incentive Community (EPIC) program Silver-Gain Award.

EPIC partners with Mathematica Policy Research, an independent, nationally recognized research firm, in the creation and refinement of a Value Added Model to measure the impact of a school on

its students over time. EPIC awards are based on a school's annual gains rather than their overall proficiency rates for students. The EPIC value added model for charter schools is unique in that it compares gains from schools in 23 different states and Washington D.C. Award winners are selected solely based on growth made over the previous three years in student test scores.

Award winning schools were selected from the 175 charter schools from 23 states and the District of Columbia competing in the EPIC National Charter School Consortium for \$1.8 million in incentive funds. School leaders received financial awards of \$5,000 to \$8,000, while most teachers at each school received awards of \$3,000. In total, school staff received over \$70,000 in these merit bonuses.

In addition, all EPIC award-winning schools engage in a thorough investigation with the EPIC team to study and document the school practices and leadership actions that contributed to their student success. Case studies and profiles from all 18 award-winning charter schools will be posted on the EPIC Knowledge System, a rich online professional development resource that educators can use to build capacity for school improvement and impact student achievement.

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. In 2009-2010, UHCS made AYP again and was removed from NCLB status completely.

Determinations for AYP for 2010-2011 have not been released yet, but internal calculations based on the NJASK scores detailed above indicate that UHCS will very likely make AYP again under safe harbor provisions. However, escalating statewide cut-off proficiency rates and the lack of growth in grade 4 language arts literacy may mean the school does not make AYP. If the school does not make AYP, it will be placed again under "Year 1-Early Warning Status" with no immediate sanctions.

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, 77% of students were proficient or advanced in language arts literacy, a 1% drop from last year that is statistically insignificant. In mathematics, 79% were proficient or advanced in math, a 3% drop from last year that is statistically insignificant. These high scores were maintained despite a 20% increase in student enrollment in grades 1 and 2, all of whom were new to the school and a majority of whom entered below grade level. 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 Tables 1.3 and 1.4:

Table 1.3 Language Arts Literacy Results on the May 2011 NJ PASS

Language Arts Literacy	Basic	Proficient	Advanced	Proficient and Advanced	2009-2010	2008-2009
Grade 1	13%	46%	42%	88%	93%	79%
Grade 2	35%	42%	23%	65%	63%	66%
Overall	24%	44%	33%	77%	78%	73%

Table 1.4 English Language Arts Results on the May 2011 NJ PASS

Mathematics	Basic	Proficient	Advanced	Proficient and Advanced	2009-2010	2008-2009
Grade 1	21%	54%	25%	79%	88%	90%
Grade 2	21%	35%	44%	79%	76%	74%
Overall	21%	45%	35%	79%	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, 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 1.5 below shows continued growth in reading proficiency:

Table 1.5 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	15	31%	44	92%	+29	+61%
Grade 1	14	29%	19	40%	+5	+11%
Grade 2	32	67%	34	77%	+6	+10%
Grade 3	22	55%	37	93%	+15	+38%
Grade 4	30	75%	30	75%	+0	+0%

Improving the number of students on grade level to approach 100% will be a key goal in 2011-2012, particularly in grade 4.

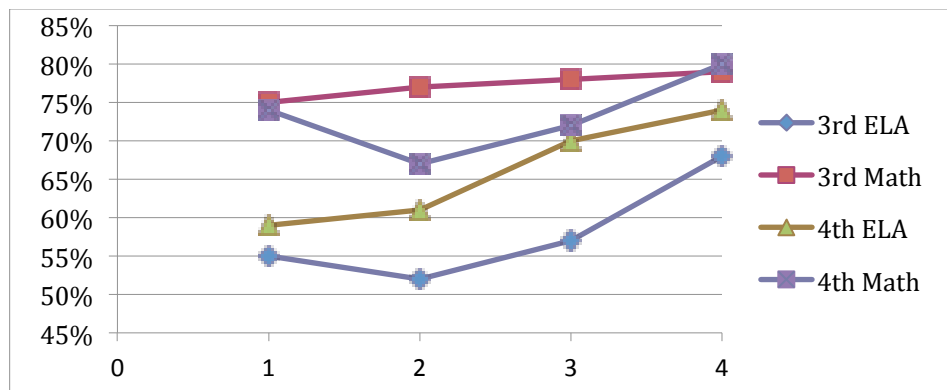
Interim Assessment Results.

This year University Heights Charter School again 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.

Each assessment targets specific standards that are part of the NJASK assessment. Teachers receive results within several days and write action plans to remediate students based on their academic needs. Teachers then reteach necessary topics using different strategies and reassess students to ensure they make progress towards full proficiency.

Table 1.4 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 and grade 4 math and top 3 in grade 3 and grade 4 English language arts.

Table 1.4 Interim Assessment Results for Grades 3 and 4 English and Math (2010-2011)



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	55%	52%	57%	68%	13%	3 rd
	Math	75%	77%	78%	79%	4%	1 st
4th	ELA	59%	61%	70%	74%	15%	2 nd
	Math	74%	67%	72%	80%	6%	1 st

Non-Academic Goals and Objectives

Attendance

UHCS nearly reached its goal of 96% overall student attendance in 2010-2011 with 95.5% overall, a gain of 0.1% from the previous year. Despite some severe winter weather and an influenza outbreak, attendance rates were maintained due to tracking of attendance using our Powerschool student information system that led to better follow-up on students who were absent.

Details on monthly enrollment and attendance in 2010-2011 compared with 2009-2010 are provided in Table 1.5:

Table 1.5 Student Attendance by Month (2010-2011 vs 2009-2010)

Month	Enrollment	Last Year 2009-2010	This Year 2010-2011	Difference
August	221.4	94.2%	96.9%	2.8%
September	223.4	97.5%	98.0%	0.4%
October	223.2	95.5%	97.1%	1.6%
November	223.6	95.5%	95.1%	-0.4%
December	224.0	94.4%	95.6%	1.2%
January	221.4	96.2%	93.1%	-3.0%
February	223.0	94.7%	92.8%	-1.9%
March	223.0	95.3%	95.4%	0.0%
April	224.0	93.8%	96.1%	2.3%
May	224.0	96.4%	96.2%	-0.3%
June	223.0	93.7%	94.1%	0.3%
Average	223.1	95.4%	95.5%	0.1%

In terms of subgroups, disparities in attendance rates were less than 1% for all subgroups with more than one student, which is statistically insignificant. See Table 1.6 for enrollment and attendance by subgroup:

Table 1.6 Student Attendance by Subgroup (2010-2011)

Gender	# of students	% of students	Attendance
Male	107	46%	95.7%
Female	128	54%	95.3%
Income			
Low Income	185	79%	95.3%
Not Low Income	50	21%	96.2%
Special Education			
SPED	22	9%	94.9%
Non-SPED	191	81%	95.6%
Race/Ethnicity			
Black	205	87%	95.6%
Hispanic	21	9%	94.7%
Multiracial	8	3%	94.7%
Asian	1	0%	97.9%

Character and Discipline

UHCS continued to see steady improvement in student character and discipline in 2010-2011. 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 teachers work 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 report a low 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 1.7.

Table 1.7 Reporting to Electronic Violence and Vandalism Reporting System (2009-2010 vs. 2010-2011)

Count of Incidents by Reporting Category	2009-2010	2010-2011	Difference
Violence	7	12	+5
Vandalism	1	0	-1
Weapons	0	0	0
Substance Abuse	0	0	0
Unduplicated Total	8	12	+4
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	5	6	+1
Out-of-School Suspension	10	9	-1
Expulsions, Unilateral Removals, Removal by ALJ	0	0	0

While there was a 50% increase in the number of incidents, it is based on a very small base (8 in 2009-2010 vs 12 in 2010-2011) and the school population grew by 12%. Overall University Heights Charter School remained a peaceful school where students solved the vast majority of issues non-violently.

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.

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 1.8:

Table 1.8 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 mission & values	0.0% (0)	4.3% (1)	43.5% (10)	52.2% (12)	3.48
Ensures a physically safe learning environment	0.0% (0)	8.7% (2)	43.5% (10)	47.8% (11)	3.39
Ensures an emotionally safe environment	0.0% (0)	21.7% (5)	30.4% (7)	47.8% (11)	3.26
Ensures student conduct reflects REACH	8.7% (2)	17.4% (4)	30.4% (7)	43.5% (10)	3.09
Effectively communicates to parents	4.3% (1)	13.0% (3)	43.5% (10)	39.1% (9)	3.17
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	8.7% (2)	30.4% (7)	26.1% (6)	34.8% (8)	2.87

UHCS will target a collaborative staff culture for improvement 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 the summer professional development focused on “fierce conversations” and “growth mindsets”, which allowed teachers to become more comfortable with each other and begin build healthy relationships among the entire staff. Now when disagreements arise between staff members, the entire school has a framework to have needed difficult conversations with each other and sustain professionalism. For teachers to be most effective it is essential to maintain healthy relationships where conflict between adults never gets in the way of student learning.

This past year our staff read professional books including *The Skillful Teacher*, and *Teach Like A Champion* along with articles in conjunction with watching many related professional videos. Teachers then went off into classrooms to incorporate these new strategies and had observations done by the principal that gave teachers immediate feedback against the teacher rubric. The observation and feedback provided by the principal helped to improve teacher practice and was evidence of best practice in action.

Our staff continued their study of effective classroom environments, both physical and emotional. This professional development was lead by the principal and teachers were asked to think about their goals around teaching first, before setting up the physical environment. There were some non-negotiable things that were expected in every room, such as word walls, classroom libraries, whole group meeting areas etc. Staff collaborated about what they needed the physical space to allow, based on their teaching and learning goals. Once these goals were established and teachers realized they needed spaces within the room that allowed for whole group, small group and individual instruction, they set off to map a paper and pencil layout of the classroom, before anything was unpacked. Staff realized that everything placed in the room had to be intentional, in order to maximize teaching and learning. Teachers began to set up their rooms with a deliberate plan.

Professional development also focused on fostering a strong emotional environment and what routines and procedures teachers needed to have in place to move students to independence in their learning, while creating a risk free environment where children understood and believed they needed to “work hard, get smart and never give up.” Teachers began to make plans to build their classroom communities the first four weeks of school by teaching the philosophy of “Growth Mindsets” vs. “Fixed Mindsets” based on the work of Carol Dweck. The staff read from the book *Mindset* by Dweck and had Socratic seminars around the topics raised in the book and had discussions around what “mindset” meant for us as a staff and what it meant for students.

All professional development has been linked back to the school goals of improving student achievement. Unit planning professional development that teachers attended allowed teachers to look at New Jersey Core Curriculum Content Standards and the new to be released Common Core Standards over blocks of time and then plan units of study backwards from the standards and assessments to daily lessons. Professional development around classroom environment, both

physical and emotional to foster student learning helped create an environment conducive to learning. These professional development sessions gave the staff more concrete procedures and were relevant, engaging, and interesting, according to teachers on surveys. Teachers felt they kept them from being stagnant – they gave them practical elements that they could apply immediately in their classrooms.

While the creation of the teacher leader roles addressed the challenge of differentiating the professional learning to meet the needs of teachers based on where they were in their development, it also brought with it a new need for more professional development around collaboration, team teaching, and peer coaching. These things were all necessary in order for this model is to be successful.

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

Teachers continued to note strong academic leadership in the annual teacher survey, giving an average rating of proficient or advanced in most 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	8.7% (2)	13.0% (3)	47.8% (11)	30.4% (7)	3.00
Provides specific, actionable feedback	8.7% (2)	21.7% (5)	39.1% (9)	30.4% (7)	2.91
Provides high-quality professional development	17.4% (4)	21.7% (5)	21.7% (5)	39.1% (9)	2.83
Creates an effective data-driven culture	8.7% (2)	26.1% (6)	34.8% (8)	30.4% (7)	2.87
Supports a strong special education program	30.4% (7)	26.1% (6)	34.8% (8)	8.7% (2)	2.22
Provides clear and timely evaluation	0.0% (0)	26.1% (6)	30.4% (7)	43.5% (10)	3.17

The most frequent feedback regarding the special education program, which received the lowest rating of emergent (2.2) 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 implemented 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:

- **Co-Teaching Model in Grades K-2:** This year the new two-teacher classroom model in grades K-2 has had multiple benefits. First, the reduction of the student-to-teacher ratio allowed for more flexibility to differentiate instruction through smaller group work and through innovative team teaching. Second, the two teachers split lead planning responsibilities for the core subjects of language arts, math, science, and social studies, and in turn increased rigor and depth of the curriculum. Third, pairing more experienced teachers with newer teachers ensured constant professional development for both members. It enabled newer teachers to benefit from the wisdom and experience of veterans while challenging veterans with the new ideas and new energy that newer teachers brought. With this model, no rookie teacher will ever start their career in the classroom alone.
- **Teacher Teams:** Teachers belonged to multiple teams this year, including grade-level teams, content-area teams, and "special" teams in the areas of special education, safety & security, professional development, Title I, and character education. Grade-level and content-area teams were teacher-led. These new teams fostered increased collaboration and integration of school-wide culture and instruction. Teacher teams led morning meetings and better-aligned scope and sequences across grade levels. It also provided leadership opportunities for our maturing staff.

- Afterschool Enrichment Program:** Nearly 75% of our students (129 out of 176 students) in grades one through four participated in afterschool enrichment activities sponsored by the Turrell Fund, held from 4:00-5:15 Monday through Thursday. On average, these students participated in nearly two (1.9) activities each, for a total of 240 participants. Table 2.2 summarizes the activities and student participation

Table 2.2 Afterschool Program Activities and Participation

#	Afterschool Activity	Number of Student Participants
1	Zumba with Ms. Dordoni	56
2	SportsPlay with Mr. Gwasda	47
3	Dance with Ms. Sutherland	46
4	Playworks Afterschool Program with Coach Quin	37
5	Ladies Club with Ms. Adams	20
6	Playworks Girls Basketball with Coach Quin	11
7	Music Recorder with Ms. Palumbo	11
8	Playworks Co-Ed Volleyball with Coach Quin	11
9	Math Explorers with Ms. Hinds	9
10	Boatbuilding with Project USE	8
11	Art Expressions	8

These activities had several positive effects. First, they provided opportunities for students to explore different topics outside the classroom. Second, it gave the opportunity for some students who have not excelled in the traditional classroom to thrive in a different environment. Third, the activities provided a strong incentive for students to complete their homework because participation was conditional on homework completion.

Finally, the programs provided opportunities for great community connections. Parents participated along their children in Zumba, promoting community and fitness. The girls' basketball and co-ed volleyball teams participated in interscholastic competitions, which helped promote the school in the community. The Boatbuilding Club built a real canoe and floated it on the lake at Branch Brook Park with several other Newark schools during a May celebration. An artist-in-residence provided art instruction, introducing students to a real artist. Big Brothers and Big Sisters provided the most connections: over 50 pairs of students and "Bigs" met weekly at the school for mentoring and support.

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

Board of Trustees.

In 2011, the UHCS board maintained full strength of 11 board members, including:

- **Richard W. Roper (President)** recently retired as the Director of the Planning Department of the Port Authority of New York and New Jersey. He also founded the Roper Group, a public policy consulting firm specializing in economic and social policy research and analysis.
- **Kenna Baudin** is a Director at 3i, a private equity firm in New York. She is actively involved in Sponsors for Educational Opportunity, the Harvard Business African-American Alumni Association, and Comprehensive Development Inc.
- **Robert Clark** is the founding director of YouthBuild Newark. He has cultivated an extensive network of partners and supporters that include the U.S. Department of Housing and Development, the Juvenile Justice Commission of New Jersey, the Episcopal Diocese, and the Prudential Foundation.
- **Kecia Daniels** is the Personnel Director for the City of Newark. 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.
- **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).
- **Harold Fullilove** is a recently retired Judge of the Superior Court of New Jersey. He served previously as the Presiding Judge of the Essex County Criminal Division, Municipal Court Judge for the City of Orange, and Chair of the New Jersey Supreme Court Standing Committee on Minority Concerns. He has also practiced law as a partner for Fullilove and Bland.
- **Anzella Nelms** served over 44 years in Newark Public Schools, most recently as deputy superintendent. She continues to help struggling schools improve today in her role as an education consultant.
- **Ray Ocasio** is the Executive Director of La Casa de Don Pedro, Inc. 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.
- **Lillian Whitaker** is the Principal of Parker Elementary School in Hackensack, NJ. She is an active member in the community and Music Director for Bethany Baptist Church.
- **Danielle Wright** is Vice President for Quality Schools at the Newark Charter Fund. Her previous positions include Senior Manager of Recruitment and Admissions at New Leaders for New Schools, Director at the Black Alliance for Educational Options, and Consultant for Edison Schools.

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

The board met 11 times in 2010-2011. Major accomplishments included:

- **Securing State Approval for Middle School Expansion:** The school applied in October 2010 for expansion from 224 students in grades K-4 to 432 students in grades K-8 over the next 4 years. The state granted approval in December 2010.
- **Updating of Critical Policy Manual:** The Board updated and added 39 separate policies in the areas of Community Relations, Administration, Business and Operations, Staff, Students, Instruction, Facilities, and Board Bylaws. A particular area of focus was meeting new state mandates in security drills and addressing harassment, intimidation, and bullying.
- **Fundraising:** The school continued to expand and diversify its support from local philanthropies:
 - **Newark Charter School Fund:** Granted \$180,000 to support middle school expansion.
 - **Victoria Foundation:** Granted \$25,000 to implement the co-teacher model in 2010-2011 and \$40,000 to implement middle school expansion in 2011-2012.
 - **MCJ Amelior Foundation:** Granted \$12,500 to support our Playworks and Big Brothers Big Sisters Partnerships.
 - **Turrell Fund:** Granted \$7,000 to support the afterschool enrichment program.
 - **Hyde and Watson Foundation:** Granted \$5,000 to upgrade the school's stage sound and light system.
 - **Essex County Chapter of Mocha Moms:** Donated hundreds of books collected the as part of their 2011 Book Drive, held in March in honor of Reading Awareness Month.
 - **Bridges to Books:** Donated thousands of books to continue to build our library.

School Administrators.

Misha Simmonds continued as Executive Director for a third 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.

Rahshene Davis continued as Principal for a third 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. She was also recognized as the "Administrator of the Year" by New Jersey Charter Schools Association.

Gary Knight was promoted to Assistant Principal after finishing his year residency at the school through the New Leaders for New Schools Program. He focused on grades 3-4 and the special

education program. He also led planning for the middle school expansion and will be middle school principal in 2011-2012.

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.

Academic progress has been noted in previous sections. Financial and facilities 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"> • Elimination of structural deficit in the food service program. • Increased threshold for Qualified Purchasing Agent from \$21,000 to \$36,000. • Obtained preferred status from New Jersey School Boards Insurance group that lowered rates due to decreased risk. • Establishment of online donation facility and development fund bank account to attract increased financial resources to the school. • Secured E-Rate funds which virtually eliminated costs for telecommunications, internet access, and website hosting. • Increased portion of general fund spent on instruction 65%, more than meeting the 60% required threshold.
Facilities	<ul style="list-style-type: none"> • Preparation for library, office, stage upgrades to take place in 2011-2012. • Continued improvement in cleanliness and regular maintenance of school facilities.

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	0.0% (0)	4.3% (1)	39.1% (9)	56.5% (13)	3.52
Provides sufficient instructional resources	4.5% (1)	9.1% (2)	36.4% (8)	50.0% (11)	3.32
Provides sufficient materials (paper, pens, etc)	4.3% (1)	17.4% (4)	34.8% (8)	43.5% (10)	3.17
Provides strong technology resources	0.0% (0)	13.0% (3)	34.8% (8)	52.2% (12)	3.39
Communicates policy and changes effectively	0.0% (0)	4.3% (1)	43.5% (10)	52.2% (12)	3.48
Handles HR issues effectively	4.3% (1)	13.0% (3)	39.1% (9)	43.5% (10)	3.22
Handles financial and payroll issues effectively	4.3% (1)	8.7% (2)	43.5% (10)	43.5% (10)	3.26

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.

Parent regularly speak of the desire to keep their children in the high quality UHCS system they have come to know and love. In October 2010, parents of over 200 students (92% of our enrollment) signed and returned forms indicating their wholehearted support for UHCS expanding to grade 8.

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 2010-2011 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 held many types of parent events in 2010-2011. 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 estimated attendance figures is provided in Table 4.2:

Table 4.2 List of Parent Events (2010-2011)

#	Date	Event	Type	Attendance
1	1-Sep	Back to School	Informational	111
2	29-Sep	Grade 1 Night	Informational	20
3	13-Oct	Hispanic Heritage	Performance	200
4	20-Oct	Citizen's Campaign Workshop	Involvement	3
5	27-Oct	Bingo for Books	Fun/Involve	200
6	30-Oct	Playworks Football	Fun/Involve	33
7	10-Nov	Grade 4 & Spec Ed Night	Informational	11
8	17-Nov	Playworks Hi-Scholar\$	Fun/Involve	37
9	13-Dec	Grade 2/Bilingual Night	Informational	15
10	15-Dec	Holiday Music Show	Performance	100
11	9-Feb	Bingo for Books	Fun/Involve	29
12	24-Feb	African Diaspora	Performance	200
13	9-Mar	Grade 4 Night	Informational	30
14	27-Mar	Founders Day	Awards	100
15	6-Apr	Community Garden	Fun/Involve	10
16	16-May	Boatbuilding Launch	Fun	25
17	14-May	Spring Music Show	Performance	100
18	1-Jun	Science Fair	Educational	50
19	8-Jun	Talent Show	Performance	80
20	13-Jun	Awards Ceremony	End of Year	25
21	13-Jun	Grade 4 Graduation	End of Year	180
22	14-Jun	Kindergarten Promotion	End of Year	150

The central celebration of the year was our first ever Founders Day, held March 27th at the school. This event marked the school's fifth year anniversary by honoring the school's founding friends, founding board, founding students and parents, and founding staff. It included musical performances and testimonials of the impact of the school on all of its stakeholders. The program also celebrated the state's approval for expansion to grade 8. The school hopes to make this an annual event.

The school also continued to build its key cultural celebrations for Hispanic Heritage Month and Black History Month. On both occasions, parents from each classroom prepared dishes from various countries in Latin America and Africa that were enjoyed by all. Students also performed dances from different cultures, and one family led the entire school in Carribean Dance.

Parent volunteers also organized and ran two book fairs as fundraisers for student activities. This raised several thousand dollars that supported field trips, afterschool enrichment, and end-of-year activities.

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:

- **EPIC's National Charter School Consortium:** Links principal and teacher incentives to the wide-scale sharing of effective educational practices.
- **CityGreen:** Provided curriculum and materials to start a school garden. This was supported by Real Estate Advisory and Development Services (READS).
- **Teach For America:** Provided and supported three highly qualified novice teachers at the school and supported them with professional development.
- **New Jersey Charter Schools Association:** Invited our students to do a musical performance at their annual conference. This is the first time students performed outside the school. The association also recognized our Principal Rahshene Davis as "Administrator of the Year."
- **New Leaders for New Schools:** Continued to support Executive Director and Principal by providing ongoing coaching and support during the school year.
- **Project U.S.E.:** Led professional development day for staff emphasizing collaboration. They also ran our student Boatbuilding Program, which culminated with our students launching their own boat.
- **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 June 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.

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 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 257 applicants from Newark and surrounding towns for admissions to University Heights Charter School for the 2011-2012 school year, up from 199 for 2010-2011. Table 5.1 below summarizes the number of seats available, the number of seats open, the number of applicants, and the number of applicants per open seat:

Table 5.1 Admissions Lottery Results

Grade	Total Seats	Seats Open*	Total Applicants	Applicants per Open Seats
Kindergarten	48	33	120	3.6
1 st Grade	48	0	25	n/a
2 nd Grade	48	2	22	11
3 rd Grade	48	0	27	n/a
4 th Grade	48	7	26	3.7
5 th Grade	48	15	37	2.5
Total	288	5	1257	4.7

*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 (2010-2011)

Grade	Started	Transfer in	Transfer Out	End
K	45	6	4	47
1	49	1	2	48
2	48	3	3	48
3	40	2	2	40
4	40	1	1	40
Total	222	13	12	223

Table 5.3 Student Transfers Out by Reason (2010-2011)

Reason for Transfer Out	Students	Share
Moved away from school	6	50%
School was not a good fit for the student	5	42%
Other	1	8%
Total	12	100%

Over the course of the year, 12 students transferred out of the school while 13 students transferred in. Most transfers out (50%) occurred because students moved. Average daily enrollment was maintained at 223.4 out of an authorized student enrollment of 224.

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 2011-2012 school. For the first time this year all teachers were invited to return. All those that were invited subsequently accepted the offer except for one teacher that left the profession and one teacher that moved across the country for personal reasons.

There were seven (7) instructional position openings for the 2011-12 school year, including:

- Elementary School Principal
- Special Education Teachers (2)
- Grade 1 Teacher
- Grade 4 Math and Science Teacher
- Grade 5 English Language Arts and Social Studies Teacher
- Teacher Assistants (1)

The application process for becoming a teacher at University Heights Charter School was very competitive in 2010-2011. Over 400 resumes were reviewed for the 5 open teacher positions. All positions were posted on NJ Hire. Candidates came from job fairs and NJ Hire. Of these applicants, 11% were screened by phone interview and 2% came to be interviewed at the school. Only 1% were made offers.

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 1st and the school is excited about the strong team that has been assembled for the upcoming 2011-2012 school year.

Exit Interview Procedures and Data.

Each teacher was individually informed of renewal by the Executive Director, on behalf of the Board of Trustees, by May 15, 2011 as required by law. No teacher was non-renewed.

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

Self-Evaluation and Accountability Plan

Description of Major Areas of Self-Evaluation. The school continued to set even higher goals for 2010-2011 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 increased student achievement.

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 2010-2011 School Goals

Area	Priorities	Status	Comments
Student Outcomes	95+% attendance	●	Attendance was 95.5%, up 0.1%
	75%+ students on grade level for reading	●	75% tested at or above grade level
	75%+ students proficient in both ELA and math on NJASK/NJPASS	◐	ELA: 65% proficient overall on NJASK/NJPASS Math: 85% proficient overall NJASK/NJPASS Overall: 75% proficient
Human Resources	Implement co-teacher model in grades K-2, including SPED & Bilingual	●	All positions filled according to plan and co-teaching model in place.
	Implement teams in leadership, curriculum, intervention, culture, safety	●	Teams established and met regularly.
	Improve staff attendance and punctuality	●	Policy and enforcement working.
Program	Implement "growth mindset" paradigm	●	After summer training, teachers regularly refer to and communicate the growth mindset.
	Implement teacher-led theme calendar	●	Teacher teams led activities each month based on themes.
	Codify and communicate what REACH core virtues look like in practice	◐	Preliminary discussions were held by character team but more work needs to be done.
	Fully implement second computer lab and science lab	◐	Labs were established but underutilized. More training and support is needed.
	Increase support of bilingual/ELL students	●	Every grade K-2 had a Spanish speaking teacher. More communications went out in Spanish.
Finance & Operations	Eliminate budgeted deficit due to state aid cuts.	●	School ended year with small surplus.
	Create surplus in food program to cover 50% of food service staff costs	●	Food program surplus covered entire cost of food service staff costs, eliminating general fund subsidy.
	Enhance library, office, and stage facilities.	◐	Planning and preparation was in place by June 30 th so work could be completed over the summer.

Funding	Raise \$100,000 for middle school expansion	●	Over \$200,000 was raised for expansion.
	Diversify funding base	●	Added Victoria Foundation, Turrell Fund, MCJ Amelior Foundation, and Hyde and Watson Fund as new supporters.
	Implement online fundraising to solicit individual donations.	●	System in place and several donations received.
Board/ Governance	Increase board membership to 11	●	Board is now at full strength.
	All board members complete required training.	◐	Almost all board members have completed training.

The school will address incomplete goals in 2011-2012, including the following:

- Raise English Language Arts proficiency above 75%.
- Complete defining and codification of what the school’s REACH core virtues should look like in practice.
- Provide professional development and incentives for teachers to full integrate use of the science lab into instruction

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, 2011
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>	Kenna Baudin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 2:</i>	Robert Clark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 3:</i>	Kecia Daniels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 4:</i>	Anthony DePalma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 5:</i>	Harold Fullilove	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 6:</i>	Anzella Nelms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 7:</i>	Ray Ocasio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 8:</i>	Richard Roper	<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>	Danielle Wright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Member 11:</i>	Vera Wynn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I, Harold Fullilove, 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, 2011

Appendix B: Board Resolution Naming the Lead Person



74 HARTFORD STREET NEWARK, NEW JERSEY 07103 TEL: 973-623-1865 FAX: 973-623-8511 WWW.UHCS-NEWARK.ORG

BOARD OF TRUSTEES RESOLUTION

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 Appointment of Rahshere Davis as the Headmaster/Headmistress of University Heights Charter School and Misha Simmonds as the Lead Person, effective August 19, 2008 pending salary negotiations and reclassification of their job titles.

Motion made by: Gareth Malebranche Zamba **Seconded by:** Shaunda Owens-Chavers

Tally of Votes:

Names:

Member 1: Ray Ocasio abstain

Member 2: Shaunda Owens-Chavers

Member 3: Larry Crump

Member 4: Gareth Malebranche Zamba

Member 5: Marvin Anthony

Names:

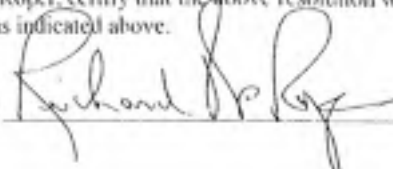
Member 6: Ayesha Cross abstain

Member 7: Richard Roper

Member 8: _____

Member 9: _____

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: 8-19-08

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

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

Student's Name _____ Sex: Male Female
 (Last) (First) (Middle)

Age _____ Date of Birth ___/___/___ Current School _____

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

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 17, 2011:

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. Roper

Seconded by Trustee: K. Daniels

Record of Board Vote	X – Indicates Votes	AB-Absent	NV-No Vote				
				Yes	No	NV	AB
Board Member							
KENNA BAUDIN	X						
ROBERT CLARK							X
KECIA DANIELS	X						
ANTHONY DEPALMA	X						
HAROLD FULLILOVE	X						
ANZELLA NELMS	X						
RAY OCASIO							X
RICHARD ROPER	X						
LILLIAN WHITAKER	X						
DANIELLE WRIGHT	X						
VERA WYNN							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
11/29/10	NJDOE approves enrollment expansion plan adding grade 5 in 2011-2012.
12/21/10	Board approves recruitment and admissions plan
12/25/10	Finalize recruitment materials, including application, declaration of intent form, flyers, palm cards, etc.
1/3/11	Place advertisement in English- and Spanish- language newspapers
1/6/11	Send home recruitment information to parents in green folder <ul style="list-style-type: none"> • Recruitment and Admissions Flyer • Admissions Application • Declaration of Intent Form
2/7/11	Distribute materials to pre-school sites. <ol style="list-style-type: none"> 1. 444 Central Avenue (973-824-3740) – 40 Applications 2. Roseville Presbyterian, 36 Roseville Ave (973-481-3747) – 30 Applications 3. NPC Academy, 201 First Street (973-484-5430) - 50 Applications 4. La Casa de Don Pedro Center III, 202-216 First Street (973-350-0530) – 75 applications 5. 177 Central Avenue (973-824-4906) – 75 Applications 6. Metropolitan, 149 Springfield Avenue (973-621-6933) – 150 applications 7. Community Hill Learning Center, 85 Irvine Turner Blvd (973-621-0852)- 125 applications 8. Emmanuel Wee Garden Center, 54-60 Irvine Turner Blvd (973-242-3552) – 25 applications 9. St. Joseph’s Day Care, 187 West Market Street, Newark, NJ (973-643-2411)-30 Applications

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	10. Newark Preschool Council, Inc. 10 Park Place, Fourth Floor General: (973-848-5000)-50 applications
2/9/11	Bingo Night – African Heritage Theme – Prospective Students Invited
2/10/11	Day Open House
2/16/11	Day Open House
2/16/11	Night Open House (6:30 pm)
2/25/11	All applications are due for lottery (late applications will be added to the waiting list).
3/2/11	<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. A waiting list be maintained and given priority in future years.</p>
3/10/11-	Reach out to lottery winners and enroll new students.

Appendix G: Staff Recruitment and Retention Plan

University Heights Charter School has 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 2011 Annual Report
From: Newark Public Schools Date: _____ Time: _____ Number of Copies: 1 Received by: _____ Signature: _____
Thank You!

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

Appendix J: 2011 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 4:15 p.m., Monday, August 1, 2011 (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 4:15 p.m., Monday, August 1, 2011?	✓
13. Did you submit one copy of the annual report to the <u>County Superintendent</u> no later than 4:15 p.m., Monday, August 1, 2011?	✓
14. Did you submit an electronic copy of your annual report to Maria Casale via email attachment (maria.casale@doe.state.nj.us)?	✓