



Annual Report

2014-2015

August 3, 2015

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1.a BASIC INFORMATION ABOUT THE SCHOOL

Fill in the requested information regarding your school below:

1.a Basic Information	
Name of School	University Heights Charter School of Excellence
Year School Opened	2006
Grade Level(s) Served in 2014-15	PreK,K,1,2,3,4,5,6,7,8
October 15 th 2014 Enrollment Count	622
Final Enrollment Count for SY 2014-15	614
Wait List Count for SY 2014-15	286
District(s) / Region of Residence (per the school's charter)	NEWARK CITY
Website Address	http://www.uhcs-newark.org
Name of Board President	Warren Tranquada
Board President email address	wtranquada@njpac.org
Name of School Leader	Misha Simmonds
School Leader email address	msimmonds@uhcs-newark.org
School Leader phone number	973-623-1965
Name of SBA	Karen Johnson
SBA email address	kjohnson@uhcs-newark.org

Submitting School: University Heights Charter School of Excellence

Submitted by: Misha Simmonds, Executive Director

Submission Date and Time: 07/20/2015 22:02:41

1.b BASIC INFORMATION ABOUT EACH SCHOOL SITE

Fill in the requested information below about each of the school sites:

SCHOOL SITE 1	
Site Name	Lower School
Year Site Opened	2006
Grade Level(s) Served at Site in 2014-15	PreK,K,1,2
Grade Level(s) to Be Served in 2015-16	PreK,K,1,2
Site Street Address 1	74 Hartford St.
Site Address 2	
Site City	Newark
Site Zip	07103
Site Phone Number	973-623-1965
Site Lead or Primary Contact's Name	Principial, Maria Picone
Site Lead's Email Address	mpicone@uhcs-newark.org

SCHOOL SITE 2	
Site Name	Upper School
Year Site Opened	2013
Grade Level(s) Served at Site in 2014-15	3,4,5,6,7,8
Grade Level(s) to Be Served in 2015-16	3,4,5,6,7,8
Site Street Address 1	66-78 Morris Ave.
Site Address 2	
Site City	Newark
Site Zip	07103
Site Phone Number	973-230-9995
Site Lead or Primary Contact's Name	Principal, Nikki Jones
Site Lead's Email Address	njones@uhcs-newark.org

2.1 SCHOOL ENROLLMENT IN 2014-15

Fill in the requested information below regarding school enrollment:

2.1 School Enrollment in 2014-2015						
	Maximum Enrollment allowed per school's charter	Enrollment Count on First Day of School Year 2014-15	October 15, 2014 Enrollment Count	Enrollment Count on Last Day of School Year 2014-15	# of Students who Left the School During the 2014-15 School Year (For any Reason)	# Returning Students to the School in 2015-16 from Previous School Year*
Pre-K	75	73	76	74	4	4
K	75	75	74	73	8	63
Grade 1	75	73	74	73	6	67
Grade 2	75	69	72	72	5	75
Grade 3	75	74	75	74	5	72
Grade 4	50	48	50	49	1	69
Grade 5	50	49	50	49	4	48
Grade 6	50	51	50	50	3	45
Grade 7	50	51	51	50	1	47
Grade 8	50	50	50	50	0	48
Grade 9						
Grade 10						
Grade 11						
Grade 12						

* Returning students should be listed for the grade they will be attending in the 2015-16 school year. Please include all returning students. Those students being retained would be listed in their current grade. Those being promoted would be listed in the next grade up.

2.2 SCHOOL DEMOGRAPHICS IN 2014-15

Fill in the requested information below regarding school demographics for each grade level. Please note, the demographic information provided must be based on FINAL enrollment count, e.g. June 30th, 2015

2.2 School Demographics in 2014-2015									
	Total # Enrolled	# Free or Reduced Price Lunch	# Special Ed	# LEP	# White, non- Hispanic	# African American, non- Hispanic	# Hispanic	# Asian, non- Hispanic	# Other Race/ Ethnicity, including two or more racial/ ethnic groups
Pre-K	74	62	5	2	0	64	8	0	2
K	73	62	6	2	0	64	6	0	3
Grade 1	73	66	6	1	0	60	9	1	3
Grade 2	72	66	10	3	0	62	9	0	1
Grade 3	74	65	11	3	0	64	9	0	1
Grade 4	49	47	7	0	0	41	7	0	1
Grade 5	49	41	13	0	0	41	6	0	2
Grade 6	50	43	4	0	0	44	5	0	1
Grade 7	50	43	4	0	0	42	8	0	0
Grade 8	50	4	4	0	0	48	2	0	0
Grade 9									
Grade 10									
Grade 11									
Grade 12									

2.3.b INITIAL APPLICATION ACCESS IN 2014-15

Fill in the following table:

2.3.b Initial Application Access	
List the languages in which the initial application form is available.	English,Spanish,Portuguese or Portuguese Creole
Is the initial application available at all school locations? (Y/N)	Yes
Is the initial application available online? (Y/N)	Yes
If yes, provide the URL:	http://newarkenrolls.org/

2.3.c INITIAL APPLICATION PROCESS

Fill in the following table:

2.3.c Initial Application Process	
Start of Initial recruitment period: Date initial application for prospective students <u>was made available</u> for students/parents/guardians to enroll in the 2015-16 school year.	2015-01-06
Application deadline: Date initial application for prospective students <u>was due back to the school</u> for students/parents/guardians to enroll in the 2015-16 school year.	2015-02-13
List the public avenues that the school utilized to advertise that applications are available to enter the school's lottery (e.g. local newspapers, school website)	Newark Public Schools website, school website TV and Radio Commercials (PreK only), phone broadcasts, city wide school fairs, local school open house, flyers in student backpacks, flyers at PreK sites & community agencies

2.3.d ADMISSIONS LOTTERY INFORMATION

Fill in the following table:

2.3.d Admissions Lottery Information	
Did your school hold an admissions lottery for students and parents/guardians to enroll in the 2015-16 school year?	Yes
Date of admissions lottery for students and parents/guardians to enroll in the 2015-16 school year	2015-03-25
Location of admissions lottery for students and parents/guardians to enroll in the 2015-16 school year	The algorithm was run by Newark Public Schools at 2 Cedar Street, Newark, NJ.

2.3.e ADMISSIONS LOTTERY COMMUNICATION

Describe how the school's lottery date was communicated to students and their parents/guardians. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters.*

We participated in a US Department of Education and New Jersey Department of Education approved centralized weighted lottery system known as One Newark Enrolls. The lottery date was communicated to students and their parents/guardians in multiple ways: on the Newark Public Schools website; on the school website, through TV and Radio Commercials (PreK only); phone broadcasts; city wide school fairs; local school open house; flyers in student backpacks, and flyers at daycare sites and community agencies

2.3.f ENROLLMENT PROCESS

Address the following questions regarding your enrollment process:

2.3.f Enrollment Process	
Required documentation: What documents do you require students and their parents/guardians to produce in order to enroll in your school?	Proof of age (birth certificate, passport, or baptismal certificate); Proof of residency (multiple options, one must be from the last 30 days); Proof of immunization as required by age.
Submission timeline: What is the specific timeline for parents/guardians to submit the required documentation?	After each round we provide up to 30 days to register. If necessary, additional time is provided to families if they respond within this window but still need to secure necessary documentation.

After a student has been accepted to your school through the lottery, describe the process by which a student is officially enrolled. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters.*

Families are notified of acceptance in the lottery by email and by letter with instructions to call the school and arrange an appointment for registration, or to attend one of several pre-scheduled registration dates (held both on weekdays and Saturdays to accommodate parent work schedules). Prior to coming to the school, parents are notified that they need to provide proof of age (birth certificate, passport, or baptismal certificate); proof of residency (multiple options, one must be from the last 30 days); proof of immunization as required by age, as outlined in the One Newark Enrolls Registration Cover Sheet. When they come to the school, they meet with: office staff to collect information and documentation; social worker to discuss student needs; school nurse to address health issues; and a teacher to assess their educational needs. If available the principal also meets with the family and a tour of the school is given.

2.3.g RECRUITMENT AND MARKETING EFFORTS

Provide evidence of recruitment and marketing efforts that demonstrate that the school has made a commitment to serving all students, especially highest needs students such as special education students, English Language Learners, students who qualify for free or reduced-price lunch, and other underserved or at-risk populations. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters.*

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, either by policy or any other means.

The school is committed to serving all students, as demonstrated by its recruiting efforts and making application information and materials accessible to families. The lottery date was communicated to students and their parents/guardians in multiple ways: on the Newark Public Schools website; on the school website, through TV and Radio Commercials (PreK only); phone broadcasts; city wide school fairs; local school open house; flyers in student backpacks, and flyers at daycare sites and community agencies.

We participated in a US Department of Education and New Jersey Department of Education approved centralized weighted lottery system known as One Newark Enrolls. This lottery system provides preference for students with IEPs and students eligible for free lunch in the Newark Universal Enrollment System, in accordance with federal regulations.

The results speak for themselves. Our enrollment demographics is 100% minority, 87% low income, and 11% special education, Newark Public School analysis of district and charter school demographics indicates the make-up of the enrollment of University Heights Charter School demonstrates more need than the average district school and more need than most charter schools.

2.3.h WAIT LIST POLICY

Address the following questions regarding the school's wait list:

2.3.h Wait List Policy	
How does the school order students on the wait list?	The One Newark Enrolls algorithm assigns wait list order based on results from the algorithm.
When does the school close the wait list for the current school year?	Never.
What do you do with students who are still on the wait list when the school closes it for the current year?	We start each year with a new waitlist supplied by the One Newark Enrolls system. The old waitlist is discarded.

2.3.i BACKFILLING POLICY

Describe your school's policy regarding backfilling. Make sure to address the following questions in your response: Do you backfill at every grade level? Do you backfill all year, or do you stop at a particular point in the year? Do you backfill from year to year? *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters.*

Our school backfills at every grade-level range (PreK, K-5, 6-8) to reach the seat capacity approved by the Office of Charter Schools. We backfill all year as long as students are available on the waitlist and are willing to transfer. In practice, by spring this usually means we are unable to fill seats because wait lists are exhausted or students are unwilling to transfer so late in the year.

2.4.a SCHOOL SUSPENSIONS AND EXPULSIONS

Provide information regarding the school's suspension and expulsion numbers for the 2014-2015 school year

2.4.a School Suspensions and Expulsions				
	Total # students enrolled	Total # of students who had one or more out-of-school suspensions	Total days lost for out- of-school suspensions (for all students)	Total # of students expelled
Pre-K	74	0	0	0
K	73	4	6	0
Grade 1	73	12	26.5	0
Grade 2	72	12	19.5	0
Grade 3	74	30	105	0
Grade 4	49	20	33	0
Grade 5	49	20	58	0
Grade 6	50	12	24	0
Grade 7	50	15	33	0
Grade 8	50	26	71	0
Grade 9				
Grade 10				
Grade 11				
Grade 12				

2.4.b DISCIPLINE POLICY REGARDING SUSPENSIONS & EXPULSIONS

Briefly describe your school's discipline policy as it relates to suspensions and expulsions. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters.*

Our discipline policy as it relates to suspensions and expulsions is defined by our Tiered Code of Conduct which include four levels:

Level I infractions are misbehaviors the part of the student which interfere with orderly classroom procedures or the orderly operation of the school. These include disruptive behavior, classroom tardiness, failure to complete assignments or carry out teacher directives, failure to follow instructions, or wearing of or other apparel that can be disruptive to the educational process. Possible consequences for such actions include deduction of behavior points (Loss of 1-3 "Scholar Dollars"), sitting out of class for five minutes ("Time Out"), and/or filling out of a behavior modification form ("Refocus Form"). Failure to accept these consequences may result in phone call home to parent/guardian.

Level II infractions include misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These include unmodified Level I misconducts, disrespect of teacher, or abusive language. Possible consequences for such actions include larger deductions of behavior points (Loss of 3-5 "Scholar Dollars"), sitting out of class for five minutes ("Time Out") or being sent to the Dean of Students, filling out of a behavior modification form ("Refocus Form"), and/or loss of recess/lunch. Failure to accept these consequences may result in phone call home to parent/guardian and/or parent meeting.

Level III infractions include acts directed against persons or property. These include unmodified Level II misconducts; continued disruptive behavior; extreme defiance; graffiti and vandalism; stealing, threats to others; cheating and scholastic dishonesty; gender, racial, or ethnic harassment; unauthorized use of cellular phone; using forged notes; and cutting class. Possible consequences for such actions include larger deductions of behavior points (Loss of 10 to 20 "Scholar Dollars"), being sent to Dean of Students, In-School and/or Out of School Suspension. Parent contact is required.

Level IV infractions include acts which result in violence to another person or property or which pose a direct threat to the safety of others in the school. These include unmodified Level III misconducts; possession/use/transfer of weapons; extortion; threat to teachers; fighting; bomb threat; alcohol/smoking/gambling; theft/possession/sale of stolen property; intimidation/bullying; sexual harassment/assault; arson; possession/use/selling of unauthorized or illegal substances; and/or use of cell phone to post pictures on social media or to facilitate the commission of a crime or to inflict injury or harm to persons or property. Consequences for these infractions always include out-of-school Suspension. Multiple offenses can result in increasing amounts of days of out-of-school suspension.

Expulsion Consideration: After 3 or more suspensions without improvement in behavior a scholar may be placed on 45-day suspension with home instruction to consider the need for alternate placement or expulsion. This action must be board approved. Subsequently the parent is given notice that the Board of Trustees has decided will hold a hearing regarding to consider whether further long-term removal or expulsion is warranted. Parents are provided in advance documentary evidence the Board may rely upon at the hearing. Parents have the right to have an attorney of their choice and their expense present at the hearing. They may also make arrangements to have the proceeding recorded. Any further appeals are handled as required by state regulation. The school has

only had 1 expulsion in its history and none in the past 5 years.

3.1.a MISSION AND EDUCATION PROGRAM

Provide a synopsis of the school's mission and educational program including key components of the education model and any unique or innovative features of the school. Make sure to note all of your extracurricular offerings. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters*

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

Local community members founded our free, public, charter school. It opened in Fall 2006 with 120 students in grades K-2 and now serves 625 students in grades PreK-8 on a two-building campus.

Our model derives from a theory of change grounded in six core beliefs. These core beliefs drive the key activities of our strategy that lead to our desired outcomes:

1. All students can achieve high levels of character, scholarship and leadership. Our student is 100% minority and 95% low income, representative of our Newark community. There is no entrance exam: all students are enrolled through the One Newark System. We also serve a range of special education students with services including speech therapy, braille services, mental health services, in-class support, and special classrooms with low student to teacher ratios.
2. Effective instruction is the single greatest factor in increasing student achievement. Because we believe all children can achieve at high levels, good teaching is the most important factor in determining whether every child achieves their potential. UHCS is committed to extended day and year initiatives that combined offer over 20% more learning time. All students get the same college-ready curriculum based on the Common Core and NJ Core Curriculum Content standards.
3. Great teachers are the key to effective instruction. The impact of high quality curriculum and more learning time is only as strong as the quality of teachers delivering the instruction. UHCS spends significant resources attracting and hiring the most highly qualified and certified teachers available, with many times more applicants as openings. Once teachers are hired we provide extensive support and professional development including up to three weeks in the summer.
4. Strong school culture makes effective instruction possible. Good instruction can be thwarted by a culture of low expectations. Therefore UHCS emphasizes building strong school culture. This begins with orientation where students learn our expectations. All students wear uniforms to demonstrate school pride and promote unity. Character education revolves around our REACH core virtues of Respect-Excellence-Accountability-Caring-Honesty, with discipline strictly enforced.
5. Data-driven decision-making improves instructional effectiveness. Teaching has not happened if students have not learned, and the only way to determine that is through assessment. Therefore UHCS employs many formal and informal assessments to track student progress. Based on the results, teachers can then adjust instruction to ensure maximum learning has taken place.
6. Partnerships with parents & community reinforce student learning and achievement. University Heights recognizes that parents are the primary teachers of students. We seek their partnership in every way possible, including regular parent meetings and workshops. The school also works with key community partners to enhance

the school's education program. These partners include; Bethany Baptist Church, Effective School Solutions, New Classrooms Innovation Partners, the NJ Symphony Orchestra, Teach for America, New Leaders for New Schools, the National Academy of Advanced Teacher Education, Big Brothers Big Sisters, Students 2 Science, Schools that Can, and the Newark Arts Education Roundtable.

Extracurricular offerings include our sports (basketball, volleyball), arts (dance, theater, music), technology, and aftercare.

3.1.b CURRICULUM ALIGNMENT TO STATE STANDARDS

Describe how the school ensures that its curriculum is aligned to state standards. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters.*

At University Heights Charter School the curriculum for every student is aligned to New Jersey Core Curriculum Content Standards and the Common Core Standards. All students have the same performance expectations. No students are tracked into lower level classes.

The school ensures the curriculum is aligned to the state standards in multiple ways:

- All teachers are trained New Jersey Core Curriculum Content Standards and the Common Core Standards during two weeks of summer professional development. At this time teachers are provided copies of all the standards relevant to their subject matter.
- All lesson plans must include documentation of alignment to the New Jersey Core Curriculum Content Standards and the Common Core Standards and are reviewed each week by an instructional leader.
- All teachers are observed and provided feedback on a regular basis. The rubric for these observations and feedback include criteria for alignment to standard.
- The school also administers quarterly assessments designed and scored by the Achievement Network. This national nonprofit provides tools and support for urban, low-income schools to close the achievement gap. Their assessments are aligned to the Common Core Standards and state assessments. Each assessment targets specific standards. Teachers receive results within several days online and write action plans to remediate academic needs. Teachers then reteach necessary topics using different strategies and reassess students to ensure they make progress towards full proficiency. Results are also benchmarked against other schools to facilitate best practice sharing.

4.a LEARNING ENVIRONMENT / PROFESSIONAL ENVIRONMENT

Fill in the requested information below regarding the school learning environment including methodology used to calculate the attendance rate, student-teacher ratio and retention rates

4.a. Learning Environment / Professional Environment		
Learning Environment	Number or Ratio	Methodology used
Average Daily Attendance Rate:	93.8%	Average Daily Attendance / Average Daily Enrollment
Elementary School (PreK,K,1,2,3,4,5)	93.4%	
Middle School (6,7,8)	95.0%	
High School ()	n/a	
Student - Teacher Ratio:	13.0:1	Number of certified teachers divided by enrollment
Elementary School (PreK,K,1,2,3,4,5)	10.3:1	
Middle School (6,7,8)	17.1:1	
High School ()	n/a	
Professional Environment	Number or Ratio	Methodology used
Teacher Retention Rate (year to year):	76%	Percent of teachers renewed in Spring 2015 who returned in Fall 2015
Elementary School (PreK,K,1,2,3,4,5)	80%	
Middle School (6,7,8)	60%	
High School ()	n/a	
Total Staff Retention Rate (year to year):	82%	

4.b TEACHER / STAFF SURVEY INFORMATION

Fill in the requested information below regarding the school's teacher/staff survey

4.b Teacher / Staff Survey Information	
Frequency of Teacher / Staff Survey:	2
Date Last Teacher Survey Was Conducted:	2015-05-15
Number of Completed Surveys Submitted:	104
Percent of Staff with Completed Surveys:	100
Number of Teachers who Expressed Satisfaction with School Leadership or with the Overall School Environment:	83
Percent of Teachers who Expressed Satisfaction with School Leadership or with the Overall School Environment:	80

4.c POSITIVE ASPECTS IDENTIFIED IN THE STAFF SURVEY

In your latest teacher / staff survey, what positive aspects were identified? For each positive aspect, include the number and percent of teachers/staff that identified it as positive. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters*

Our staff survey asks staff to rate areas on a scale of 1-4, with 1=Needs Improvement, 2=Emerging, 3=Proficient, and 4=Advanced. Areas that were rated positive, on average proficient (3.0) and above, include:

Academic leadership...

- Sets clear, measurable goals (3.1)
- Provides specific, actionable feedback (3.1)
- Provides high-quality professional development (3.0)
- Creates an effective data-driven culture (3.2)
- Provides clear and timely evaluation (3.0)

Cultural leadership...

- Effectively communicates mission/values (3.3)
- Ensures a physically safe learning environment (3.1)
- Ensures emotionally safe learning environment (3.1)
- Ensures student conduct reflects REACH (3.1)
- Ensures that academic success is celebrated (3.2)
- Builds a collaborative culture among staff (3.0)

Operational Leadership...

- Provides sufficient materials (3.0)
- Provides strong technology resources (3.1)
- Communicates policy and changes effectively (3.1)
- Handles HR issues effectively (3.2)
- Handles financial and payroll issues effectively (3.4)
- Responds to teacher requests effectively (3.1)

4.d CHALLENGES IDENTIFIED IN THE STAFF SURVEY

In your latest teacher/staff survey, what challenges were identified? For each challenge, include the percent that identified it as a challenge. For each challenge, include the number and percent of teachers/staff that identified it as positive. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters*

Our staff survey asks staff to rate areas on a scale of 1-4, with 1=Needs Improvement, 2=Emerging, 3=Proficient, and 4=Advanced.

Areas that were rated negative, on average below proficient (3.0), include:

Academic leadership...

- Supports a strong special education program (2.9)

Cultural leadership...

- Effectively communicates to parents (2.9)

Operational Leadership...

- Prepares clear, timely schedules (2.9)
- Provides sufficient instructional resources (2.9)

5.a SCHOOL ENGAGEMENT OF FAMILIES/GUARDIANS

Describe how the school engages families/guardians and encourages their involvement in the school. Discuss the resources that are available to students and parents/guardians. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters.*

UHCS realizes it “takes a village” to educate a child and works with other stakeholders to provide the strongest education program possible. Foremost the school recognizes that parents are the primary teachers of students. We seek their partnership in every way possible. This includes daily interaction through phone calls and contact at drop-off and dismissal. Parent-teacher meetings are scheduled as needed. Regular workshops, including Back-to-School Night, help parents provide the most support to their child. The Parent-Teacher Organization provides a forum for parent involvement and volunteering. Cultural events, including music performances, Hispanic Heritage Month Celebration, Black History Month Celebration, and Field Day, build positive relationships. Our board also periodically recognizes student success, inviting parents to attend. One parent also sits on the Board of Trustees.

5.b SCHOOL PARTNERSHIPS

Describe the school's partnerships with educational or community institutions and how they enhance the school's mission and education program. In your response, include a description of each partnership and the number of students/staff involved in each partnership. *Limit your response to 2 page maximum, which is around 1,100 words or 7,520 characters*

University Heights Charter School works with key local partners to enhance the school's education program, including:

- Bethany Baptist Church: Supported the founding of the school and now provides assistance with community engagement and volunteer service opportunities.
- New Jersey Symphony Orchestra: Provides a unique, site-based, intensive instrumental music program based on the El-Sistema model that teaches string instruments to 50 scholars for 6 hours afterschool each week.
- Big Brothers Big Sisters of Essex, Hudson & Union Counties: Provides about 50 mentors per year for scholars who meet weekly with a "Big" on our school site to chat, do homework, or play games.
- Science 2 Science: Provides 50 middle school students with authentic STEM-related work experience in a state-of-the-art laboratory in East Hanover.
- Newark Arts Education Roundtable: Supports arts education experiences for all Newark children, and has connected our students to great art programs. Our Executive Director serves on the leadership council.

Key national partners include:

- Achievement Network: Provides tools and support for urban, low-income schools to close the achievement gap. Their assessments are aligned to the Common Core Standards and state assessments. Each assessment targets specific standards. Teachers receive results within several days online and write action plans to remediate academic needs. All literacy and mathematics teachers in grades 2-8 (~20 teachers) use the system.
- Teach for America: Provides high quality, dedicated teachers and ongoing professional development support. Each year 1-4 teachers participate in the program.
- New Leaders for New Schools: Trains school leaders, places resident principals on-site, and coaches our staff to achieve high results. Four current school leaders, and eight in our history, have participated in the program.
- National Academy of Advanced Teacher Education: Develop, leverages, and retains our nation's top-tier teachers for improved student and school performance through an intense, advanced program of study that balances instructional mastery and leadership. Four teachers have participated in the program.
- Education Pioneers: Trains leaders and managers from a variety of professional and educational backgrounds to transform education so that all students receive an outstanding education. We have hosted three fellows.
- Schools that Can: Connects high performing independent, district, and charter schools to share best practices and improve urban education quality nationwide.

6.1.a BOARD OF TRUSTEES

The following asks for information about each of the school's board members. Provide information for all of the school's board members

6.1.a Board of Trustees						
Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Kenna Baudin	11/16/2011	6/30/2015	Trustee	kennabaudin@gmail.com	11/16/2011	1/11/2014
Ellen Brown	12/21/2011	12/31/2015	Trustee	ellen@thedollloft.com	6/17/2012	1/1/2013
Nicole Butler	6/17/2015	6/30/2018	Trustee	nkfbutler@gmail.com	7/8/2015	
Kecia Daniels	9/15/2009	9/30/2015	Trustee	danielsk@ci.newark.nj.us	11/9/2011	1/1/2013
Harold Fullilove	9/21/2010	10/31/2016	Trustee	hwfulli@gmail.com	8/7/2011	1/1/2013
Elaine Hughes	11/16/2011	11/30/2016	Vice President	ehughes@lowenstein.com	1/8/2012	12/15/2014
Katherine Liu	12/18/2013	12/31/2016	Trustee	kliu@fastmail.us	2/1/2014	
Warren Tranquada	10/19/2011	10/31/2016	President	wtranquada@njpac.org	11/16/2011	1/11/2012
Lilian Whitaker	11/16/2011	11/30/2015	Trustee	l.whitaker@hackensackschools.org	11/2/2011	1/11/2012
Anuja Vejalla	12/17/2014	12/31/2017	Trustee	anuja.vejalla@aya.yale.edu	4/1/2015	
Vera Wynn	1/19/2010	1/30/2016	Trustee	veraakabigv@verizon.net	11/23/2011	1/1/2013

6.1.b BOARD PROCESS TO EVALUATE LEADERS

Describe how the board of trustees evaluates the school leader(s) and/or management organization (CMO or EMO) on an annual basis and holds these individuals accountable for meeting specified goals. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters*

One of the most important roles of a charter school board is to hire and then annually assess the performance of its school leader. Best practices indicate the value of following a formal process to gather data from multiple constituents and review performance relative to goals and competencies required for the job. This ensures the school leader is clear on what the board expects, and understands how he or she is doing relative to those expectations.

When this process is executed effectively, it can lead to higher engagement, productivity and retention of the school leader and ultimately result in a better learning experience for students. Having clarity on goals and frequent dialogue on performance can also make the job of the board easier if and when performance issues surface. Many boards recognize and understand the significance of this responsibility, yet may not plan for it adequately or know what process to follow.

Each year University Heights Charter School completes a comprehensive evaluation of the school leader using a professional online tool, The High Bar's assessments on the Board on Track platform, developed by charter school governance expert Marci Cornell-Feist. This process includes a timeline with actions as well as an evaluation tool for boards to use that is confidential and electronically administered.

First, in August, the Board ensures school leaders goals have been set, clarified and agreed upon at the beginning of the year.

Each month, the board tracks formative progress towards those goals at the board meeting. The school leader provides updates.

In May the formal summative evaluation process begins with data collection. The school leader completes an online self-evaluation including an update on goals. All school staff members take a survey on school performance, which include a section evaluating the school leader. An online survey is launched that distribute as a link to the full board and senior staff including sharing CEO self-evaluation with participants. Participants provide feedback via the survey tool.

In June, the data is assessed and evaluated by the Governance committee, which determines an overall performance rating and themes for discussion.

At the June Board meeting, the Governance committee shares the results with the full board in closed session for alignment and discussion. A final evaluation, renewal decision, and salary is approved via resolution

Afterwards, the board chair and at least one other board member conduct a performance evaluation discussion with the school leader. Subsequently, over the summer, action items based on results are discussed and agreed between board and school leader. These become incorporated in the goals set by the Board in August, and the process starts over

6.1.e BOARD SELF-ASSESSMENT

Describe how the board assesses its own performance annually. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters*

Each summer the University Heights Charter School Board of Trustees completes a comprehensive evaluation using a professional online tool, The High Bar's assessments on the Board on Track platform, developed by charter school governance expert Marci Cornell-Feist.

These assessments are highly effective tools that a) gauge individual knowledge on board topics, b) provide an indicator to the board about where the board as a whole needs additional support, and c) based on current knowledge level, will suggest customized recommended reading. Taking the assessments annually reveals areas that need continued focus as well as new areas to delve into.

The results of these assessments are reviewed at the August Board meeting and recommendations are made to improve for the following year.

6.2.a SCHOOL LEADERSHIP / ADMINISTRATION INFORMATION

Fill in the requested information below regarding the school's leadership/administration team

6.2.a School Leadership / Administration Information		
School Leader / Administrator Name	Title	Start Date at School
Misha Simmonds	Executive Director	2008-08-19
Karen Johnson	School Business Administrator	2008-04-01
Maria Picone	Principal, Lower School	2012-07-01
Nikki Jones	Principal, Upper School	2014-07-01

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A

SECTION A: Student and Parent Information

Student ID Number

What ID number should I use?

- **Newark Public School District** students: 6-Digit NPS Student ID
- **Charter and Community-Based Pre-K Students:** 9-Digit Newark Enrollment Number

Don't know your ID? Call 973-733-7333

First time enrolling in public school? No ID needed!

Student First Name

Student Last Name

Date of Birth

Gender

- ☐
- Male
-
- ☐
- Female

mm dd yyyy

Student has a twin or multiple-birth sibling(s) who are also applying:

- ☐ Yes Please only check "yes" for twins, triplets, and other multiples.
☐ No You will be able to input other siblings on the next page.

Street Address

City

State

ZIP Code

If your family is currently homeless/displaced, please list your family's most recent Newark address.

Parent / Guardian First Name

Parent / Guardian Last Name

Who is completing this application?

- ☐ Parent/Legal Guardian ☐ Grandparent
☐ Student ☐ Friend
☐ Sibling ☐ Other

Primary Contact Number

Secondary Contact Number

Parent / Guardian Email Address

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B

SECTION B: Student and School Information

Student's Current School (2014-15)

Current Grade (2014-15)

Grade Applying For (2015-16)

NEW STUDENTS ONLY: Skip if currently enrolled in a NPS or Participating Charter School

Additional Demographic Information

If you do not currently attend a public school in Newark, this section ensures that we can process your application correctly.
 Current Newark district, participating charter, and Pre-K students may skip this section and move to section C.

NEW STUDENTS ONLY: My child has an IEP, ISP or IFSP:

- ☐ Yes
☐ No

If you choose "Yes," please note that action is required. Please verify below.

- ☐ I will bring my child's IEP, ISP or IFSP to the following address on or before February 6, 2015:
 2 Cedar St., Room 910, M-F, 8 am - 4 pm

<Only for students NOT currently enrolled in a participating school>

NEW STUDENTS ONLY: My child qualifies for free lunch (Please see eligibility table if unsure)

- ☐ Yes
☐ No

Free Lunch Eligibility: Maximum Qualifying Incomes (2015-16)

Household size	Annual income	Monthly income	Weekly income
2	\$20,449	\$1,705	\$394
3	\$25,727	\$2,144	\$495
4	\$31,005	\$2,585	\$597
5	\$36,283	\$3,024	\$698
6	\$41,561	\$3,464	\$800
7	\$46,839	\$3,904	\$901
8	\$52,117	\$4,344	\$1,003
+each add'l	+\$5,278	+\$436	+\$102

Continue to the next page to list your school choices

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C

SECTION C: School Choices and Sibling Information

Please list up to 8 schools in order of preference. Please only select schools you would like for your child to attend, as your child may be assigned to any ranked school. One Newark Enrolls will attempt to match each child with his or her highest-choice school that has seat availability. Families are encouraged to select as many schools as they are interested in attending, up to 8.

Please indicate if the applying child has a sibling at any school you list, and if so, please provide that child's name and grade.

Choice	School Code	School Name	Sibling in School?	Sibling Information (If Applicable)	
1st			<input type="checkbox"/> Yes <input type="checkbox"/> No	Sibling First and Last Name: <input type="text"/>	Sibling Grade <input type="text"/>
2nd			<input type="checkbox"/> Yes <input type="checkbox"/> No	Sibling First and Last Name: <input type="text"/>	Sibling Grade <input type="text"/>
3rd			<input type="checkbox"/> Yes <input type="checkbox"/> No	Sibling First and Last Name: <input type="text"/>	Sibling Grade <input type="text"/>
4th			<input type="checkbox"/> Yes <input type="checkbox"/> No	Sibling First and Last Name: <input type="text"/>	Sibling Grade <input type="text"/>
5th			<input type="checkbox"/> Yes <input type="checkbox"/> No	Sibling First and Last Name: <input type="text"/>	Sibling Grade <input type="text"/>
6th			<input type="checkbox"/> Yes <input type="checkbox"/> No	Sibling First and Last Name: <input type="text"/>	Sibling Grade <input type="text"/>
7th			<input type="checkbox"/> Yes <input type="checkbox"/> No	Sibling First and Last Name: <input type="text"/>	Sibling Grade <input type="text"/>
8th			<input type="checkbox"/> Yes <input type="checkbox"/> No	Sibling First and Last Name: <input type="text"/>	Sibling Grade <input type="text"/>

☐ Check this box if you would like to participate in **Sibling Link**. This means that if you have multiple children applying this year, you would like us to prioritize placing them in the same school. Please be sure to list the same school choices in the same order for all children.

D

SECTION D: Signature

By signing this form, you indicate that all information provided is accurate. If any of the information that you have provided changes after turning in this form, please submit an updated form prior to February 6, 2015. Please submit all forms to the same location.

Parent / Guardian Signature:

Date:

/	/
mm	dd yyyy

Accepted By (To be filled out by Central or school employee):

Date:

/	/
mm	dd yyyy

Please ensure you completed the previous page

Families will be notified of their child's school match in Spring 2015.

 For more information, please call (973) 733-7333 or email info@newarkenrolls.org

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A

SECÇÃO Informação do Aluno e Pais

NPS Número de Identificação Local

Alunos com Número de identificação frequente o distrito:

- Qualquer escola do distrito de Newark: 6-Digit NPS Student ID
- Qualquer das 14 escolas charter de Newark: 9-Digit Newark Enrollment Number
- Qualquer pre-escola grátis da Cidade de Newark: 9-Digit Newark Enrollment Number

Nome do Aluno

Apelido

Data de Nascimento

Sexor

- ☐
- Masculino
-
- ☐
- Feminino

Estudante tem um irmão gêmeo ou irmão (s) de múltipla nascimento que também está aplicando:

- ☐
- Sim
-
- ☐
- Não

Marque Sim se tiver que preencher outros irmãos na seguinte página..

Endereço

Cidade

Estado

Código Postal

Se a sua família encontra-se sem abrigo, por favor ponha o endereço mais recente.

Nome de Pai/Mãe / Tutor de Educação
(Parent First Name)

Apelido de Pai/Mãe / Tutor de Educação
(Parent Last Name)

Relação ao estudante
(Relationship)

- ☐
- Pai/Mãe/Tutor
-
- ☐
- Estudante
-
- ☐
- Irmão/Irmã
-
- ☐
- Avô
-
- ☐
- Amigo
-
- ☐
- Outra relação

Telefone de o Contacto Primário

Telefone de o Contacto Secundário

Correio Eletrónico dos pais

B

SECÇÃO B: Informações sobre o aluno e escolas

Presente Escola (2014-15)

Grau Presente(2014-15)

Aplicando par o Grau (2015-16)

Somente Para Alunos Novos

Informação Adicional

Se você ainda não frequentar uma escola Pública em Newark, esta secção garante que o One Newark Enrolls pode processar a sua aplicação correctamente. Alunos que frequentou uma escola de Newark podem pular para a Secção C.

Alunos Novos: O meu filho/a tem um IEP, ISP or IFSP:

- ☐
- Sim
-
- ☐
- Não

Se escolheu "sim" nota que tem que seguir instruções abaixo.

☐ Levarei o IEP, ISP or IFSP para a morada indicada antes de Fevereiro 6, 2014: 2 Cedar St., Room 918, M-F, 8am - 4pm

Alunos Novos: O meu filho/s qualifica para almoço grátis (Verifique a tabela abaixo)

- ☐
- Sim
-
- ☐
- Não

Tabela de Ordenados para Qualificar para Almoço Grátis (2015-16)

Household size	Annual income	Monthly income	Weekly Income
2	\$20,163	\$1,681	\$388
3	\$25,389	\$2,116	\$489
4	\$30,615	\$2,552	\$589
5	\$35,841	\$2,987	\$690
6	\$41,067	\$3,423	\$790
7	\$46,293	\$3,858	\$891
8	\$51,519	\$4,294	\$991
+each add'l	+\$5,226	+\$436	+\$101

Continue para a próxima página para listar as suas opções de escola

One Newark Enrolls | 2015-2016 Forma de Aplicação**Page 2 of 2****SECÇÃO C: Informação de Escolas e irmãos**

Por favor, liste até 8 escolas em ordem de preferência. Por favor, só selecionar as escolas que você gostaria que seu filho frequente-se, como seu filho pode ser atribuído qualquer escola classificada. Uma Newark Enrolls tentará corresponder cada criança com sua escola de preferência que tem disponibilidade de assentos. As famílias são encorajados a escolher várias escolas em que eles estão interessados em participar, pode ser até até 8. Por favor, indique se a criança tem um irmão em qualquer escola que esta na lista, e em caso afirmativo, forneça o nome e o grau dessa criança

Escolha	Código escolar	Nome de Escola	Tem irmãos na escola	Informação de irmãos (Se aplicável)
1 a			<input type="checkbox"/> Sim <input type="checkbox"/> Não	Nome e Apelido do Irmão _____ Grau do irmão _____
2 a			<input type="checkbox"/> Sim <input type="checkbox"/> Não	Nome e Apelido do Irmão _____ Grau do irmão _____
3a			<input type="checkbox"/> Sim <input type="checkbox"/> Não	Nome e Apelido do Irmão _____ Grau do irmão _____
4ª			<input type="checkbox"/> Yes <input type="checkbox"/> Não	Nome e Apelido do Irmão _____ Grau do irmão _____
5a			<input type="checkbox"/> Sim <input type="checkbox"/> Não	Nome e Apelido do Irmão _____ Grau do irmão _____
6a			<input type="checkbox"/> Sim <input type="checkbox"/> Não	Nome e Apelido do Irmão _____ Grau do irmão _____
7a			<input type="checkbox"/> Sim <input type="checkbox"/> Não	Nome e Apelido do Irmão _____ Grau do irmão _____
8a			<input type="checkbox"/> Sim <input type="checkbox"/> Não	Nome e Apelido do Irmão _____ Grau do irmão _____

☐ Assinale esta opção se gostaria de participar no "Sibling Link". Isto significa que se tiver vários filhos aplicando este ano, gostaria que desse-lhes prioridade em colocá-los na mesma escola. Por favor, ponha em lista as mesmas escolas na mesma ordem para todas as crianças.

**SECÇÃO D: Assinatura**

Assinando esta forma, indicam que a informação que deram é correcta. Se qualquer informação mudar depois de ter preenchido esta forma, por favor corrija até Fevereiro 6, 2014. Submeta as formas todas na mesma localidade.

Assinatura de Pais:

Data:
 / /
 mm dd yyyy

**Aceitada Tem que ser
preenchida por um
funcionário dos escritórios
centrais):**

Data:
 / /
 mm dd yyyy
Por Favor verifique a Página Anterior

Família serão notificads da escolts de seu filho/a até Março 2015.

Para mais informação, ligue para (973) 733-7333 our email info@newarkenrolls.org

One Newark Enrolls | 2015-2016 Formulario de Aplicación

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A

SECCIÓN A: Información del Estudiante y el Padre

Número de Identificación del Estudiante

¿Qué número de identificación debo usar?:

- Estudiantes del Distrito Escolar de Newark (NPS): Numero del Estudiante de 6 dígitos
- Escuelas Charter y estudiantes de La comunidad de Pre-K: Número de 9 dígitos de Matricula

No sabe su número? Llame al 973-733-7333

Matricula en las Escuelas Publicas por primera vez? No necesita un Número

Nombre del Estudiante

Apellidos del Estudiante

Fecha de Nacimiento

Sexo

- ☐ Masculino
☐ Femenino

mm / dd / yyyy

El estudiante tiene un hermano gemelo o hermano (s) de parto múltiple que también están aplicando:

- ☐ Si Por favor marque "Si" para gemelos, mellizos, triples y otros múltiples.
☐ No Usted podrá llenar la información de los hermanos en la próxima página.

Calle

Ciudad

Estado

Codigo Postal

Si su familia está actualmente sin hogar / desplazada, por favor indique la dirección más reciente en Newark de su familia

Nombre del Padre / Tutor

Apellido del Padre /Tutor

Relación con el Estudiante

- ☐ Padre/Tutor ☐ Abuelo
☐ Estudiante ☐ Amigo
☐ Hermano/a ☐ Otra relación

Número de Contacto Primario

Número de Contacto Secundario

Correo electrónico de Padre / Tutor

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B

SECCIÓN B: Información sobre Estudiante y Escuela

Escuela Actual del Estudiante (2014-15)

Grado Actual (2014-15)

Grado que está Aplicando(2015-16)

NUEVOS ESTUDIANTE SOLAMENTE: Omitir si está matriculado en una escuela NPS o Escuela Charter

Información Demográfica Adicional

Si usted no asiste a una escuela pública de Newark actualmente, esta sección nos asegura que la aplicación se ha hecho correctamente.
Los estudiantes de escuelas Charter que participan en el programa, pueden omitir esta sección y pasar a sección C

NUEVOS ESTUDIANTES SOLAMENTE IEP, ISP or IFSP:

Si marca "Si," por favor note que esta acción es requerida. Por favor verifique en la casilla siguiente.

- ☐ Si → ☐
☐ No

Traeré el IEP, ISP or IFSP de mi hijo/a a la siguiente dirección el o antes de febrero 6, 2015:
2 Cedar St., Salón 910, M-F, 8 am - 4 pm

<Solo para estudiantes que no estan matriculados en las escuelas participantes del programa>

NUEVOS ESTUDIANTES SOLAMENTE: Mi hijo/a califica para almuerzo gratis (Vea la tabla si no esta seguro)

- ☐ SI → ☐
☐ No

Elegibilidad de almuerzo libre: Máximo salario que califica (2015-16)

Núcleo Familiar	Salario Anual	Salario Mensual	Salario Semanal
2	\$20,449	\$1,705	\$394
3	\$25,727	\$2,144	\$495
4	\$31,005	\$2,585	\$597
5	\$36,283	\$3,024	\$698
6	\$41,561	\$3,464	\$800
7	\$46,839	\$3,904	\$901
8	\$52,117	\$4,344	\$1,003
+cada annada	+\$5,278	+\$436	+\$102

Continúe a la próxima pagina para listar las escuelas que escogió

Par a mas información, llame al (973) 733-7333 o correo electrónico info@newarkenrolls.org

One Newark Enrolls | 2015-2016 Formulario de la Aplicación

Pagina 2 de 2

C SECCIÓN C: Opciones de Escuelas e Información de hermanos

Por favor enumere hasta 8 escuelas en orden de su preferencia. Por favor, seleccione sólo las escuelas que le gustaría que su hijo asistiera, ya que su hijo podría ser asignado a cualquier escuela que califique. El Programa «One Newark Enrolls» intentará asignar cada niño con la escuela de más alta preferencia de acuerdo con la disponibilidad de plazas. Incentivamos a las familias a seleccionar todas las escuelas que quieran que su hijo/a asista, hasta 8.

Por favor indique si su hijo/a tiene un hermano en las escuelas en la lista, y si este fuera el caso, provea el nombre del niño/a y el grado

Elección	Código de la Escuela	Nombre de la Escuela	Hermano/a en la Escuela?	Información del hermano/a (Si se aplica)	
1er			<input type="checkbox"/> Si <input type="checkbox"/> No	Nombre y Apellidos del hermano/a:	Grado de hermano/a
2do			<input type="checkbox"/> Si <input type="checkbox"/> No	Nombre y Apellidos del hermano/a:	Grado de hermano/a
3ero			<input type="checkbox"/> Si <input type="checkbox"/> No	Nombre y Apellidos del hermano/a:	Grado de hermano/a
4to			<input type="checkbox"/> Si <input type="checkbox"/> No	Nombre y Apellidos del hermano/a:	Grado de hermano/a
5to			<input type="checkbox"/> Si <input type="checkbox"/> No	Nombre y Apellidos del hermano/a:	Grado de hermano/a
6to			<input type="checkbox"/> Si <input type="checkbox"/> No	Nombre y Apellidos del hermano/a:	Grado de hermano/a
7mo			<input type="checkbox"/> Si <input type="checkbox"/> No	Nombre y Apellidos del hermano/a:	Grado de hermano/a
8vo			<input type="checkbox"/> Si <input type="checkbox"/> No	Nombre y Apellidos del hermano/a:	Grado de hermano/a

☐ Marque aquí si desea participar en el “Enlace de Hermanos” (Sibling Link). Esto significa que si tiene varios niños que están aplicando el presente año, a usted le gustaría tener la prioridad de matricularlos en la misma escuela. Por favor, asegúrese de incluir en las opciones de las escuelas la misma lista y en el mismo orden para todos los niños.

D SECCIÓN D: Firma

Al firmar este formulario, usted indica que toda la información proporcionada es correcta. Si alguno de los datos que nos ha proporcionado cambian después de haber entregado esta formulario, por favor, envíe un formulario actualizado antes al 6 de febrero de 2015. Por favor, envíe todas las formas en la misma ubicación.

Firma del Padre /Tutor:

Fecha:
 / /
 mm dd yyyy

Aceptado Por (Para ser llenado por funcionario de la escuela u oficina central:

Fecha:
 / /
 mm dd yyyy

Por favor asegure que llenó la página anterior

Las Familias serán notificadas de las escuelas asignadas en la primavera 2015.

Para mas información llame al (973) 733-7333 o correo electrónico info@newarkenrolls.org


74 Hartford St., Newark, NJ 07103 • www.uhcs-newark.org • Phone: 973-623-1965 • Fax: 973-623-8511

University Heights Charter School 2015-2016 School Calendar

Month	Dates	Description	Number of Days	
			Students	Staff
July	3	Independence Day – Office Closed		
August	10-21 24	<i>Staff Professional Development Days 1-10</i> School Opens	6	16
September	7	Labor Day Holiday – No School	21	21
October	9 12	<i>Staff Development Day 11– No Students</i> Dia de la Raza (Columbus Day)– No School	20	21
November	25 26-27	<i>Early Dismissal at 1:00 PM</i> Thanksgiving Holiday – No School	19	19
December	21-31	Winter Recess – No School	14	14
January	1 15 18	New Year's Day - No School <i>Staff Development Day 12– No Students</i> Martin Luther King, Jr. Day – No School	18	19
February	12 15	<i>Staff Development Day 13 – No Students*</i> Presidents Day – No School	19	20
March	24 25-31	<i>Staff Development Day 14 – No Students*</i> Spring Break – No School	17	18
April	1 29	Spring Break - No School <i>Staff Development Day 15 – No Students*</i>	19	20
May	30	Memorial Day – No School	21	21
June	16	<i>Last Day for Everyone – Early Dismissal at 1:00 PM</i>	12	12
		Total Days	186	201

**May be converted to student school days if necessary due to school closure days.*

Appendix C: 3.2.a 2013-14 ACADEMIC PERFORMANCE

According to the 2013-2014 K-8 Performance Framework Report issued by the Office of Charter Schools in March 2014, University Heights Charter School (UHCS) was ranked as a Tier 2 (Middle Performer) school.

To make this determination, the Office of Charter Schools first examined the key performance indicator of Absolute Performance. To meet this target, the school must hit at least 75% combined average % passing (e.g. % Proficient & Advanced) rate on state assessments for language arts literature and math. UHCS did not meet this target because its combined average % passing (e.g. % Proficient & Advanced) rate on state assessments for language arts literature and math was 53%.

As a result, the Office of Charter Schools considered three other key performance indicators:

1. **Comparative Performance (HIT TARGET):** UHCS did meet this target because its combined average % passing (e.g. % Proficient & Advanced) rate on state assessments for language arts literature and math was 53%. This was 12 percentage points higher than the host district rate of 41%. For schools which have over 50% passing rate, a school must exceed the district passing rate by at least 10 points to meet the target.
2. **Student Growth (MISSED TARGET):** UHCS did NOT meet this target its average median student growth percentile on state assessments for language arts literature and mathematics was 42. The school must have a percentile of 50 or more to meet this target.
3. **Peer Percentile Rank for Academic Achievement (HIT TARGET):** This school met the target for this key performance indicator, derived from the NJ School Performance Report, because the school outperformed 72% of schools on the state assessment educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. The school must have a percentile of 50 or more to meet this target.

Because the school hit 2 of the 3 targets, it was classified as a Tier 2 (Middle Performer) school. Overall, the school outperformed host district and peer schools but lagged statewide growth and performance.

In terms of subgroups, because the school's population is overwhelmingly African American (86%) and low-income (87%) these groups are the only subgroups tracked under the NJ Department of Education's NCLB waiver and because they constitute most students, have performance statistically indistinguishable from the school population as a whole. For example, in 2013-2014, the school as a whole had a 49.5% pass rate in language arts, a 48.4% pass rate for African-Americans, and a 50.7% pass rate for economically disadvantaged students. Similarly, in mathematics, the school as a whole had a 62% pass rate in language arts, a 60.8% pass rate for African-Americans, and a 63.2% pass rate for economically disadvantaged students.

While performance has improved significantly over the past 5 years overall, and proficiency rates at UHCS overall have always exceeded the resident district, the school continues to strive to meet statewide averages and its ultimate goal of 100% proficiency for all students in all grades. The school is responding to these challenges with the following measures:

- **Raised academic and cultural expectations:** This past year expectations rose in terms of student performance and behavior. Stronger systems of accountability, supported by two full time deans and additional supervisory systems, are ensuring strong implementation. This will continue in 2015-2016.
- **Deeper, extended literacy blocks:** Grades 3-8 were led by a new principal this year, Nikki Jones, who was formerly an English Language Arts instructional leader. She has also been recognized as Charter School Teacher of the Year while teaching at the highly successful North Star Academy. She has revamped the entire ELA curriculum to be more rigorous and aligned with Common Core Standards. We have also increased instructional time in ELA. Staff has had extensive training in this unified, proven approach. Regular observation and feedback is supporting strong implementation. This will continue in 2015-2016.
- **Better instructional support systems:** The challenges of adding new grades each year, with some staff instability, revealed the need for better instructional support systems to weather any changes. To start, teams of teachers worked over the past summer to more fully plan curriculum. To better manage these materials and facilitate sharing, we have instituted online curriculum systems including *OnCourse Lesson Planner* and *IEP Direct*. Finally, we added specialized staff that support specific departments and avoid any gaps. This will continue in 2015-2016.
- **Facilities stability and expansion:** In September 2014 we opened our new permanent Upper School Facility that has the capacity to house the entire upper school to scale, so we expect no further interruptions. Furthermore the building is designed to fully support all aspects of our program, from state-of-the art technology infrastructure to performing arts and athletic spaces.
- **Focus on existing grades with pause on growth:** While our parent and community continue to advocate for the addition of a high school, we prudently recognize the need to strengthen the performance of our existing grades first. For the time being we will not be adding any more grades. This will help us focus on our existing program and leave us better prepared to add a high school should we choose to make that request.

Appendix D: MISSION-SPECIFIC ACADEMIC GOALS

UHCS has tracked the following mission specific educational goals over the past few years:

Goal #1	To prepare scholars in grades 1-2 with the academic skills necessary for success in grades 3 and beyond.			
Measure/Metric	Grade-level equivalent average on the TerraNova exam in literacy and math for grades 1-2			
Target	The grade-level equivalent average for literacy and math should be at or above 2.0 at the end of grade 1 and at or above 3.0 at the end of grade 2			
Actual Outcome	For the three years available (2013, 2014, 2015) UHCS met this target:			
	Subject	2012-2013	2013-2014	2014-2015
	Grade 1 Literacy	2.4	2.1	2.0
	Grade 1 Math	2.5	2.3	2.2
	Grade 2 Literacy	3.3	3.3	3.2
	Grade 2 Math	3.4	3.5	3.2

Goal #2	Create a strong academic culture for staff that will improve results for students.					
Measure/Metric	Results on annual staff survey on academic leadership, measured in six dimensions on a 4-point scale (1=Needs Improvement to 4=Advanced)					
Target	Exceed a rating of 3=Proficient on each dimension and overall.					
Actual Outcome	Over the past 5 years UHCS has reached its target in most areas most times, with the lowest overall rating of 2.8 and the highest overall rating of 3.2:					
	Academic leadership...	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Sets clear, measurable goals	3.0	3.1	3.3	3.0	3.1
	Provides specific, actionable feedback	2.9	3.0	3.1	3.0	3.1
	Provides high-quality professional development	2.8	3.1	3.1	2.8	3.0
	Creates an effective data-driven culture	2.9	3.3	3.4	3.1	3.2
	Supports a strong special education program	2.2	2.9	3.0	2.7	2.9
	Provides clear and timely evaluation	3.2	3.0	3.1	2.9	3.0
	Overall	2.8	3.0	3.2	2.9	3.1

Goal # 3	To prepare scholars with college readiness behaviors.					
Measure/Metric	Attendance rate, a measure cited to demonstrate college readiness behavior by the NJ School Performance Report					
Target	Overall attendance rate of 95% or better					
Actual Outcome	Over the past 6 years UHCS met this target for the first 3 years but missed it for the past 3, in part due to the addition of PreKindergarten and severe weather.					
	Academic Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
	Attendance rate	95.4%	95.5%	95.6%	94.2%	93.7%



Reach the Gold Standard of Charter School Governance

**[Charter School Name]
CEO Evaluation Form 2010-2011**

This survey provides feedback to the [Charter School Name] Board Chair on the 2010-2011 annual performance evaluation of [Leader Name, Leader Title], at [Charter School Name]. It is important that you provide thoughtful and candid feedback. Your responses remain anonymous.

Rank answers from 1 to 5:

- | | | |
|---------------------------|---------------------------------|---|
| 1 | Unsatisfactory | Performance must improve significantly within a reasonable period of time if the individual is to remain in this position. Employee is not performing to the requirements of the job. |
| 2 | Some Expectations Met | Performance is noticeably less than expected. Usually performs to and meets job requirements, however, the need for further development and improvement is clearly recognized. |
| 3 | Meets Expectations | Performance clearly and fully meets all the requirements of the position in terms of quality and quantity of work. It is described as good, solid performance. Minor deviations may occur, the overall level of performance meets or slightly exceeds all position requirements. |
| 4 | Exceeds Expectations | Performance frequently exceeds job requirements. Accomplishments are regularly above expected levels. Performance is sustained and uniformly high with thorough and on-time results. |
| 5 | Far Exceeds Expectations | Performance levels and accomplishments far exceed normal expectations. This category is reserved for the employee who truly stands out and clearly and consistently demonstrates exceptional accomplishments in terms of quality and quantity of work that is easily recognized as truly exceptional by others. |
| N/A Not Applicable | | Not observed or don't know |

1. Define your relationship with the CEO.

- ☐ Board Member
☐ Direct Report

2. How often do you interact with the CEO?

- ☐ Daily
☐ Once or twice a week
☐ Once or twice a month

This section is for evaluating the CEO's demonstration of core competencies that have been directly linked to successful charter schools. Please provide comments with examples for as many competencies as possible with suggestions on what he/she could start, stop or continue doing more of to be the most effective leader possible.

4. Cultivates a culture of excellence

5. Drives academic excellence/student performance

	1	2	3	4	5	N/A
All students demonstrate levels of mastery, which exceed grade level standards.						
The organization creates, maintains and regularly revises systems and processes to drive student achievement.						
The organization has met or exceeded agreed upon goals set for increasing student performance.						
The organization is on track to outperform other public schools in our community.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

Section II: ROLE SPECIFIC COMPETENCIES

This section is for evaluating the CEO's role specific competencies, which are based on those related to leading, directing, and managing a charter school or charter school organization. Please provide comments with examples for as many competencies as possible with suggestions on what he/she could start, stop or continue doing more of to be the most effective leader possible.

6. Leads the educational program

	1	2	3	4	5	N/A
Demonstrates thorough knowledge of effective curriculum, assessment, and instructional practices to close the achievement gap.						
Ensures that the organization uses performance data to drive decision-making and curricular decisions.						
Ensures there is standards-based curriculum complete with scope and sequences for all subjects taught at every existing and expected grade level that exceeds national academic standards.						
Ensures all teachers regularly use assessment data to plan curriculum, lesson plans, meet individual student needs, and make daily instructional decisions.						
The organization's structure and staffing ensures that special student populations are making progress equal to those students in its regular education program.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

--

7. Develops and leads staff

	1	2	3	4	5	N/A
Recruitment – Attracts and selects high performing staff and leadership.						
Staff culture – Creates a staff culture and work environment in which highly effective staff members are actively engaged and feel connected to the organization and its mission.						
Professional Development – Develops, maintains, and regularly reviews and revises systems and practices that improve staff ability to increase student achievement.						
Staff Retention – Successfully retains top performers. Creates an environment where staff is committed to a long tenure and would recommend working at the school to others.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

8. Manages organizational compliance and administration

	1	2	3	4	5	N/A
Ensures that the organization meets and is in compliance with all local, state and federal laws and mandates.						
Oversees development and proper functioning of an enrollment and admission process.						
Provides for the overall safety and well being of student and staff.						
Ensures organization is administered well with efficient investment of staff time and other resources.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

9. Builds and maintains family satisfaction

	1	2	3	4	5	N/A
Ensures organization has frequent, meaningful, and well-attended ways for families to be involved in their child's learning and the school community.						
Provides indication of a high level of parent satisfaction with the organization as evidenced by feedback and low student attrition rates.						
Listens and responds respectfully to the range of						

concerns expressed by various constituents.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

10. Manages financial performance

	1	2	3	4	5	N/A
Understands and provides leadership in the areas of financial planning, budgeting, accounting and management of the organization's financial resources.						
Determines the current and future financial resources needed to realize the organization's mission.						
Ensures that clear and accurate accounting, payroll, cash management, and insurance systems are maintained.						
Oversees the development, maintenance, and regular revision of systems for capturing, managing, and analyzing financial data to improve performance.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

11. Actively promotes the organization and ensures adequate resources

	1	2	3	4	5	N/A
Partners with the Board to develop effective public relations, marketing and fund raising plans.						
Coordinates efforts of the Board and its Development Committee to implement the board-approved fundraising plan.						
Creates partnerships with community organizations and businesses.						
Pursues and secures philanthropic support that directly supports the mission and vision of the organization.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

12. Ensures adequate facilities

	1	2	3	4	5	N/A
Oversees necessary facilities planning and makes recommendations to the Board.						
Assures the proper maintenance of the organization's facility and adherence to all local, state and federal codes.						
Ensures the environment reflects the organization's						

mission and values as well as enhances learning.						
The organization's physical environment (buildings and grounds) is well-cared for, sanitary, and promotes health and safety.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

13. Partners with the Board

	1	2	3	4	5	N/A
Acts as liaison to ensure an effective flow of critical information between the Board and the organization's senior staff, teachers and students.						
Helps to facilitate the Board's governance, composition and committee structure. Implements Board policies, and recommends policies for Board consideration.						
Works closely with the Board of Trustees to keep it fully informed on all important aspects of the status and development of the organization to ensure transparent and effective oversight of the organization as a whole.						
With input from the board, ensures the development and ongoing refinement of a long-term strategy; establishes objectives and plans that meet the needs of students, staff, and all constituents; ensures consistent and timely progress toward strategic objectives.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

14. Engages the community

	1	2	3	4	5	N/A
Serves as Chief Spokesperson for the organization, in coordination with the Board Chair.						
Listens and responds respectfully to the range of concerns expressed by various constituents.						
Develops and maintains effective external relationships that support the organization's performance and fundraising success.						
Maintains communication with city and state officials.						
Builds strong relationships with relevant community organizations.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

15. Overall leadership and performance

	1	2	3	4	5	N/A
Responsible for leading the organization in fulfilling its mission and goals in accordance with the policies established by the Board of Trustees.						
Responsible for the success or failure of the organization. Provides vision and leadership by example.						
Develops and implements strategic and operational plans to achieve the organization's mission and vision; oversees the operation of the organization, develops staff, allocates resources and ensures control.						
Oversees well-being of the entire organization by fostering positive and productive relationships across the organization and community.						
ADDITIONAL COMMENTS/EXAMPLES - Please provide additional comments or specific examples that support the ratings given above:						

16. What are the CEO's most significant accomplishments and/or strengths demonstrated this year?

17. What are the top three things the CEO should do next year to move the organization forward?

18. List any key challenges in the year ahead, for the CEO and/or for the organization.

Appendix F: 6.1.d BOARD TOOL USED TO EVALUATE THE CMO OR EMO

Our school was not managed by a CMO or EMO.














Summer 2014 Board Evaluation

Each summer the University Heights Charter School Board of Trustees completes a comprehensive evaluation using a professional online tool, *The High Bar's* assessments on the *Board on Track* platform, developed by charter school governance expert Marci Cornell-Feist.

These assessments are highly effective tools that a) gauge individual knowledge on board topics, b) provide an indicator to the board about where the board as a whole needs additional support, and c) based on current knowledge level, will suggest customized recommended reading. Taking the assessments annually reveals areas that need continued focus as well as new areas to delve into.

Overall results of this summer's assessment are provided below, including the board's assessment and the school leader's assessment in 11 different areas. The possible scores for these assessments range from 1 = beginner to 5 = The High Bar!

Assessment	Board	Leader	Overall
 Board Meetings	3	4	Meets Expectations
 Board Structure	3	4	Meets Expectations
 Board Composition	4	5	Exceeds Expectations
 Board Recruitment	2	2	Area of Growth
 Board Goals and Accountability	3	3	Meets Expectations
 Finance	3	3	Meets Expectations
 Development	2	2	Area of Growth
 Academic Oversight	5	4	Exceeds Expectations
 CEO Support & Evaluation	4	4	Exceeds Expectations
 Board Savvy CEO (for Board Members)	4	4	Exceeds Expectations
 Individual Trustee	3	4	Meets Expectations

Academic Oversight

Page 1 Questions

1. Clarity of Vision

Do you understand what academic excellence means at your school? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do the board and the CEO have a written, shared definition of academic excellence? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Roadmap

Is there a clear understanding between the board and the CEO about what the organization is doing towards reaching its defined vision of excellence? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do the board and the CEO agree on the next key steps the organization will take this year to get closer towards this vision? *

- ☐ Yes
- ☐ No
- ☐ I don't know

3. Charter Obligations

Do you know the key academic promises that have been made to your authorizer in your charter? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is there is a clear and consistent way to measure progress towards reaching the academic goals spelled out in the charter(s) and the accountability plan(s)? *

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Standardized Testing

Do you know which standardized tests are administered at the school(s)? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you understand what each standardized test measures? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the board receive clear and consistent reporting on standardized test results? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you know if interim assessments are administered at the school? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the board receive clear and consistent reporting on interim test results? *

- ☐ Yes
- ☐ No
- ☐ I don't know

5. Comparative Data

Does the CEO compare the organization's academic results with the results of the district? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the CEO compare the organization's academic results with the results of comparative charter schools? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Has the CEO identified a successful school to benchmark against with the goal to meet or exceed that school's results? *

- ☐ Yes
- ☐ No
- ☐ I don't know

6. Board Education

Do you have an Academic Excellence Committee that helps the board conduct effective oversight of the academic program? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the Academic Excellence Committee work closely with the CEO to design an annual program that educates the board about key strategies to close the achievement gap/deliver academic excellence as well as other unique aspects of the organization's mission? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Board Composition

Page 1 Questions

1. Board Size

Do you have 11 to 15 trustees on your board? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Previous Governance Experience

Does 75% or more of the board have previous governance experience? *

- ☐ Yes
- ☐ No
- ☐ I don't know

3. Skills and Expertise

In your opinion, does your board have 100% of the skills needed to govern effectively? *

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Diversity

Does your board's membership reflect the broadest level of ethnic, racial, gender, and geographical diversity? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your board's composition mirror the community's diversity enough that it is considered credible? *

- ☐ Yes
- ☐ No
- ☐ I don't know

5. Level of Objectivity

Is your board able to maintain a very high level of objectivity when governing by having zero trustees have any personal or business ties with the leader, staff, or each other that could result in a conflict of interest (real or perceived) during decision-making? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Are less than 25% of the board members parents of students currently enrolled in the school? *

- ☐ Yes
- ☐ No
- ☐ I don't know

At most, is the organization's leader (CEO, School Leader etc.) the only employee of the organization that is a member of the board? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Board Goals and Accountability

Page 1 Questions

1. Board Goals

Does the board have a clear set of goals for the year that clearly delineate how it will add value to the organization? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the board have an effective and consistent process to measure progress towards achieving annual board goals? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does each board committee have a set of annual goals and an action plan that aligns with the overall board goals for the year? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does substantive committee work happen in between board meetings? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Accountability

Are you aware of the time commitment expected of you to be an effective board member? *

- ☐ Yes

- ☐ No
- ☐ I don't know

Is each board member held to the same standards? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do 100% of the board members actively contribute to the success of the board? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is there is a clear, transparent system to hold each board member accountable for contributing to the group and following through on expectations outlined in the trustee job description? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you evaluate the work of the full board on an annual basis? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you evaluate the work of individual trustees on an annual basis? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is the annual individual trustee performance evaluation used to determine who should be invited to continue to serve on the board and those who should be "thanked and released"? *

- ☐ Yes

☐ No

☐ I don't know

Board Goals and Accountability

Page 1 Questions

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- ☐ Yes
- ☐ No
- ☐ I don't know

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Is the annual individual trustee performance evaluation used to determine who should be invited to continue to serve on the board and those who should be "thanked and released"? *

- ☐ Yes

☐ No

☐ I don't know

Board Meetings

Page 1 Questions

1. Yearly Meeting Plan

Annually, does your board create a board meeting calendar outlining all the board meetings, retreats and other important board related dates for the entire year? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your board schedule time for deeper strategy sessions/strategic discussions throughout the year? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your board create a strategic board calendar that delineates when key decisions need to be made by the board? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Board Meeting Agenda

Do the board chair and the CEO work collaboratively to create the board meeting agenda? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do they seek input on the agenda from committee chairs ? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your board use a consistent agenda format that delineates topic, duration, associated meeting materials, and the action that will be required? *

- ☐ Yes
- ☐ No
- ☐ I don't know

3. Board Meeting Materials

Are meeting materials (minutes from the previous meeting, reports, financial statements, etc.) consistently distributed at least three days in advance of the meeting? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Are the meeting materials clearly organized, making it clear what trustees need to do to prepare for the board meeting? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you always read the board meeting materials in advance of the meeting? *

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Board Meeting Content

Would you describe the board meeting time as being 90% focused on setting the strategic direction of the organization and 10% or less focused in reacting to immediate issues? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Are board meeting presentations/discussions primarily led by committee chairs rather than being dominated by the CEO? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do committees report out only when there is something strategic to discuss (as opposed to an agenda of standard committee reports)? *

- ☐ Yes
- ☐ No
- ☐ I don't know

5. Board Meeting Facilitation

Are board meetings run efficiently? *

- ☐ Yes
- ☐ No
- ☐ I don't know

6. Board Meeting Minutes

Does the board consistently take board meeting minutes? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Are minutes a concise record of actions taken by the board (rather than a lengthy transcript)? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do committees consistently take meeting minutes? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do the minutes comply with your state's open-meeting requirements? *

- ☐ Yes
- ☐ No
- ☐ I don't know

7. Board Meeting Evaluation

Do you evaluate your board meetings on a consistent basis? *

- ☐ Yes
- ☐ No
- ☐ I don't know

8. Open Meeting Law Compliance

Do you feel like you have a thorough understanding of the open meetings law? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you review the open meeting law as a group annually? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the board's legal counsel review board compliance with the open meeting law annually? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the board secretary review open meeting law compliance monthly? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Board Recruitment

Page 1 Questions

1. Recruitment Plan

Does your board have a targeted three-year profile of the skills and expertise you will need on the board? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your board have a targeted annual board recruitment plan? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Recruitment Process

When recruiting new trustees, do you formally assess each candidate's skill set to ensure a good fit with the board? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you assess whether the candidate truly has enough time to serve on this type of board (i.e., 6-10 hours a month)? *

- ☐ Yes
- ☐ No
- ☐ I don't know

When recruiting new trustees, do you formally assess the candidate's mission fit? *

- ☐ Yes
- ☐ No

☐ I don't know

Do you assess the candidate's ability to participate in group process? *

☐ Yes

☐ No

☐ I don't know

Do you require a trial period for board candidates by having them serve on a board committee prior to being nominated to the full board? *

☐ Yes

☐ No

☐ I don't know

Does your selection process consistently adhere to a board approved nominating policy and process? *

☐ Yes

☐ No

☐ I don't know

Do you have a standard list of questions that you ask all candidates? *

☐ Yes

☐ No

☐ I don't know

Is the strength of each candidate evaluated numerically on a standard candidate ranking sheet or scorecard? *

☐ Yes

☐ No

☐ I don't know

3. Board Recruitment Pipeline

Do non-board members serve on each board committee? *

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Role of the CEO in Board Recruitment

Does the CEO: *

	Yes	No	I don't know
Actively participate in the creation of the long-term board recruitment plan? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Devote significant time to helping identify, screen, and orient new trustees? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
See board recruitment as a vital leadership role, as the organization's CEO? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Orientation

Do new trustees receive an effective orientation? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Board Savvy CEO (for Board Members)

Page 1 Questions

1. Governance Knowledge

Does your CEO have a strong understanding of effective governance best practice? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Has your CEO completed any professional development on governance in the past year? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO read extensively about board governance issues? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO currently serve on another board outside of your organization? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Governance Prioritized

Does your CEO see developing and maintaining the board as one of her/his primary responsibilities? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO devote significant time to helping the board run effectively? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO ensure that each board committee is appropriately staffed, either by the CEO or another senior staff member? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO include governance training as a key component of professional development for senior staff? *

- ☐ Yes
- ☐ No
- ☐ I don't know

3. Board Education

Does your CEO systematically and continually educate the board about key elements of running an exceptional charter school? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO educate the board about the key issues your authorizer uses to judge your organization's performance? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO educate the board about the charter renewal process? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO educate the board about state and national measures of academic success? *

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Setting Strategic Direction

Does your CEO have a clear strategic vision for the organization?

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO assist the board in clarifying the most important things the board can do to help achieve the strategic vision? *

- ☐ Yes
- ☐ No
- ☐ I don't know

5. Communication

Does your CEO communicate clearly and effectively with the board?

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO always send out their materials in advance of the board meeting? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Are the board meeting materials sent out by your CEO very clear, well-organized, and easy to understand?

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your CEO provide the board with annual metrics on which to measure their individual and organization-wide performance? *

- ☐ Yes
- ☐ No
- ☐ I don't know

6. Succession Planning

Does your CEO and the board have an agreed upon short-term/ emergency succession plan for their position? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is this short-term/emergency succession plan well-documented? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is this short-term/emergency succession plan reviewed annually? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Has your CEO and the board discussed a long-term succession management plan? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Board Structure

Page 1 Questions

1. Bylaws

Do you have a comprehensive set of bylaws? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the board review the bylaws as a group annually? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you have a copy of the bylaws for easy reference? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do your bylaws state clear term limits to ensure rotation of board members? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Job Descriptions

Does the board have a clear job description for the full board? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Have you received a document that clearly outlines the expectations of you as an individual trustee? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your board review the job description and individual performance expectations annually? *

- ☐ Yes
- ☐ No
- ☐ I don't know

3. Officers

Does your board have a chair, vice-chair, treasurer, and secretary? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the board chair have the necessary skills to do the job well? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the vice chair have the necessary skills to do the job well? *

- ☐ Yes

- ☐ No
- ☐ I don't know

Does the treasurer have the necessary skills to do the job well? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the secretary have the necessary skills to do the job well? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does each officer position have a written job description that clearly articulates their roles and responsibilities? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the board have a clear and transparent written process for nominating officers? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is there an exemplary succession planning process for the officer positions? *

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Committees

Is there a written job description for each board committee that has been approved by the full board? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is each committee chaired by a full board member? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is each board committee staffed by a senior member of the organization's leadership team? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does each board committee have an adequate number of members to accomplish its goals? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you have a finance committee? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you have a development (fundraising) committee? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you have a governance committee? *

- ☐ Yes

- ☐ No
- ☐ I don't know

Do you have an academic oversight committee? *

- ☐ Yes
- ☐ No
- ☐ I don't know

CEO Support & Evaluation

Page 1 Questions

1. Governance/Management

Are you clear about the key organizational decisions that need to be made this year? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you understand your role as a board member vs. the role of the CEO in making these decisions? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does each board committee have a chart that describes the responsibilities of the full board, the committee, and the CEO? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Partnership with CEO

Do you have a strong working relationship with the CEO, built on mutual trust and respect? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is there a strong partnership between the board chair and the CEO? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do the board chair and CEO communicate effectively with each other on a regular basis? *

- ☐ Yes
- ☐ No
- ☐ I don't know

3. CEO Evaluation

Has the board approved clear performance metrics for the CEO for the year? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is there a clear and consistent process for evaluating the CEO on an annual basis? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the CEO have an up-to-date job description? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the board partner with the CEO to objectively gauge parent satisfaction on an annual basis? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the board partner with the CEO to objectively gauge teacher satisfaction on an annual basis? *

- ☐ Yes
- ☐ No
- ☐ I don't know

4. CEO Support

Does the board have a clear and consistent process for providing coaching, feedback, and support to the CEO? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the full board speak with one voice to the CEO regarding their performance (expectations and implementation)? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Development

Page 1 Questions

1. Philosophical Alignment

Are the board and the CEO philosophically aligned about the role of the board in fundraising? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Are there written expectations outlining the role of trustees in fundraising that are agreed to annually and understood and accepted by all trustees? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Has the board discussed subsidizing the public funding of the organization with private funds and is the board in agreement about how much to raise, why it is to be raised, and over what period of time? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Strategic Fund Development Plan

Is there a board approved, written, multi-year fund development plan? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is your multi-year fund development plan realistic? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you understand the strategic fund development plan? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your strategic fund development plan clearly delineate the role of the full board, the development committee, the CEO, and the development staff (if they exist) in achieving the plan? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Are there adequate staff and financial resources to achieve the strategic development fund plan? *

- ☐ Yes
- ☐ No
- ☐ I don't know

3. Accountability

Do you feel the fundraising expectations placed on trustees is realistic? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is there an effective system in place to hold each trustee accountable to completing the fundraising tasks he or she has committed to? *

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Board Training

Is there a comprehensive board training and education program in place to help trustees be more effective at completing their fundraising assignments? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Finance

Page 1 Questions

1. Financial Oversight

Do you have a clear understanding of the economics of your charter organization, including the budget and short- and long-term financial outlook? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your board have a clear and consistent process for articulating priorities and mapping financial allocations to them? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Financial Policies and Procedures

Do you have a Financial Policies and Procedures (FPP) manual that is annually revised and reviewed by the Finance Committee? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your Financial Policies and Procedures (FPP) manual meet and exceed your charter authorizer's recommended standards? *

- ☐ Yes
- ☐ No
- ☐ I don't know

3. Financial Controls

Are your books closed on a timely basis each month, quarter, and year, without exception? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Are your auditors 100% comfortable with the internal controls (and compensating controls when you do not have enough staff members to divide up the duties)? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do your financial control policies provide meaningful checks and balances, which are followed consistently, without exception? *

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Financial Reports

Once a year, do the CEO and the Finance Committee come to an agreement on what types of financial reports will be prepared for board review on an annual, quarterly, and monthly basis? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Monthly, do you receive accurate financial reports that include projections through the end of the fiscal year each month or quarter? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do the financial reports that you receive allow you to track the organization's financial position? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the Finance Committee review financial reports on a monthly basis? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the Finance Committee always make inquiries into and understand the causes of any meaningful variances from the organization's projected budget? *

- ☐ Yes
- ☐ No
- ☐ I don't know

5. Developing Realistic Budgets

Do you have a multi-year budget that has been approved by the full board and is revised and re-approved by the board annually? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you have a strong annual budgeting process that involves a healthy dialogue between the CEO and both the Finance Committee and the full board about resource allocation priorities? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does your annual budgeting process get completed in time for the CEO to make strategic hiring and programmatic decisions for the next year? *

- ☐ Yes
- ☐ No
- ☐ I don't know

6. Board Education

Are you well versed in the key drivers and sources of revenues for your organization, and the related cash flows? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is the full board annually trained by the Finance Committee to read, understand, and interpret the main points of the financial reports? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the Finance Committee lead a portion of the new trustee orientation—orienting them to the organization's short and long-term financial health and training them on how to read and interpret financial reports? *

- ☐ Yes
- ☐ No
- ☐ I don't know

7. Annual Audit/990

Do you always, without exception, receive an unqualified opinion and very few or no recommendations in your management letter? *

- ☐ Yes
- ☐ No
- ☐ I don't know

If/when recommendations are received, are they always resolved and noted as completed in the subsequent management letter, without exception? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Is your completed 990 reviewed/signed off by the Finance Committee and sent to the IRS on a timely basis, and shared annually with the full board, always and without exception? *

- ☐ Yes
- ☐ No
- ☐ I don't know

8. Financial Compliance

Are you 100% confident that the organization's management team is properly handling restricted grants? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Has management provided the Finance Committee with a detailed checklist of all of management's deliverables and reports to various agencies, authorizers, and auditors? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Does the Finance Committee annually confirm that their deliverables and reports to various agencies, authorizers, and auditors are completed/submitted accurately and on a timely basis? *

- ☐ Yes
- ☐ No
- ☐ I don't know

9. Support of the CEO

Does the Finance Committee have an outstanding relationship with the CEO, and is it able to actively help her/him develop their skills in overseeing the financial health of the organization? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Recognizing that typically the members of the Finance Committee have more financial experience than the CEO, does the Finance Committee annually help the CEO assess whether the organization: *

	Yes	No	I don't know
...has an adequate number of staff members supporting the operational and financial needs of the organization? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does the Finance Committee annually assist the CEO in setting strategic goals about: *

	Yes	No	I don't know
...strengthening the staffing that supports the smooth finance and operations of the school? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...strengthening the financial systems of the organization? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Individual Trustee

Page 1 Questions

1. Leadership

During your tenure, have you ever served as an officer of the board (chair, vice chair, treasurer, secretary)? *

- ☐ Yes
- ☐ No
- ☐ I don't know

During your tenure have you ever served as a committee chair? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you actively participate in the work of at least one committee? *

- ☐ Yes
- ☐ No
- ☐ I don't know

2. Time

Do you devote 6 to 10 hours a month to board work? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Have you missed two board meetings or less during the past year? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you always come to board meetings having read all the materials in advance? *

- ☐ Yes
- ☐ No
- ☐ I don't know

3. Fundraising

Do you make an annual "stretch" financial donation to the school? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you articulate and achieve a personal fundraising goal each year? *

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Ambassador

Are you well versed on national and local charter school issues? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you actively participate in school activities such as special programs and fundraising events? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you actively participate in your state charter school association's activities? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you lend your voice as a charter school proponent when needed? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Do you excel at tapping your personal and professional networks for the benefit of the school? *

- ☐ Yes
- ☐ No
- ☐ I don't know

5. Consultant

Do you bring concrete professional expertise that is needed by the board? *

- ☐ Yes
- ☐ No
- ☐ I don't know

Appendix H: 6.1.g AMENDMENT TO BYLAWS ADOPTED IN 2014-15

No bylaws were amended in 2014-2015.

KAREN JOHNSON**Education**

1990-1994

**FAIRLEIGH DICKINSON UNIVERSITY
BACHELOR OF SCIENCE IN ACCOUNTING****RUTHERFORD, NJ**

- Includes NJASBO Certification Courses for School Business Administrator

**Computer
Training**

- *Productivity Applications:* Microsoft Word, Excel, Lotus 123, WordPerfect
- *Financial Applications:* Computer Solutions (CSI), NCS, AS400, Edumet, CDK Accounting, InfoFund, FUND –EZ and various accounting packages.

Certification

- **NJ SCHOOL BUSINESS ADMINISTRATOR – STANDARD CERTIFICATION**

ExperienceApril 2008-
Present**UNIVERSITY HEIGHTS CHARTER SCHOOL****NEWARK, NJ****School Business Administrator & Board Secretary.** Led financial and operational turnaround of school, including elimination of deficit and complete compliance with federal, state and audit corrective action plans.

- Prepare, present, and track school budget for board and for state officials.
- Lead preparation of all financial statements, including the Complete Audited Financial Report (CAFR) in accordance with Generally Accepted Accounting Principles (GAAP) & Chart of Accounts.
- Manage all federal grants, including Food Service, NCLB Grants, IDEA, other Title grants.
- Oversee all aspects of human resource management, including certification, record keeping, and payroll.
- Monitor Purchasing to ensure compliance with Public Schools Contract Law.
- Record and prepare board-meeting minutes and manage board Finance Committee.

April 2008-
October
2008**CENTRAL JERSEY ARTS CHARTER SCHOOL****PLAINFIELD, NJ****School Business Administrator.**

- Prepared, presented, and tracked school budget for board and for state officials.
- Lead preparation of all financial statements, including the Complete Audited Financial Report (CAFR)
- Managed all federal grants, including Child Nutrition Program, NCLB Grants, IDEA & Title grants.
- Record and prepare board-meeting minutes and manage board Finance Committee.

January
2006-March
2008**VILLAGE CHARTER SCHOOL****TRENTON, NJ****School Business Administrator.**

- Prepared, presented, and tracked school budget for board and for state officials.
- Lead preparation of all financial statements, including the Complete Audited Financial Report (CAFR)
- Managed all federal grants, including Food Service, NCLB Grants, IDEA, other Title grants.
- Monitor Purchasing to ensure compliance with Public Schools Contract Law.
- Record and prepare board-meeting minutes and manage board Finance Committee.

Nov. 2003-
July 2005**CEDAR GROVE PUBLIC SCHOOLS****CEDAR GROVE, NJ****Head Bookkeeper/Payroll Supervisor**

- Produce accurate Board Secretary's Report each month & responsible for year-end audit.
- Process semimonthly payrolls and remit taxes; prepare quarterly payroll reports, i.e. PERS and TPAF report,
- Monitor federal grants for compliance & prepare financial reports for grants.

2001-2002

IRVINGTON PUBLIC SCHOOLS**IRVINGTON, NJ****Accountant**

- Assisted with preparation of \$100 Million Whole School Reform Budget.
- Monitored Early Childhood Budget for compliance.

2000-2001

ESSEX COUNTY EDUCATIONAL SERVICES COMMITTEE**CEDAR GROVE, NJ****Accountant**

- Prepared federal/state reports i.e. Chapter 192/193 Project Completion Report, Report of Nonpublic Auxiliary & Handicapped Services, and financial expenditure reports.

1995-2000

**PORTNEY & COMPANY
JSRS ASSOCIATES
CONDOR ASSOCIATES****Staff Accountant
Asst. Controller
Asst. Controller****FORT LEE, NJ
EAST HANOVER, NJ
MURRAY HILL, NJ**

NIKKI JONES

QUALIFIED BY:

- NJ Principal/Supervisory Provisional Certification
- Master's Degree in Administration and Supervision of Education
- Fourteen Years of experience as an Elementary/Middle school teacher
- Four years as an English Department Chair, six years as a North Star Academy Instructional leader
- For 10 years teaching at North Star Academy generating student NJASK ELA proficiencies have been 95% or above.
- **2001 Recipient of the Best Practices Award for Newark Public Schools**
- **2003 Recipient of the Innovative Practice Award for Newark Public Schools**
- **2011 Recipient of the Charter School Teacher of the Year**

EDUCATION

MONTCLAIR STATE UNIVERSITY	Masters in Educational Administration, 2009
KEAN UNIVERSITY.	Mentoring Novice Teachers Certificate, 2001
RUTGERS UNIVERSITY-NEWARK	B.A., Urban Education (Honors: Dean's List, Spring 1997 – May 1999)

EXPERIENCE

NORTH STAR ACADEMY, Newark, NJ

English Department Chair and Instructional Leader/8th Grade English Teacher July 2008 – Present

- Incorporate data-driven instruction and differentiated groups to meet all learners resulting in a consistent growth.
- Observe and provide instructional guidance to new teachers.
- Provide professional development to help teachers understand the “Why” of the literacy curriculum as well as “what”.
- Model effective strategies for teachers; present workshops; provide descriptive and useful feedback to teachers.
- Assist teachers in developing effective strategies that assist both special education and regular education students.
- Analyze student work and compile data including but not limited to reading /writing assessments, progressive data analysis, and observational trackers.

NORTH STAR ACADEMY, NEWARK, NJ

Middle School Language Arts Teacher September 2004 - June 2008

- Incorporated technology into classroom through various research projects.
- Received special commendation from the school board for "best practices." (2001 and 2003)
- Received commendation from the NJ Council for the Humanities. (2005)
- Taught mainstreamed bilingual students, students with special needs, and general education students.
- Class sizes ranged from 26-30 students each year.

Newark Board of Education, Newark, NJ

Novice Teacher Mentor September 2001 - 2004

- Mentored struggling new teachers by observing and providing them with instructional guidance.

Newton Street Elementary School, Newark, NJ

- Elementary Literacy Teacher September 1999 – June 2004
- Incorporated technology into classroom through various research projects.
- Received special commendation from the school board for "best practices." (2001 and 2003)
- Taught mainstreamed bilingual students, students with special needs, and general education students.
- Class sizes ranged from 26-30 students each year.

NEW COMMUNITY ASSOCIATION, NEWARK, NJ

GED Prep and Curriculum Supervisor September 2003- June 2005

- Developed literacy curriculum for GED preparatory course.
- Created a technology-based class for at-risk returning students and adults by creating a class web site for interactive student learning.

MARIA PICONE

Education

2009-2011	MONTCLAIR STATE UNIVERSITY ADVANCED GRADUATE STUDY IN EDUCATIONAL ADMINISTRATION	MONTCLAIR, NJ
2005-2007	MONTCLAIR STATE UNIVERSITY MASTER OF ARTS IN COUNSELING, HUMAN SERVICES, AND GUIDANCE	MONTCLAIR, NJ
1996-1998	MONTCLAIR STATE UNIVERSITY ELEMENTARY EDUCATION PROGRAM (N-8)	MONTCLAIR, NJ
1980-1984	MONTCLAIR STATE UNIVERSITY BACHELOR OF ARTS, ENGLISH	MONTCLAIR, NJ

Certification

- **NJ CHIEF SCHOOL ADMINISTRATOR – CERTIFICATE OF ELIGIBILITY**
- **NJ SCHOOL PRINCIPAL - PROVISIONAL CERTIFICATE**
- **NJ Supervisor's Endorsement – Standard Certificate**
- **NJ Director of School Counseling Services - Standard Certificate**
- **NJ Elementary School Teacher - Standard Certificate**

Experience

July 2012-Present	UNIVERSITY HEIGHTS CHARTER SCHOOL Principal. Instructional and cultural school leader focusing on grades K-2. <ul style="list-style-type: none">• Lead comprehensive professional development including grade-level meetings and periodic half- and full-day sessions on topics including planning, environment, assessment, use of data, and rubrics.• Observe, provide feedback, and evaluate teaching staff on a regular basis.• Implement school-wide positive behavioral supports to address the social and academic needs of students.	NEWARK, NJ
2011- 2012	PROSPECT PARK SCHOOL DISTRICT Supervisor, Curriculum & Instruction, Special Services, and Testing. <ul style="list-style-type: none">• Curriculum & Instruction<ul style="list-style-type: none">○ Performed teacher observations, feedback, evaluations, and lesson plan review○ Evaluated and recommended all district curriculum, including updates to Common Core Standards○ Coordinator of early childhood learning, including pre-school and kindergarten programs.• Special Services<ul style="list-style-type: none">○ Directed special education services, including oversight of Child Study Team and all programs○ Manager of school support staff, including counselors and BCBA, regarding student plans & issues○ Supervisor of Title I services and responsible for all phases of NCLB and IDEA grant writing• Testing: Oversaw district test coordination, including NJASK and APA.	PROSPECT PARK, NJ
2011	BLOOMINGDALE SCHOOL DISTRICT Administrative Intern. Completed 2 internship programs which consisted of a 300 hour program toward school principal certification and 150 hour program for Certificate of Eligibility for Chief School Administrator. <ul style="list-style-type: none">• Worked directly with superintendent on all aspects of central office operations.• Acted as coordinator of the Intervention & Referral Services Team, including 504 Plan Development• Facilitated pilot Professional Learning Communities (PLC) and School Safety Team.• Coordinated Social Norms Project, a pro-active anti-bullying initiative.	BLOOMINGDALE, NJ
2007-2011	School Counselor & Substance Abuse Coordinator <ul style="list-style-type: none">• Counseled individual students as well as group counseling, grades 5-8.• Developed and taught in-class lessons for students, including character education and career development.• Responsible for revising and implementing school master schedule on yearly basis to best meet student needs.	
1999-2007	Teacher <ul style="list-style-type: none">• Grades 5-8: Basic Skills, Honors Language Arts, and Library Research (2006-2007)• Grade 5: Reading, Language Arts, and Mathematics (1999-2007)	

MISHA SIMMONDS

Education

2007-2008 **NEW LEADERS FOR NEW SCHOOLS AT BARUCH COLLEGE/CUNY** **NEW YORK, NY**
Master Of Science In Educational Leadership. GPA: 4.0/4.0. SCHOOL LEADERSHIP SERIES EXAM: 193/200.

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

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

Certification

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

Experience

August 2008- Present **UNIVERSITY HEIGHTS CHARTER SCHOOL** **NEWARK, NJ**
Executive Director & Lead Person. Chief school administrator for PreK-8 charter school serving 625 students (100% minority, 85% low-income). Manage 2 Principals, School Business Administrator, and over 100 staff members. Lead strategy, board development, staffing, recruitment, facility development, technology & external relations.

- Led school to meet all corrective action plan requirements in first 3 months to come off state probation.
- Recognized with national 2010 EPIC Silver-Gain Award for breakthrough student achievement gains.

NJASK Assessment	2009 Proficiency	2012 Proficiency	3-Year Gain
English Language Arts	25%	64%	+39 points
Mathematics	28%	87%	+59 points

- Secured 5-year charter renewal & approval for expansion from K-4 (200 students) to P-8 (720 students at scale).
- Raised over \$1M from local and national funders to support school turnaround and upgrade instruction.

Summer 2008 **NEWARK CHARTER SCHOOL FUND** **NEWARK, NJ**
Partner & Entrepreneur-in-Residence. Member of founding team of non-profit organization that makes grants to support the quality and sustainability of all of Newark’s public charter schools. Placed by NCSF to lead school.

2007-2008 **NORTH STAR ACADEMY** **NEWARK, NJ**
Principal-in-Training. New Leaders for New Schools resident at one of the top urban charter schools in the nation.
 • Supervised four teachers in math and English, including weekly observation, and led interim assessments.

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

Summer 2003 **THE WASHINGTON POST COMPANY** **WASHINGTON, DC**
Executive Intern. Identified key solutions to maximize advertising revenue from healthcare clients.

2000 – 2002 **LINK COMMUNITY SCHOOL** **NEWARK, NJ**
Program Director. Created and directed 2 summer academic programs serving 120 students.
Teacher. Taught history, English, and core values classes and advised 120 middle-school students.

1997-2000 **ST XAVIER’S SCHOOL (JESUIT VOLUNTEERS: INTERNATIONAL)** **KATHMANDU, NEPAL**
Teacher. Taught English and values classes to 200+ students in grades 6-8, 45 in each class.

Associations

Fellow, **America Achieves** (helps leverage policy, practice, and leadership to build high-quality educational systems)
 Member, **Newark Arts Education Leadership Council** (promotes expansion & quality of arts education in Newark)
 Founding Board Member, **Rising Farmworker Dream Fund** (supports business solutions for migrant workers)
 Fellow, **Leadership Newark** (2-year program for emerging leaders in Newark to discuss public policy issues)

Personal

Conversant in Nepalese. Learning Spanish. Visited 31 countries. Toured India independently for 7 weeks.
 Enjoy long-distance running (Sacramento marathon: 3h40m, mile: 4m30.8s). Trekking to Mt. Everest Base Camp.



2014-2015 Organization Chart

Spring 2015 Update



Total=109

