



**PATERSON ARTS AND SCIENCE CHARTER SCHOOL  
(Paterson-ASCS)**

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**NEW JERSEY CHARTER SCHOOL  
ANNUAL REPORT 2015**

**PATERSON ARTS AND SCIENCE CHARTER SCHOOL  
ELEMENTARY**

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**CENTRAL OFFICE**

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This report is transmitted to the Commissioner of Education, the County Superintendent  
and the Board of Education of the district residence

## Annual Report 2015 Submission Checklist

All email submissions must be sent to: [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

Section	Subject	Submission Method	Format	Form URL or attachment naming convention
1.a	Basic Information about the School	Online form	Table	<a href="http://goo.gl/forms/ssyUeWvRbO">http://goo.gl/forms/ssyUeWvRbO</a>
1.b	Basic Information about Each School Site	Online form	Table	<a href="http://goo.gl/forms/b3sw8fBeM9">http://goo.gl/forms/b3sw8fBeM9</a>
2.1.a	School Enrollment in 2014-15	Online form	Table	<a href="http://goo.gl/forms/iZ6D1xXiyJ">http://goo.gl/forms/iZ6D1xXiyJ</a>
2.2.a	School Demographics in 2014-15	Online form	Table	<a href="http://goo.gl/forms/cmzqP285ya">http://goo.gl/forms/cmzqP285ya</a>
2.3.a	Initial Student Applications	Email attachments	Word docs or pdfs	AppendixA_The District ID_The School Name_ Language on Application (for example: AppendixA_8000_MyCharterSchool_English)
2.3.b	Initial Application Access	Online form	Table	<a href="http://goo.gl/forms/qSKqaG7im0">http://goo.gl/forms/qSKqaG7im0</a>
2.3.c	Initial Application Process	Online form	Table	<a href="http://goo.gl/forms/zsG5bQkMJR">http://goo.gl/forms/zsG5bQkMJR</a>
2.3.d	Admissions Lottery Information	Online form	Table	<a href="http://goo.gl/forms/vwiUyrAkKL">http://goo.gl/forms/vwiUyrAkKL</a>
2.3.e	Admissions Lottery Communication	Online form	Essay	<a href="http://goo.gl/forms/6WvbtU2kPp">http://goo.gl/forms/6WvbtU2kPp</a>
2.3.f	Enrollment Process	Online form	Essay	<a href="http://goo.gl/forms/aB9zYeOh4B">http://goo.gl/forms/aB9zYeOh4B</a>
2.3.g	Recruitment and Marketing Efforts	Online form	Essay	<a href="http://goo.gl/forms/e5w9bSfBsX">http://goo.gl/forms/e5w9bSfBsX</a>
2.3.h	Wait List Policy	Online form	Table	<a href="http://goo.gl/forms/I5GB0HKIVV">http://goo.gl/forms/I5GB0HKIVV</a>
2.3.i	Backfilling Policy	Online form	Essay	<a href="http://goo.gl/forms/TzVXbbzAwh">http://goo.gl/forms/TzVXbbzAwh</a>
2.4.a	School Suspensions & Expulsions	Online form	Table	<a href="http://goo.gl/forms/PmylxzwLtM">http://goo.gl/forms/PmylxzwLtM</a>
2.4.b	Discipline Policy Regarding Suspensions & Expulsions	Online form	Essay	<a href="http://goo.gl/forms/DDWm7XmjPG">http://goo.gl/forms/DDWm7XmjPG</a>
3.1.a	Mission and Education Program	Online form	Essay	<a href="http://goo.gl/forms/AYHJl2Ob8T">http://goo.gl/forms/AYHJl2Ob8T</a>
3.1.b	Curriculum Alignment to Standards	Online form	Essay	<a href="http://goo.gl/forms/X4IzdCs96F">http://goo.gl/forms/X4IzdCs96F</a>
3.1.c	2015-16 School Calendar	Email attachment(s)	Word documents or pdfs	AppendixB_The District ID_The School Name If multiple school calendars then: AppendixB_The District ID_The School Name_The Site Name or Grade Span
3.2.a	2013-14 Academic Performance	Email attachment	Word document or pdf	AppendixC_TheDistrictID_TheSchoolName
3.2.b	2014-15 Nationally-Normed Assessment Results	Online form	Table	<a href="http://goo.gl/forms/1UmznVKjjA">http://goo.gl/forms/1UmznVKjjA</a>
3.2.c	Mission-Specific Academic Goals	Email attachment	Word document or pdf	AppendixD_The District ID_The School Name
4.a	Learning Environment / Professional Environment	Online form	Table	<a href="http://goo.gl/forms/fLZhepXENQ">http://goo.gl/forms/fLZhepXENQ</a>
4.b	Teacher / Staff Survey Information	Online form	Table	<a href="http://goo.gl/forms/JyNtXakUYu">http://goo.gl/forms/JyNtXakUYu</a>
4.c	Positive Aspects of the Teacher / Staff Survey	Online form	Essay	<a href="http://goo.gl/forms/jQoiOWHSFn">http://goo.gl/forms/jQoiOWHSFn</a>

Section	Subject	Submission Method	Format	Form URL or attachment naming convention
4.d	Challenges Identified in the Teacher / Staff Survey	Online form	Essay	<a href="http://goo.gl/forms/raoLYM9hjE">http://goo.gl/forms/raoLYM9hjE</a>
5.a	School Engagement of Families / Guardians	Online form	Essay	<a href="http://goo.gl/forms/eiTvR1MX6T">http://goo.gl/forms/eiTvR1MX6T</a>
5.b	School Partnerships	Online form	Essay	<a href="http://goo.gl/forms/sDk1xQb6VA">http://goo.gl/forms/sDk1xQb6VA</a>
6.1.a	Board of Trustees	Online form	Table	<a href="http://goo.gl/forms/TfltSnvfXb">http://goo.gl/forms/TfltSnvfXb</a>
6.1.b	Board Process to Evaluate Leaders	Online form	Essay	<a href="http://goo.gl/forms/EA6E3vSD9d">http://goo.gl/forms/EA6E3vSD9d</a>
6.1.c	Tool Used to Evaluate School Leader(s)	Email attachment	Word document or pdf	AppendixE_TheDistrictID_TheSchoolName
6.1.d	Tool Used to Evaluate the CMO or EMO	Email attachment	Word document or pdf	AppendixF_TheDistrictID_TheSchoolName
6.1.e	Board Self-Assessment Process	Online form	Essay	<a href="http://goo.gl/forms/RmDJxm0K6y">http://goo.gl/forms/RmDJxm0K6y</a>
6.1.f	Board Evaluation Tool	Email attachment	Word document or pdf	AppendixG_TheDistrictID_TheSchoolName
6.1.g	Amendments to Bylaws Adopted in 2014-15	Email attachment	Word document or pdf	AppendixH_TheDistrictID_TheSchoolName
6.2.a	School Leadership / Administration Team Information	Online form	Table	<a href="http://goo.gl/forms/Dyi1CPblqf">http://goo.gl/forms/Dyi1CPblqf</a>
6.2.b	School Leadership / Administration Resumes	Email attachments	Word docs or pdfs	AppendixI_TheDistrictID_TheSchoolName_Last Name on Resume
6.2.c	Organizational Chart	Email attachment	Word document or pdf	AppendixJ_TheDistrictID_TheSchoolName

## 1. BASIC INFORMATION

Fill in the requested information regarding your school below:

### 1.a Basic Information About the School

<b>1.a. Basic Information</b>	
Name of School	PATERSON ARTS AND SCIENCE CHARTER SCHOOL
Year School Opened	2013-2014
Grade Level(s)	K-8
October 15th Enrollment Count	418
Final Enrollment Count for SY 2014-15	415
Wait List Count for SY 2014-15	777
District(s) / Region of Residence (per the school's charter)	PATERSON
Website Address	<a href="http://patersoncharter.org">http://patersoncharter.org</a>
Name of Board President	Murat Teke
Board President Email and phone number	<a href="mailto:board@patersoncharter.org">board@patersoncharter.org</a> <b>Tel: (862) 336-1550</b>
Name of School Leader	NIHAT GUVERCIN
School Leader Email and phone number	<a href="mailto:nguvercin@njascsc.org">nguvercin@njascsc.org</a> <b>Tel: (201) 773-9140</b>
Name of SBA	Recep Ornek
SBA Email and phone number	<a href="mailto:rornek@njascsc.org">rornek@njascsc.org</a> <b>Tel: (201) 773-9140</b>

**Submission Method:** Online Form via <http://goo.gl/forms/ssyUeWvRbO>

### 1.b BASIC INFORMATION ABOUT EACH SCHOOL SITE

<b>SCHOOL SITE 1</b>	
Site Name	Paterson-ASCS Elementary School
Year Site Opened	2013
Grade Level(s) Served at Site in 2014-15	K-6
Grade Level(s) to Be Served in 2015-16	K-7
Site Street Address 1	151 East 33 <sup>rd</sup> Street
Site Address 2	
Site City	Paterson
Site Zip	07514
Site Phone Number	862-336-1550
Site Lead or Primary Contact's Name	Lori Cobb
Site Lead's Email Address	<a href="mailto:lcobb@bergencharter.org">lcobb@bergencharter.org</a>

<b>SCHOOL SITE 2</b>	
Site Name	
Year Site Opened	
Grade Level(s) Served at Site in 2014-15	
Grade Level(s) to Be Served in 2015-16	
Site Street Address 1	
Site Address 2	
Site City	
Site Zip	
Site Phone Number	
Site Lead or Primary Contact's Name	
Site Lead's Email Address	

<b>SCHOOL SITE 3</b>	
Site Name	
Year Site Opened	
Grade Level(s) Served at Site in 2014-15	
Grade Level(s) to Be Served in 2015-16	
Site Street Address 1	
Site Address 2	
Site City	
Site Zip	
Site Phone Number	
Site Lead or Primary Contact's Name	
Site Lead's Email Address	

**Submission Method:** Online Form via <http://goo.gl/forms/b3sw8fBeM9>

## 2. ENROLLMENT AND EQUITY

### 2.1. School Enrollment in 2014-15

a) Fill in the requested information below regarding school enrollment:

<b>2.1.a. School Enrollment in 2014-2015</b>						
	<b>Maximum Enrollment allowed per school's charter</b>	<b>Enrollment Count on First Day of School Year 2014-15</b>	<b>October 15, 2014 Enrollment Count</b>	<b>Enrollment Count on Last Day of School Year 2014-15</b>	<b># of Students who Left the School During the 2014-15 School Year (For any Reason)</b>	<b># Returning Students to the School in 2015-16 from Previous School Year*</b>
Pre-K	-					
K	60	60	60	59	2	
Grade 1	60	60	60	60	0	59
Grade 2	60	59	59	59	4	60
Grade 3	60	60	60	60	1	59
Grade 4	60	60	59	59	1	61
Grade 5	60	60	60	59	2	58
Grade 6	60	60	60	59	4	59
Grade 7						59
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
<b>Total</b>	<b>420</b>	<b>419</b>	<b>418</b>	<b>415</b>		

\* 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.

**Submission Method:** Online Form via <http://goo.gl/forms/iZ6D1xXiyJ>

### 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 30<sup>th</sup>, 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									
K	59	46	2	2	2	20	35	0	2
Grade 1	60	47	0	0	1	23	34	0	2
Grade 2	59	50	3	3	4	24	28	0	3
Grade 3	60	52	2	5	1	13	44	0	2
Grade 4	59	50	2	1	1	23	32	2	1
Grade 5	59	46	4	1	2	22	33	1	1
Grade 6	59	46	6	1	2	29	22	1	5
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									

**Submission Method** Online Form via <http://goo.gl/forms/cmzqP285ya>

### 2.3.a INITIAL STUDENT APPLICATIONS

As Appendix A, provide a copy of the school's **initial student application** in as many languages as currently available.

**Initial Student Application Form vs. Enrollment Form:** Please note that there is a distinction between a school's initial student application form and its enrollment form(s). The initial application is the form that students/parents complete in order to apply to the school and enter its lottery. The initial application form may only require minimal information. After students have been accepted, schools distribute enrollment forms to gather additional information/documentation to officially enroll students at the school.

**Submission Method** Use the following format to name each version of the initial student application:

AppendixA\_Your District ID\_The School Name\_Language on Application

For example: AppendixA\_9999\_NJCharterSchool\_English

Email your submission of 2.3.a to [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

### 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 and Spanish
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:	<a href="http://www.ilearnschools.org/admission.html">http://www.ilearnschools.org/admission.html</a>

**Submission Method** Online Form via <http://goo.gl/forms/qSKqaG7im0>



### 2.3.c INITIAL APPLICATION PROCESS

Fill in the following table:

<b>2.3.c Initial Application Process</b>	
<p><b>Start of Initial recruitment period:</b> Date initial application for prospective students <u>was made available</u> for students/parents/guardians to enroll in the 2015-16 school year.</p>	<p><b>Monday, September 1st, 2014</b></p>
<p><b>Application deadline:</b> 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.</p>	<p><b>Friday, April 17th, 2015</b></p>
<p>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)</p>	<ul style="list-style-type: none"> <li>• Information Packets are being made available and distributed to any parent contacting the school requesting more in depth information about the charter school as well as New Jersey's charter school movement and education reform nationwide.</li> <li>• School website is designed professionally to provide all necessary information regarding charter schools and application process for existing and prospective parents.</li> <li>• Parents responding to any of the outreach strategies are being added to the school's database and/or ongoing outreach and communication list, for additional information to be sent to them via direct postal mailing or iContact email system.</li> <li>• Members of the board of trustees and representative stakeholders are regularly attending community events or other appropriate gatherings that promote the charter school and New Jersey's charter school movement so that parents have the opportunity for interactive contact to answer questions or address concerns not covered through other outreach venues.</li> <li>• Printed materials such as brochures, flyers, and posters describing the Bergen Arts and Science Charter School are being prominently displayed at high visibility locations throughout the community such as libraries, municipal buildings,</li> </ul>

	community centers, doctor’s offices, social service offices, churches, retail stores, or any other location that is appropriate and visible to families residing in the school community.
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**Submission Method** Online Form via <http://goo.gl/forms/zsG5bQkMJR>

**2.3.d ADMISSIONS LOTTERY INFORMATION**

Fill in the following table:

<b>2.3.d Admissions Lottery Information</b>	
Did your school hold an admissions lottery for students and parents/guardians to enroll in the school year 2015-16?	YES
Date of admissions lottery for students and parents/guardians to enroll in the 2015-16 school year	Saturday, April 25 <sup>th</sup> , 2015 at 10:00am
Location of admissions lottery for students and parents/guardians to enroll in the 2015-16 school year	Passaic-ASCS Middle School Campus (7 St. Francis Way, Passaic, NJ, 07055)

**Submission Method** Online Form via <http://goo.gl/forms/vwiUyrAkkL>

**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.*

On April 25, 2015 at Passaic-ASCS Middle School Gymnasium, Paterson-ASCS’s 2015 lottery was conducted in presence of school attorney, a public notary, parents and teachers. Lottery date was posted on the school website (<http://patersoncharter.njascs.org/event/njascs-lottery-425-at-passaic-middle/>) and school’s social media accounts (<https://www.facebook.com/patersoncharter.org> , <https://twitter.com/patersoncharter> ). Also, all parents received an automated email invitation to school lottery when they completed an online application. Lastly every applicant (paper/online) received an email invitation to school lottery a week prior to the lottery date.

**Submission Method** Online Form via <http://goo.gl/forms/6WvbtU2kPp>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

### 2.3.f ENROLLMENT PROCESS

Address the following questions regarding your enrollment process:

<b>2.3.f Enrollment Process</b>	
<p><b>Required documentation:</b> What documents do you require students and their parents/guardians to produce in order to enroll in your school?</p>	<p>Paterson-ASCS have the same requirements and procedures followed by the district schools in regard to health records, immunization records, birth certificates, verification of residence (rent or lease receipt, electric or phone bill with one or both parents' names listed), student educational records, IEPs, etc.</p>
<p><b>Submission timeline:</b> What is the specific timeline for parents/ guardians to submit the required documentation?</p>	<p>Within two weeks after parents'/guardians' child/children acceptance to school (lottery day).</p> <p>Application and Enrollment Timeline for Paterson-ASCS is as follows:</p> <ul style="list-style-type: none"> <li>• Application for the following school year starts by September of current year.</li> <li>• Re-Enrolment forms are completed in March.</li> <li>• Kindergarten sibling registrations are completed in April.</li> <li>• Lottery is conducted in April.</li> <li>• Enrollments are completed within two weeks after the lottery date.</li> <li>• Waiting list is being maintained until the close of the subsequent school year only.</li> <li>• New application term start in September again and re application required every year.</li> </ul>

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.*

Parents/Guardians are required to complete enrolment documents within two weeks after their child/children acceptance to school for official enrollment. Paterson-ASCS have the same requirements and procedures followed by the district schools in regard to health records, immunization records, birth certificates, verification of residence (rent or lease receipt, electric or phone bill with one or both parents' names listed), student educational records, IEPs, etc.

**Submission Method** Online Form via <http://goo.gl/forms/aB9zYeOh4B>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

### 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.*

Paterson Arts and Science Charter Schools (Paterson-ASCS) 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 district board of education. Paterson-ASCS's admissions policy is, to the maximum extent practicable, seek the enrollment of a cross-section of the community's school-age population including racial and academic factors. Any parent/guardian of a school-age child living in Paterson City, feel encouraged and welcomed with all needed information at their disposal to make an informed decision regarding enrollment at the Charter School.

In order to ensure that the student body of the Paterson-ASCS equitably represents a cross-section of the community and to empower parents to consider choosing the educational environment best suited for their child, the following policies are being implemented:

- All interested applicants in grades K-12 are encouraged to apply. No child is excluded from admission based on sex, race, color, creed, religion, or national origin. Nor will their opportunity for admission be determined by 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 school district.
- The admission application does not request any information that could be construed as discriminatory. Information requested is limited to the student's name, address (residency), contact information, sibling names (if applicable), grade level applying for, date of application, and parental/guardian signature.
- Criteria for evaluating students to be admitted to the charter school are limited to proof of residency and age. As such, there is no information collected during the application for admissions process that could be interpreted or prejudice or favorable towards one particular student profile.

Components of the Paterson Arts and Science Charter School's public outreach campaign, which is being funded by school funds and fundraising activities, are as follows:

#### Vehicles for Outreach

- Brochures/flyers/posters
- Information Packets
- Open Houses: Information Seminars
- Advertisements (retail display and classified)
- Press releases
- Feature articles

Direct mailing / emailing

### Mediums for Outreach

- Local newspapers and regional publications
- Community locations (libraries, community centers, service agencies, etc.)
- Participation at community events
- Scheduled Information Seminars at community locations
- Internet (Web pages, list serves, email, resource links, etc.)

All public outreach materials are being produced uniformly to ensure identity to the Paterson Arts and Science Charter School and be multi-lingual so as to meet the diverse communication needs of the school community.

**Submission Method** Online Form via <http://goo.gl/forms/e5w9bSfBsX>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

### 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?	At the end of the enrollment period Paterson-ASCS maintains a waiting list of all eligible students who have applied for enrollment and who were not selected in the lottery. This list is in sequential order of the drawing of the names.
When does the school close the wait list for the current school year?	At the day of the lottery
What do you do with students who are still on the wait list when the school closes it for the current year?	This list is being maintained until the close of the subsequent school year only. In the event that a student withdraws, the next name on the list for the corresponding school is being contacted and offered enrollment. In the event that a student drops out after the academic year begins, the same procedure is being applied: the next name on the list is being contacted.

**Submission Method** Online Form via <http://goo.gl/forms/I5GB0HKIVV>

### 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.*

At the end of every enrollment period, Paterson-ASCS maintains a waiting list of all eligible students who have applied for enrollment and who were not selected. This list is in sequential order of the drawing of the names. This list is being maintained until the close of the subsequent school year only. In the event that a student withdraws, the next name on the list for the corresponding school is being contacted and offered enrollment. Paterson-ASCS backfills at every grade level until the end of January. In the event that a student drops out/withdraws after the end of January, Paterson-ASCS reserves the vacant seats for the following-year applicants.

**Submission Method** Online Form via <http://goo.gl/forms/TzVXbbzAwh>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

### 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 & 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				
K	59	0	0	0
Grade 1	60	1	3	0
Grade 2	59	1	2	0
Grade 3	60	1	2	0
Grade 4	59	2	5	0
Grade 5	59	2	6	0
Grade 6	59	3	3	0
Grade 7				

Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				

**Submission Method** Online Form via <http://goo.gl/forms/PmylxzwLtM>

### 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.*

In accordance with N.J.S.A. 18A:37: The use of suspensions is limited to cases where a disciplinary problem continues to exist or the nature of the problem requires immediate and severe action. There are two kinds of suspension: short-term which is defined as a suspension for 10 days or less, and long-term, which involves more than 10 days. Both “in-school” and “out-of-school” suspensions are being considered appropriate consequences for the criteria that define suspension or expulsion.

Based on criteria defined in statutes and administrative code, conduct that shall constitute good cause for suspension or expulsion of student shall include, but not be limited to, any of the following:

- Continued and willful disobedience or defiance of authority,
- Conduct which constitutes a continuing danger to the well-being of other students,
- Habitual use of profanity or obscene language,
- Vandalism of school property,
- Physical assault or robbery of other students,
- Inciting or participating in demonstrations involving the unauthorized occupancy of school buildings,

The procedure to expel students pursuant to N.J.S.A. 18A:37: Paterson Arts and Science Charter School will only use expulsion from the school as a last resort when all other measures of discipline or intervention have failed.

Decisions regarding the expulsion of a student would follow a recommendation from the Lead Person in consultation with the Dean of Academics and the teacher of the offending student, and would require a hearing before the charter school board of trustees. Parents/guardians will be given written notice of the specific charges against the student, an opportunity to cross examine an adverse witness and, a written record of the hearing and a copy of the transcript of the proceedings. The student and his/her

family will be informed of their right to appeal the board's decision to the Commissioner of Education, as outlined in N.J.S.A.18A:37-2, 18A:37-2.1.

Paterson Arts and Science Charter School reserves the right to invoke any of the procedures outlined in N.J.S.A. 18A:37 and N.J.S.A.18A:36A-9 should the situation warrant such action.

Illegal possession or consumption of alcoholic beverages or controlled dangerous substances, (in accordance with the Safe Schools Initiative, Chapter 127 of 1995 and Chapter 128 of 1995 respectively, requires that pupils who are found to be in possession of a firearm on school property or who commits an assault upon members of the school community with a weapon other than a firearm, must be immediately removed from the regular education program and provided with an alternative education program, pending a hearing.)

**Submission Method** Online Form via <http://goo.gl/forms/DDWm7XmjPG>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

### **3. EDUCATIONAL PROGRAM**

#### **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.*

#### **Mission and Educational Program in Practice**

Paterson Arts and Science Charter School aims to provide the ideal environment for the intellectual and social development of its students, utilizing the combined effort of students, educators, families, and the community as a whole, by providing boundless academic and co-curricular opportunities for individual skills and talents to develop. From the inception of the school, students have been provided a multitude of opportunities extended to them that have guided them on a path to success. Our mission and vision considers the educational goals that the New Jersey Department of Education has established for **all** students. This is evidenced in the four areas identified below, which are in direct correlation to the "Building Blocks of Education" outlined by Governor Christie.

1. **Academic Achievement** - concentration is placed on providing a multidimensional curriculum, research-based "best practices" instructional strategies, and student/program assessments. Literacy objectives within the CCSS **must be met** to better prepare students for PARCC assessments, college acceptance, and workforce readiness. Summary writing, analysis of rich and varied literature and non-fiction text, critical research skills, and opinions supported by text-based evidence are the cornerstone elements of the CCSS. In mathematics, lessons are aligned to the CCSS and the content prioritized and



supported with online programs for student instruction and assignments. Teachers and students have access to rich, CCSS-aligned, engaging content, and embedded assessments with instant data.

2. **Digital Learning Environment** - concentration is placed on classroom organization, integration of technology, teacher development, and effective instructional programs. This allows the district to provide the most relevant, research-based educational experience to our students. The design of the program currently embraces technological literacy and integration, and in the absence of these resources, curricula cannot be delivered as designed. The rigors of the Common Core State Standards and the next-generation digital assessments require us to adjust both the method and mode of instruction to prepare our students for college and careers. We fully expect student assessment data to evidence student growth as a result, in part, of digital instruction.

3. **Co-curricular Programs** - concentration is placed on academic and non-academic programs that are designed to meet the needs of the **whole child** (academically, socially and emotionally). Paterson Arts and Science Charter School has a vibrant arts education model, which includes multiple performances including full-length theatrical productions, concerts, cultural dances and festivals. The school is often the host location for a variety of educational presentations, educational guest speakers, science fairs and Olympiads, and math competitions. Additionally, the district hosts a summer learning institute, whereby all instructional staff come together in the form of a professional learning community in order to explore best practices in education.

4. **Community Involvement** - concentration is placed on parent programs, community outreach, and fostering school, family and community collaboration/involvement. The students of Paterson ASCS are afforded the benefits of partnerships currently established with local universities, businesses, and community leaders. Paterson ASCS recognizes a school as an anchor in a community and believes the school is the anchor that the community needs. All children deserve the opportunity to be educated in a rich, nurturing environment that promotes inquiry-based learning and innovation in an equitable, culturally-sensitive environment.

**Submission Method** Online Form via <http://goo.gl/forms/AYHJI2Ob8T>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

### 3.1.b CURRICULUM ALIGNMENT TO 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.*

In order to ensure that Paterson Arts and Science Charter School's curricula is aligned to state standards Paterson Arts and Science Charter School developed a high quality curriculum that is based on state standards. The curricula framework is well thought out and embodies the state standards and goals for which teachers and students are held accountable.

The standards-based curriculum governs the way that instructional programs are run and the way that teachers teach. The curricula framework considers the need for proper implementation of the state

standards and therefore provides adequate time for implementation, monitoring, and evaluation of the standards.

At Paterson Arts and Science Charter School, the curricula is considered a living document which allows for ongoing critiquing and opportunities for reflection and revision so that the curriculum is updated and improved on a regular basis.

Specifically, Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies in grades kindergarten – 10<sup>th</sup> were adopted in August 2012. Most recently, kindergarten through 8<sup>th</sup> grade ELA and Literacy in History/Social Studies was revised during the summer of 2015.

Common Core State Standards for Mathematics was adopted in August, 2012 and most recently revised during the summer of 2015.

Science curricula for grades kindergarten to 12 were revised most recently during the summer of 2015.

Visual and Performing Arts was revised in June, 2009, Comprehensive Health and Physical Education was revised in June, 2011, Technology was adopted in 2007, 21<sup>st</sup> Century Life and Careers was revised in September, 2012, and World Languages was revised in June, 2009.

**Submission Method** Online Form via <http://goo.gl/forms/X4IZdCs96F>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

### **3.1.c 2015-16 SCHOOL CALENDAR**

As Appendix B, provide a copy of the school calendar for the 2015-2016 school year. If the charter school has multiple calendars, for example because each school site has its own calendar, then include all in the submission.

**Submission Method** Use the following naming convention:

AppendixB\_Your District ID\_The School Name\_The particular school site or grade span (if applicable)

Email your submission of 3.1.c as an attachment to [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

### 3.2.a 2013-14 ACADEMIC PERFORMANCE

Each charter school with NJASK or HSPA data received its Academic Performance Framework Report from the Office of Charter Schools in March 2015. The report was based upon the standards set forth within the [Performance Framework](#). Describe the school’s understanding of its academic status based on this report including its assessment of progress of individual subgroups of students. Explain how the school will close gaps and/or maintain and improve results. *Limit your response to 2 pages maximum.*

**Submission Method** Use the following naming convention:

AppendixC\_Your District ID\_The School Name

Email your submission of 3.2.a as an attachment to [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

### 3.2.b NATIONALLY-NORMED ASSESSMENT

Some schools use a nationally-normed assessment, such as NWEA Map or Scantron Performance Series, to measure student growth in Reading and/or Math from the beginning to the end of the school year. If applicable, provide the name, subject(s) and testing windows of the assessment that the school administered and address the questions below regarding students’ results. As the questions below indicate, we ask that the school provide the mean (average) test score for each grade level as the percentile rank (pctile), as opposed to the average RIT score or Scale Score. The percentile rank tells us how your students performed on the test compared to a nationally representative sample.

*Please note: only the test scores of students with valid pre- and post-test scores should be included in the table.*

Nationally Normed Assessment	
Did your school administer a nationally-normed pre- and post-test in 2014-15?	YES
What was the name of the nationally-normed assessment your school administered in 2014-15?	Measures of Academic Progress® (MAP®) assessments MAP for Primary Grades® (MPG®) assessments
Was the test administered to all students or to certain groups of students? If the latter, please explain which groups of students were targeted.	These computer-adaptive interim assessments were administered to students in grades K-2 (MPG) and 2-6 (MAP)
Which grade levels sat for the test and which subjects were administered to each grade level? Feel free to use bullet points to address this question	<ul style="list-style-type: none"> <li>• K-2<sup>nd</sup> Grade: MPG               <ul style="list-style-type: none"> <li>➤ 2nd graders who do not read independently take the MPG test in reading and math. They are not tested in language use and science</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ 2nd graders who do read independently take the MAP test and are tested in reading, language, math, and science.</li> <li>• 2<sup>nd</sup>-6<sup>th</sup> Grade: MAP test</li> </ul> <p>Reading, language, math, and science.</p>
When did pre- and post-testing occur for each grade level and subject? Again, feel free to use bullet points to address this question	<p>Fall Assessment Window: September 22<sup>nd</sup>-October 3<sup>rd</sup>, 2014</p> <p>Spring Assessment Window: May 28<sup>th</sup>, 2015-June 12<sup>th</sup>, 2015</p>

Fill in the following **for each subject test** the school administered:

Nationally Normed Assessment Results Table					
READING					
Grade in 2014-15	Number of Enrolled Students	Number with Valid Pre- and Post-Test Scores	Mean Percentile Rank Pre-Test*	Mean Percentile Rank Post-Test*	Number Whose Scores Increased from Pre- to Post-Test
K	60	57	139.7	157.2	-
Grade 1	60	60	162.2	175.9	-
Grade 2	60	57	165.2	176.5	-
Grade 3	60	57	174.5	186.9	26
Grade 4	60	59	179.9	189.1	27
Grade 5	60	58	194	197.3	25
Grade 6	60	57	201.8	206.5	26
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					

Nationally Normed Assessment Results Table					
MATH					
Grade in 2014-15	Number of Enrolled Students	Number with Valid Pre- and Post-Test Scores	Mean Percentile Rank Pre-Test*	Mean Percentile Rank Post-Test*	Number Whose Scores Increased from Pre- to Post-Test
K	60	57	135.9	155.6	-
Grade 1	60	60	159.5	179.7	-
Grade 2	60	57	170.3	184.6	-
Grade 3	60	57	177.2	188.6	21
Grade 4	60	59	184.1	195.5	23
Grade 5	60	58	197.4	201.6	22
Grade 6	60	57	205.9	217.8	39
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					

\* Only the test scores of students with valid pre- and post-test scores are to be included in the calculation of mean pre- and post-test percentile rank. Additionally, only include students with valid pre- and post-test scores in the number of students whose scores increased from the pre-test to the post-test.

**Submission Method:** Online Form via <http://goo.gl/forms/1UmznVKjjA>

### 3.2.c MISSION-SPECIFIC ACADEMIC GOALS

Some schools have a specialized concentration or theme for their educational program which cannot be fully assessed by the common measures within the Academic Performance Framework. There may be schools that focus on engineering and technology, the performing arts or second language immersion.

**If applicable**, provide information regarding **2 OR 3** school-specific academic goals related to the school's mission using the guidelines and format below. Include the goal, measure/metric, target, and outcome. ***These academic goals may have changed from the school's original charter application.***

Guidelines:

- All goals must be (SMART) specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- If possible, provide an explanation of whether or not the school has met these goals and how the school is progressing towards the goal attainment.

Format:

<b>Goal</b>	<i>Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.</i>
<b>Measure/Metric</b>	<i>Ex: AP / Dual Course Enrollment</i>
<b>Target</b>	<i>Ex: By the end of 11th grade, all students will have completed at least one AP or dual enrollment course.</i>
<b>Actual Outcome</b>	<i>Ex: In 2014-15, 50 students completed the 11th grade. Of those, 20 completed 1 dual enrollment course, 10 completed 3 dual enrollment courses and 20 others completed 1 AP course. GOAL ACHIEVED.</i>

**Submission Method** Use the following naming convention:

AppendixD\_Your District ID\_The School Name

Email your submission of 3.2.c as an attachment to [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

## **4. LEARNING ENVIRONMENT / PROFESSIONAL ENVIRONMENT**

### **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

<b>4.a. Learning Environment / Professional Environment</b>		
<b>Learning Environment</b>	<b>Number or Ratio</b>	<b>Methodology used</b>
<b>Average Daily Attendance Rate:</b>	95%	Attendance is taken on a daily basis via Student Information System.
Elementary School	95%	
Middle School		
High School		
<b>Student - Teacher Ratio:</b>	1:12	Student teacher ratio numbers are derived from Student Information System.
Elementary School	36:415	
Middle School		
High School		
<b>Professional Environment</b>	<b>Number or Ratio</b>	<b>Methodology used</b>
<b>Teacher Retention Rate (year to year):</b>	29:36 = 80.5%	Teacher retention ratio numbers are derived from Student Information System.
Elementary School		
Middle School		
High School		
<b>Total Staff Retention Rate (year to year):</b>	15:22 = 68%	

**Submission Method:** Online Form via <http://goo.gl/forms/fLZhepXENQ>

#### 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:	2x a year / January 2015 June 2015
Date Last Teacher Survey Was Conducted:	June 18, 2015
Number of Completed Surveys Submitted:	Survey # 1 Paterson ASCS: 26 Survey # 2 Paterson ASCS: 17
Percent of Staff with Completed Surveys:	Survey # 1 Paterson ASCS: 100% Survey # 2 Paterson ASCS: 100%
Number of Teachers who Expressed Satisfaction with School Leadership or with the Overall School Environment:	End of Year Survey # 2 Paterson Overall: 9
Percent of Teachers who Expressed Satisfaction with School Leadership or with the Overall School Environment:	End of Year Survey # 2 Paterson Overall: 68%

**Submission Method:** Online Form via <http://goo.gl/forms/JyNtXakUYu>

#### 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*

In analyzing the data received and noted as positive aspects for our staff was accumulated from Survey # 2, End of the Year Survey. The survey was conducted in June 2015. We used the internet tool Survey Monkey that organized and tabulated the results. Below are the findings from faculty, staff and administration.

The school has high expectations for students in the school community: 73% (11 staff members) agreed that our school community holds high expectations when it comes to academic achievement, behavior and relationship with their peers and teachers.

\*Safety of students and staff was exceptionally high and is consistently high among our student and parent surveys as well. 93% (14 staff members) agreed that they feel safe inside and outside of our



building. Our school community ensures the safety of students and staff with a percentage of 99% (15 staff members).

Teacher and student relationships are very strong at Paterson: ASCS which allows for students to feel comfortable seeking support from administration and teachers when necessary. Teacher and students have built strong relationship in the classroom which assists in academic success. The percentage is 78% (11 staff members).

Paterson Arts and Science Charter School as a whole embraces diversity. 76% (10 staff members) feel that everyone (students and staff) are accepting of everyone's culture.

Staff found the technology that was used to help support instruction was beneficial in classroom instruction, independent work and cooperative learning groups. 98% of our staff was satisfied with the overall amount of technology that was provided to them and their students. They felt that they had all the tools necessary to help support classroom instruction. Technology was also a positive aspect for our staff to collect data (attendance, grades and testing)

**Submission Method:** Online Form via <http://goo.gl/forms/jQoiOWHSFn>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

#### **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*

In analyzing the data received and noted to be of a challenge for our staff was accumulated from Survey # 2, End of the Year Survey. The survey was conducted in June 2015. We used the internet tool Survey Monkey that organized and tabulated the results. Below are the findings from faculty, staff and administration.

The length of the school day still continues to be a problem among the staff. 24% (6 staff members) found it to be a challenge. The percentage of staff detailed that the challenges were: the day is too long, not enough planning time/preparation due to meetings.

Technology was two-fold, our overall staff was satisfied with the variety of technology that is offered but did express that it is hard to use some of the technology because there wasn't enough for all students to use. If a teacher was using it in an ELA or Math classroom, it was hard for a Social Studies teacher to use it when it was usually signed out by another content area classroom teacher. Staff who taught ELA in grades 4th-8th grade expressed concerns with the new Kindle Reading Program. Concerns that were mentioned in their responses were: keeping students on task, making sure students brought it in each day for classroom instruction and ensuring that the Kindle was charged and ready for use in the classroom.

21% (5 staff members) would like to be able to contribute to decision making factors, such as Professional Development in new programs.

**Submission Method:** Online Form via <http://goo.gl/forms/raoLYM9hjE>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

## **5. PARENT / GUARDIAN AND COMMUNITY INVOLVEMENT**

### **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.*

Paterson ASCS believes that family involvement is an integral component of our school culture. Our objective is to continue fostering close and positive relationships and constant communication between school, family, and community. From influential guests to the various holiday dinners, Paterson-ASCS has grown this year by expanding our family involvement into the community-at-large. Our Parent-Teacher Organization (PTO) is a committee that maintains a strong presence at the school, and they are a vital component of enriching the experience of students. They make the purchase of sports equipment, musical instruments, yearbooks and classroom materials a reality for our school district. Additionally, the PTO fundraises to defray the cost of field trips for the students. PTO leadership roles have been adjusted for the 2015-2016 school year in order to ensure a successful pairing of families with the school community as a whole.

In the 2014-2015 Academic Year, Paterson ASCS reached out to both families and the community-at-large with myriad programs and activities to enhance the experience of the students and school community as a whole. Parents are not only invited to attend, but asked to contribute to the planning and implementation programs and offerings. Paterson ASCS cultivates and maintains steady school/family interaction through an array of activities. A selection of programs and events is provided below:

- ORIENTATION FOR STUDENTS AND PARENTS
- BACK-TO-SCHOOL NIGHT
- HISPANIC HERITAGE CELEBRATION
- WEEKLY PARENT/TEACHER/ADMINISTRATOR BREAKFAST
- GRANDPARENT'S NIGHT
- SECOND ANNUAL PTO PARENT PICNIC
- HALLOWEEN COSTUME PARADE/CONTEST/TRUNK-OR-TREAT
- PARENT/TEACHER CONFERENCES
- VETERAN'S DAY REMEMBRANCE
- QUARTERLY AWARDS CEREMONIES
- HOLIDAY DINNER/COMMUNITY FOOD DRIVE
- SPRING AND WINTER CONCERTS/THEATRE PROGRAM/ART FAIR
- 2nd ANNUAL MUFFINS WITH MOMS/DONUTS WITH DADS
- QUALITY IN EDUCATION SUMMIT
- SCHOOL CHOICE WEEK
- DISTRICT SCIENCE FAIR
- FAMILY SCIENCE NIGHT
- LANGUAGE AND CULTURE FESTIVAL
- GARDEN STATE INTERNATIONAL HERITAGE FESTIVAL
- RADIO CITY CHRISTMAS SPECTACULAR TRIP
- HOLIDAY TOY DRIVE
- MOVIE NIGHTS

- PASTA NIGHT/TRICKY TRAY

**Submission Method:** Online Form via <http://goo.gl/forms/eiTvR1MX6T>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

### 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*

Partnering organization	Description of the partnership
EDUCATIONAL INSTITUTIONS:	
Fairleigh Dickinson University	This partnership enabled students to take an AP course in English taught by one of our HS teachers. <a href="http://ilearnschools.org/about-us.html">http://ilearnschools.org/about-us.html</a>
Jefferson Awards	This partnership enabled students to participate in Jefferson Awards Students in Action program. <a href="http://ilearnschools.org/about-us.html">http://ilearnschools.org/about-us.html</a>
Grand Canyon University	The purpose of this non-exclusive Agreement is to establish the terms and conditions under which students of Grand Canyon University may participate in Student Teaching Internships, Practicum and Observations at the schools located in the District <a href="http://ilearnschools.org/about-us.html">http://ilearnschools.org/about-us.html</a>
Rutgers University	<a href="http://ilearnschools.org/about-us.html">http://ilearnschools.org/about-us.html</a> (see link for a more detailed description)
NJIT	<a href="http://ilearnschools.org/about-us.html">http://ilearnschools.org/about-us.html</a> (see link for a more detailed description)
College of Saint Elizabeth	This partnership provided eligible employees the opportunity to pursue undergraduate and graduate degrees, certificates and professional continuing education course through the college. <a href="http://ilearnschools.org/about-us.html">http://ilearnschools.org/about-us.html</a>

<b>COMMUNITY INVOLVEMENT</b>	
Quality In Education Summit Panel Discussion	<p>The panel discussions serve as a platform to raise awareness of, and highlight, the positive role of charter schools in New Jersey and the need for further support and development. These forums will continue to address macro issues confronting public education in the 21st Century.</p> <p>Panelists were: 1)Heather Tedesco, New Jersey Regional Director for Jefferson Awards Students in Action 2)Assemblyman Benjie Wimberly, Legislative District #35 3) Allison Scott-Williams, NJPAC Arts Director.</p> <p>Approximately 200 parents and community members attended this event which took place at our Paterson Arts and Science Charter School.</p> <p>This year's topic was ATHLETICS, ARTS, AND MUSIC: THREE ELEMENTS NECESSARY FOR A COMPLETE PUBLIC EDUCATION</p>
VIP Visitor Program	<p>Community leaders (VIP Guest) were invited to give inspirational speeches to students regarding leadership and core values. (VIP Invitations were extended to but not limited to: Mayors, Freeholders, Assemblymen and women, Prosecutors, Police chiefs, Senators, CEOs, NJ DOE Staff, NJ Charter School Assn. Staff</p> <p>VIP guests were scheduled monthly. Fifth through ninth grade students, family members attended VIP Ceremonies. In most cases, VIP guests made connections with students that would afford them (students) opportunities to visit establishments and facilities that would enhance their knowledge of government/judicial systems and servant leadership.</p>
Community Outreach Activities	Determined by grade and/or department Teachers planned outreach activities and/or projects for the classes
Garden State International Heritage Festival	<p>The Garden State International Heritage Festival is the blending of the multidisciplinary content areas to recognize and celebrate diversity in the classroom throughout the year. Students, families, elected officials and community members.</p> <p>The GSIHF has been a project of the NJASCS organization for the last 4 years. The festival enables students, participants and visitors to experience a wide range of activities: performances, art displays, to sampling from a wide array of food from other vendors.</p>

**Submission Method:** Online Form via <http://goo.gl/forms/sDk1xQb6VA>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 7,520 characters

## 6. SCHOOL GOVERNANCE / LEADERSHIP

### 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
Murat Teke	5/15/13	5/16	President Voting Member	<a href="mailto:tekemurat100@gmail.com">tekemurat100@gmail.com</a>	8/19/13	Gov. I-1/13 Gov. II- Scheduling
Perno W. Young	5/15/13	5/18	Vice President Voting Member	<a href="mailto:pyoungiii@aol.com">pyoungiii@aol.com</a>	12/4/13	Gov. I- Scheduling
Nilda Pardo	5/15/13	5/18	Voting Member	<a href="mailto:npardo@bergen.edu">npardo@bergen.edu</a>	10/2/13	Gov.I-2/14 Gov. II- Scheduling
Ismail Oral	5/15/13	5/17	Voting Member	<a href="mailto:oral72@hotmail.com">oral72@hotmail.com</a>	10/2/13	Gov. I-1/13 Gov. II- Scheduling
Jennifer Chaveco	1/22/15	5/16	Voting Member	<a href="mailto:chavecoj@verizon.net">chavecoj@verizon.net</a>	5/2/12	Gov. I-1/13 Gov.II-10/13 Gov. III-1/15
Sancar Avcioglu	1/22/15	5/17	Voting Member	<a href="mailto:sanavc@gmail.com">sanavc@gmail.com</a>	10/23/13	Gov.I-1/13
Juan Infante	1/22/15	5/16	Voting Member	<a href="mailto:ijppavlov@verizon.net">ijppavlov@verizon.net</a>	In Process	Gov. I- Scheduling
Christopher Lessard	7/1/14	6/15	Treasurer Non-Voting Member	<a href="mailto:Clessard.sba@gmail.com">Clessard.sba@gmail.com</a>		N/A
Recep Ornek	7/1/13	6/16	Secretary Non-Voting Member	<a href="mailto:ronek@ilearnschools.org">ronek@ilearnschools.org</a>		N/A

**Submission Method:** Online Form via <http://goo.gl/forms/TfltSnvfXb>

### 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*

The process of how the Paterson Arts & Science Charter School Board of Trustees evaluate the school leader is by each board member is emailed a survey link using Survey Monkey. Derived from NJSBA, this survey is composed of six sections of standards listed below with a total of thirty two questions using a five-point scale rating the performance regarding the leadership skills of the Chief School Administrator. In addition, each section offers an area for any comments with examples.

- I. General Responsibilities
- II. Instructional Leadership
- III. Personnel Administration
- IV. Financial Management
- V. Chief Executive Officer/ The Chief School Administrator
- VI. School/Community Relations:

The last three questions are open-ended inviting each board member to identify the CSA's greatest strengths, the standard that deserves the CSA's increased focus and attention, and suggest what assistance the board should provide to enhance the CSA's strengths and promote student achievement of the school goals.

The data is then compiled and analyzed. The data is used to identify the strengths and weaknesses and will be used for training by a New Jersey School Board Association field representative.

**Submission Method:** Online Form via <http://goo.gl/forms/EA6E3vSD9d>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

### 6.1.c BOARD TOOL USED TO EVALUATE SCHOOL LEADER(S)

As Appendix E, provide a copy of the evaluation tool the board uses to evaluate the school leader(s).

**Submission Method** Use the following naming convention:

AppendixE\_Your District ID\_The School Name

Email your submission of 6.1.c as an attachment to [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

### 6.1.d BOARD TOOL USED TO EVALUATE THE CMO OR EMO

If applicable, as Appendix F, provide a copy of the evaluation tool that the board uses to assess the performance of the school's management organization (CMO or EMO).

### NOT APPLICABLE

**Submission Method** Use the following naming convention:

AppendixF\_Your District ID\_The School Name

Email your submission of 6.1.d as an attachment to [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

### 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*

The process of how the Paterson Arts & Science Charter School Board of Trustees assesses its own performance is by each board member is emailed a survey link using Survey Monkey. Derived from NJSBA, this survey is composed of ninety-nine questions that include an overall section of nine questions using a four-point scale based on the importance of each of the nine sections listed below.

- I. Planning
- II. Policy
- III. Student Achievement
- IV. Finance, Board Operations
- V. Board Performance
- VI. Board/Chief School Administrator (CSA) Relationships
- VII. Board Staff Relationships
- VIII. Board & Community.

The remaining questionnaire is broken up by each of the above sections also using a five-point scale rating the effectiveness and success of the board as a whole and individually themselves. In addition, each section offers an area for any comments with examples.

The last two questions are open-ended inviting each board member to identify the challenges facing their school in the area of student achievement and in the role of policy making of what specific areas of board of governance require additional focus and training.

The data is then compiled and analyzed. The data is used to identify the strengths and weaknesses and will be used for training by a New Jersey School Board Association field representative.



**Submission Method:** Online Form via <http://goo.gl/forms/RmDJxm0K6y>

We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters

#### 6.1.f Board EVALUATION TOOL

If applicable, as Appendix E, provide a copy of the evaluation tool that the board uses to assess its own performance. *Limit your response to 1 page maximum, which is around 550 words or 3,760 characters*

**Submission Method** Use the following naming convention:

AppendixG\_Your District ID\_The School Name

Email your submission of 6.1.f as an attachment to [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

#### 6.1.g AMENDMENT TO BYLAWS ADOPTED IN 2014-15

As Appendix F, provide a copy of any amendments to the bylaws of the board of trustees adopted during the previous year.

**NOT APPLICABLE**

**Submission Method** Use the following naming convention:

AppendixH\_Your District ID\_The School Name

Email your submission of 6.1.g as an attachment to [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

**6.2.a SCHOOL LEADERSHIP / ADMINISTRATION INFORMATION**

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

<b>6.2.a School Leadership / Administration Information</b>		
<b>School Leader / Administrator Name</b>	<b>Title</b>	<b>Start Date at School</b>
Nihat Guvercin	CEO-Lead Person	7/2008
Deidre Simon	Education Consultant	7/2007
Lori Cobb	School Director	7/2013

**6.2.b SCHOOL LEADER / ADMIN TEAM RESUMES**

As Appendix I, provide resumes for each member of your school’s administrative team.

**Submission Method** Use the following naming convention:  
 AppendixI\_Your District ID\_The School Name\_Last Name on Resume  
 Email your submission of 6.2.b as an attachment to [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

**6.2.c ORGANIZATIONAL CHART**

As Appendix J, provide the school’s organizational chart.

**Submission Method** Use the following naming convention:  
 AppendixJ\_Your District ID\_The School Name  
 Email your submission of 6.2.c as an attachment to [charterschools.NJDOE@gmail.com](mailto:charterschools.NJDOE@gmail.com)

# Appendix A



# PATERSON ARTS & SCIENCE CHARTER SCHOOL

Paterson ASCS Elementary ❖ 764 11<sup>th</sup> Ave. Paterson, NJ 07514 ❖ (862) 336-1550 ❖ Fax: (862) 336-1551

## APPLICATION FORM

### DEAR PARENT(S) AND APPLICANT:

Thank you for your interest in Paterson Arts and Science Charter School. Please fill out this application form completely. Falsifications, misrepresentations, or omissions may disqualify your application. Information you supply may not be given to any other companies. Applications received unsigned or incomplete may not be considered for acceptance.

*Please either type or print clearly using black or blue ink.*

FOR OFFICE USE ONLY	
Date Application Received	__ / __ / __
Application #	

STUDENT INFORMATION			
LAST NAME	FIRST NAME	MIDDLE NAME	
DATE OF BIRTH MM / DD / YYYY	CURRENT GRADE ENROLLED	GRADE APPLIED FOR	
PERMANENT ADDRESS		CITY	ZIP
HOME PHONE ( ) - - - - -	CELLULAR ( ) - - - - -	WORK PHONE ( ) - - - - -	
CURRENT SCHOOL NAME	SCHOOL DISTRICT	YEARS ATTENDED	

Does the applicant have a sibling who's attending this school?  Yes  No If yes, please write:  
Student Name: \_\_\_\_\_ and Current Grade Level: \_\_\_\_\_

We/I, the undersigned, hereby certify that, to the best of our/my knowledge and belief, the answers to the foregoing questions and statements made by us/me in this application are complete and accurate. We/I understand that any false information, omissions, or misrepresentations of facts may result in rejection of this application or future dismissal of the applicant.

PARENT INFORMATION	
PARENT OR GUARDIAN NAME	DATE
PARENT OR GUARDIAN SIGNATURE	E-MAIL

Please mail or fax the completed application to:		
Paterson ASCS Elementary 764 11 <sup>th</sup> Ave. Paterson, NJ 07514		
Fax: (862) 336-1551		
E-mail: registration.el@patersoncharter.org		

Paterson-ASCS is free, open-enrollment public school that is required by law to serve all students. Paterson-ASCS shall be open to all students on a space available basis and shall not discriminate in their admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special needs, proficiency in the English language, or any other basis that would be illegal if used by a school district.



# PATERSON ARTS & SCIENCE CHARTER SCHOOL

Paterson ASCS Elementary ❖ 764 11<sup>th</sup> Ave. Paterson, NJ 07514 ❖ (862) 336-1550 ❖ Fax: (862) 336-1551

## FORMULARIO DE SOLICITUD DE ADMISIÓN

**Queridos Padre(s) y Solicitante :** Gracias por su interés en Paterson Arts and Science Charter School. Por favor llene ésta solicitud de manera completa. Falsificaciones, malas representaciones u omisiones pueden descalificar su solicitud. La información que usted nos da no será suministrada a otras compañías. Las solicitudes recibidas sin firma o incompletas pueden no ser aceptadas

PARA USO OFICIAL	
Fecha de recibo del formulario de solicitud de admisión	__ / __ / __
Aplicación #	

Por favor escriba a máquina o claramente usando tinta negra o azul.

INFORMACIÓN DEL ESTUDIANTE			
APELLIDO	PRIMER NOMBRE	SEGUNDO NOMBRE	
FECHA DE NACIMIENTO	GRADO ACTUAL INSCRITO	GRADO PARA EL QUE APLICA	
__ / __ / ____ MM DD YYYY			
DIRECCIÓN PERMANENTE		CIUDAD	ZIP
TELEFONO DE LA CASA	CELULAR	TELEFONO DEL TRABAJO	
( __ ) ____ - ____	( __ ) ____ - ____	( __ ) ____ - ____	
NOMBRE DE LA ESCUELA ACTUAL		DISTRITO ESCOLAR	AÑOS ATENDIDOS

Tiene el solicitante algún hermano(a) en ésta escuela?  Si  No Si es así, por favor escriba lo siguiente:

NOMBRE DEL ESTUDIANTE: \_\_\_\_\_ Grado actual: \_\_\_\_\_

Nosotros,/Yo , certifico que tenemos conocimiento de lo acá escrito y que nuestras /mi respuestas a las preguntas precedentes y las declaraciones hechas por nosotros/mi en éste formulario son completas y exactas. Nosotros/yo entendemos que cualquier información falsa, omisiones, o mala representación de hechos pueden dar lugar al rechazo de ésta solicitud o del futuro despido del solicitante.

INFORMACIÓN DE LOS PADRES	
NOMBRE DEL PADRE O TUTOR	FECHA
FIRMA DEL PADRE O TUTOR	CORREO ELECTRONICO

Por favor envíe por correo o por fax la solicitud completa a:

Paterson ASCS Elementary 764 11 <sup>th</sup> Ave. Paterson, NJ 07514		
Fax: (862) 336-1551		
E-mail: registration.el@patersoncharter.org		

Paterson- ASCS es una escuela pública, gratuita y abierta a la inscripción que es requerida por la ley a servir a todos los estudiantes. Paterson-ASCS estará abierta a todos los estudiantes en función del espacio disponible y no ejercerá discriminación en sus políticas o prácticas de admisión sobre la base de la capacidad intelectual o deportiva, medidas de logro o aptitud, necesidades especiales, la competencia en el idioma Inglés, o cualquier otra razón que lo haría ser ilegal si se usa por un distrito escolar.

# Appendix B

School Days 2014 (78 days)						
S	M	T	W	T	F	S
<b>Aug-14</b>						
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
<b>Sep-14</b>						
	1	[2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
<b>Oct-14</b>						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
<b>Nov-14</b>						
						1
2	3	4	5	6	7	8
9	[10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
<b>Dec-14</b>						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

<b>August 2014</b>	
School office open (8:30am-3:30pm)	4-29
Staff Dev. / New Teacher Prep.	18-22
Staff Dev. / Teacher Prep.	25-29
Orientation for all students	18-22
<b>September 2014 (21 Days)</b>	
Labor Day Holiday	1
Students Report/First Quarter Beg.	2
Early Dismissal / Staff Development	19
<b>October 2014 (22 Days)</b>	
Columbus Day Holiday	13
Early Dismissal / Staff Development	20
<b>November 2014 (18 Days)</b>	
Early Dismissal / Parent Conference	7
First Quarter Ends	7
Second Quarter Begins	10
Early Dismissal / Staff Development	17
Early Dismissal	26
Thanksgiving Break	27-28







**EMERGENCY CLOSING DAYS:** In the event that more than five (5) days are used for emergency closing, NJASCS will be in session during the Spring Break (April 6 - 10). Specifically, the makeup day for a sixth snow day is Friday, April 10; the makeup day for a seventh snow day is Thursday, April 9; the makeup day for an eighth snow day is Wednesday, April 8; the makeup day for a ninth snow day is Tuesday, April 7 and the makeup day for a tenth snow day is Monday, April 6. Should the five (5) emergency closing days not be used, NJASCS may extend the Memorial Day weekend. Please plan accordingly.

School Days 2015 (105 days)						
S	M	T	W	T	F	S
<b>Jan-15</b>						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	[26	27	28	29	30	31
<b>Feb-15</b>						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
<b>Mar-15</b>						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
<b>Apr-15</b>						
			1	2	3	4
5	6	7	8	9	10	11
12	[13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
<b>May-15</b>						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

<b>December 2014 (17 Days)</b>	
Early Dismissal / Staff Development	23
Holiday Break	24-31
<b>January 2015 (19 Days)</b>	
New Year	1
Martin L. King Jr. Holiday	19
Early Dismissal / Staff Development	23
Second Quarter Ends	23
Third Quarter Begins	26
<b>February 2015 (18 Days)</b>	
Winter Break	16-17
Early Dismissal / Staff Development	27
<b>March 2015 (22 Days)</b>	
Early Dismissal / Staff Development	27

School Days 2015 (105 days)						
S	M	T	W	T	F	S
<b>Jun-15</b>						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
<b>Jul-15</b>						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

QUARTERS			
1 <sup>st</sup>	Sep 2 - Nov 7	48	Days
2 <sup>nd</sup>	Nov 10 - Jan 23	44	Days
3 <sup>rd</sup>	Jan 26 - Apr 2	47	Days
4 <sup>th</sup>	Apr 13 - Jun 16	46	Days
		<b>Total</b>	<b>185</b> Days

LEGEND	
	Student / Teacher Holiday
	Campus Staff Development
	District Staff Development
	Parent Conference
	Beginning, End of Quarters
	Early Dismissal

<b>April 2015 (16 Days)</b>	
Third Quarter Ends	2
Good Friday	3
Spring Break	6-10
Fourth Quarter Begins	13
Early Dismissal / Staff Development	24
<b>May 2015 (20 Days)</b>	
Early Dismissal / Staff Development	21
Memorial Day Holiday	25
<b>June 2015 (12 Days)</b>	
Early Dismissal / Staff Development	9
Inclement Weather Make up Days	10-16
High School Graduation	16
Last Day of School	16
<b>July 2015</b>	
Summer Programs	
<b>Student Days (185 Days)</b>	
<b>Staff Days (190 Days)</b>	

# Appendix C



<b>A. 2013-2014 Academic Performance</b>	
	<p><b>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.</b></p> <p><b>Submission Method Online Form via <a href="http://goo.gl/forms/AYHJ2Ob8T">http://goo.gl/forms/AYHJ2Ob8T</a></b></p> <p><b>We suggest that you copy and paste your response from another document. The form will not allow you to submit a response longer than 3,760 characters</b></p>

	STATE			DFG			Paterson-ASCS		
ELA	PP	P	AP	PP	P	AP	PP	P	AP
Gr. 3	34.4	61.2	4.3	60.0	39.4	.6	22	25	0
Gr. 4	40.2	56.2	3.6	66.7	32.9	.4	37	21	0
Gr. 5	37.7	54.1	8.2	66.5	32.4	1.1	31	25	1
Math	PP	P	AP	PP	P	AP	PP	P	AP
Gr. 3	24.5	35.8	39.7	42.6	36.2	21.2	25	15	7
Gr. 4	25.1	39.0	35.9	46.0	37.2	16.8	29	20	9
Gr. 5	20.2	41.7	38.1	40.9	42.4	16.7	7	34	16
Science	PP	P	AP	PP	P	AP	PP	P	AP
Gr. 4	11.5	41.1	47.5	26.9	50.7	22.3	13	32	13

As illustrated in the tables above, in ELA, the State proficient percentile exceeds the District Factor Group (DFG: Districts having similar demographics in socio-economic status and education level of family members) by 22% in grade 3, 24% in grade 4 and 22% in grade 5. When the DFG proficient percentile is compared to Paterson –ASCS, the above chart illustrates that Paterson -ASCS falls below the DFG by 14% in grade 3, 9% in grade 4 and 25% in grade 5.

While the State and DFG percentiles for partially proficient, proficient and advanced proficient percentile in Mathematics are each fairly close (1% to 2%) in each grade level represented (grades 4, 5 and 6), when compared, Paterson-ASCS falls below in each category/grade level, percentages ranging from 8% to 13%.

In Science, Paterson – ASCS trails the State proficiency percentile by 9%, and when Paterson -ASCS proficiency percentiles in Science are compared to the DFG scores, there is a greater gap of 18%.

To support growth and academic achievement in students, the Paterson-ASCS will continue to provide targeted instruction to students from 7:30AM to 4:15PM providing tutorials for students identified as below benchmark from 3:15PM to 4:15PM. In addition elements of Balanced

Literacy will continue be practiced in grades 4 through 8. Specifically, differentiated reading opportunities will be built into literacy blocks to offer targeted instruction that is designed to help students bridge academic gaps in literacy and read on level. In addition, each ELA and Math teacher will be supported by a content area coach. Coaching sessions will focus on planning, data collection, and debriefing on-on-one support for each ELA and math teacher will help to ensure best practices are being carried out in both small group and whole group instruction

From a combination of diagnostic, formative, summative, and performance-based assessments, (predominantly using a computer-based assessment format, complimented by a paper-based format for select assessments), clear, holistic, and accurate data is readily available; the assessment system serves as the key component to measure the effectiveness of the academic program and to monitor students' progress towards achieving and exceeding grade-level standards. Frequent monitoring of student progress and the use of assessment data to set specific learning goals to prescribe individualized action plans for learning, are both research-based best-practices; toward this end, Paterson - ASCS has implemented a comprehensive assessment system that gives the students, teachers, parents, administrators, and the State important information regarding the school's success in preparing its students academically.

A full-length practice assessment will mirror the format, content, and style of the statewide assessment. The exam will be developed in-house by content are specialists in Math, English, and Science, with adaptive software (i.e., Pearson, People's Education, and NWEA). These programs allow for complete customization of assessments based upon curricula and the individualized needs of the students. As with PARCC, this practice assessment will include a range of item types, including innovative constructed response, extended performance tasks, and selected response tasks.

Ongoing review of the holistic assessment program includes evaluation and feedback provided by content-area specialists, curriculum supervisors, administrators, teachers, student evaluation, and where appropriate, peer-evaluation of student work. Benchmark examinations will be designed by teachers in collaboration with district level chairs that will align to the learning standards included within each unit. This allows administration, faculty, students, and parents to track where student progress is being made and where improvement is needed. As a point of focus, the Board of Trustees will use this data to monitor student progress in reaching the targeted academic goals set by the Board.

# Appendix D

3.2	<b>C. Mission-Specific Academic Goals</b>	
	<p>Some schools have a specialized concentration or theme for their educational program which cannot be fully assessed by the common measures within the Academic Performance Framework. There may be schools that focus on engineering and technology, the performing arts or second language immersion.</p> <p>If applicable, provide information regarding 2 OR 3 school-specific academic goals related to the school's mission using the guidelines and format below. Include the goal, measure/metric, target, and outcome. These academic goals may have changed from the school's original charter application.</p>	

**Guidelines:**




- All goals must be (SMART) specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- If possible, provide an explanation of whether or not the school has met these goals and how the school is progressing towards the goal attainment.

<b>Goal 1</b>	<p>Paterson- Arts and Science Charter School believes an effective and adequate education necessary for the citizens of the future relies heavily on a multidimensional academic curriculum. All core subjects will be blended to develop students with strong character who will support and respect society. Paterson – ASCS believes that focusing on an overall high academic achievement includes providing opportunities for individual skills and talents to develop to higher levels.</p>
<b>Measure/Metric</b>	<p>As indicated in the mission statement, opportunities will be provided for individual skills and talents to develop. Student-led organizations will be created to allow students to practice fiscal responsibility and community</p>
<b>Target</b>	<p>A minimum of two organizations will be created to allow students to practice fiscal management and community involvement.</p>
<b>Actual Outcome</b>	<p>In 2013 – 2014, The Paterson Arts and Science Charter School started two programs: The Safety Patrol Team and The Student Government Organization. Goal achieved.</p>

<p><b>Goal 2</b></p>	<p>Students in grades K to 3 will continue to receive ELA instruction through a balanced literacy approach to ensure 85% students are reading at, or above grade-level (based upon grade – level benchmarks identified by Fountas and Pinnell) by the end of June, 2015.</p>
<p><b>Measure/Metric</b></p>	<p>Monthly, all students are assessed via Running Records. This provides data regarding individual progress towards the end-of-year benchmark, and specifically identifies the guided reading group levels and the child’s strengths and weaknesses as a reader.</p> <p>Students are given both quarterly and year-end summative evaluations.</p>
<p><b>Target</b></p>	<p>The percentage of grades K -3 students reading at, or above grade level must be 90% or higher. Students are expected to meet the end-of-the year benchmark targeted goal by the end of June, 2015.</p>
<p><b>Actual Outcome</b></p>	<p>Actual outcomes for Paterson Arts and Science Charter School students in grades K – 3 is indicated in chart below:</p>

<b>Grade Level Reading Level</b>	<b>Number and Percentage of students who met or exceeded the end of year benchmark</b>
K  Level D	<p><b>72/80 = 90%</b>  <b>46/58 = 79%</b>  <b>56/59 = 95%</b>  <b>NJASCS: 174/197 = 88%</b></p>
1  Level I	<p><b>76/80 = 95%</b>  <b>52/58 = 90%</b>  <b>50/59 = 85%</b>  <b>NJASCS: 178/197 = 90%</b></p>
2  Level N	<p><b>73/78 = 94%</b>  <b>52/59 = 88%</b>  <b>48/59 = 81%</b>  <b>NJASCS: 173/196 = 88%</b></p>
3  Level Q	<p><b>78/79 = 99%</b>  <b>54/59 = 92%</b>  <b>53/60 = 88%</b>  <b>NJASCS: 185/198 = 93%</b></p>
<b>K-3</b>	<b>NJASCS: 710/788 = 90%</b>

Key:

	Bergen Arts and Science Charter School
	Passaic Arts and Science Charter School
	Paterson Arts and Science Charter School

**GOAL ACHIEVED**

# Appendix E

CHIEF SCHOOL ADMINISTRATOR EVALUATION 2014 - 2015  
CHARTER SCHOOL: PATERSON ARTS AND SCIENCE CHARTER SCHOOL  
CSA: NIHAT GUVERCIN

This evaluation is based on the Paterson ASCS Board of Trustee's Charter School goals for the year 2014-2015 and on the job description for the Chief School Administrator (CSA). The Chief School Administrator shall be accountable to the Board of Trustees for functioning in accordance with statutes, code and Board policies, the CSA's job description and mutually agreed upon annual performance standards.

**PART I:** Remember that you are reviewing the performance over a full year, and the Chief School Administrator takes action at the request of the full board of trustees, not individual members. Adding comments after each section is an important component of the evaluation and will serve to provide examples and rationale for your ratings.

This document is grouped by the categories identified in the New Jersey Professional Standards for School Leaders. This portion of the evaluation measures Performance in Leadership or Executive Skills as outlined in Policy 2131 which gives the parameters of the Chief School Administrator's job: The Chief School Administrator has full authority to implement the appropriate laws and administrative code of the State of New Jersey in accordance with Board policies. The Chief School Administrator has authority to make such other decisions on a day-to-day basis as may be required for the efficient operation of the school system consistent with Board policies.

**CHIEF SCHOOL ADMINISTRATOR ROLE:** To inspire, lead, guide and direct every member of the administrative, instructional and supportive services team in setting and achieving the highest standards of excellence, so that each student enrolled in our school may be provided with an effective and personally rewarding education. Further, to oversee and administer the use of all school facilities, property and funds with maximum efficiency, minimum waste and ever-present concern for their impact upon each individual student's education.

**CHIEF SCHOOL ADMINISTRATOR SCOPE OF RESPONSIBILITY:** The management responsibilities of the Chief School Administrator shall extend to all activities of the school, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant and to the conduct of such other duties as may be assigned by the Board. The Chief School Administrator may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

Please assess each sub-indicator within the leadership skills evaluation using the scale below, checking one box per indicator. Comments should be added to support your rating.

**Commendable** - Consistently exceeds stated board expectations. Performance is noticeably better than "meets expectations".

**Meets Expectations** - Meets stated board expectations-satisfactory, sufficient. Performance is professional, proficient and appropriate.

**Needs Improvement** - An area where stated expectations are met infrequently. Performance comes close to being acceptable but further development is needed.

**Unsatisfactory** - An area where stated expectations are not met. Performance is clearly inadequate, below acceptable level-where significant improvement is required.

**Not Observed** - An area where you haven't enough personal experience to make a judgment, it is a neutral rating, neither positive nor negative.



**1. Standard # 1: General Responsibilities**

**The Chief School Administrator is the educational leader who promotes the success of all students by maintaining a focus on professional, legal and policy obligations to ensure smooth operation of the school.**

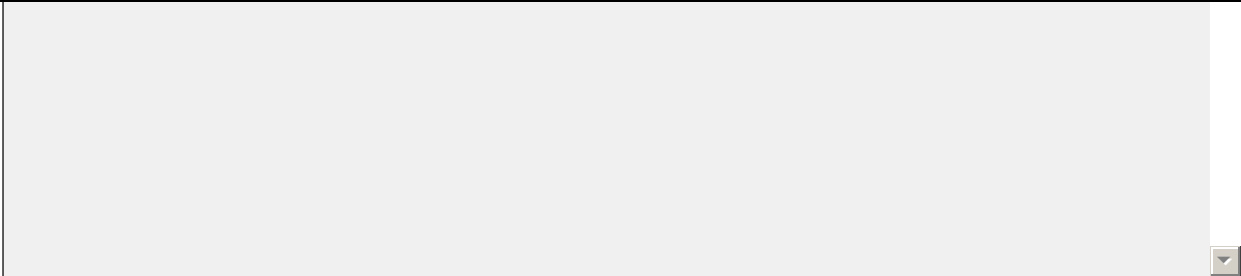
	Commendable (Consistently exceeds stated board expectations.)	Meets Expectations (Meets stated board expectations – satisfactory, sufficient)	Needs Improvement (Stated expectations are met infrequently.)	Unsatisfactory (Stated expectations are not met.)	Not Observed (Not enough personal experience to make a judgment. Neither positive nor negative.)
1. Improves the quality of educational programs and services to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Recommends policies for Board adoption and implements the adopted policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Fulfills all statutory obligations and implements the Education Law of the State of NJ and the Administrative Code of the NJ DOE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Provides leadership in identification of priorities and assures that all activities reflect those Board established priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Prepares and recommends short and long-range plans for Board approval and implements those plans when approved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments and Examples:

**2. Standard #2: Instructional Leadership: The Chief School Administrator is the educational leader who promotes the success of all students by advocating, nurturing and sustaining a culture and instructional program conducive to student learning and staff professional development.**

	Commendable (Consistently exceeds stated board expectations.)	Meets Expectations (Meets stated board expectations – satisfactory, sufficient.)	Needs Improvement (Stated expectations are met infrequently.)	Unsatisfactory (Stated expectations are not met.)	Not Observed (Not enough personal experience to make a judgment. Neither positive nor negative.)
1. Directs and supervises the administrative staff to assure that the goals of the school system are adequately reflected in its educational program and operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Recommends for Board adoption curricula, courses, textbooks and the five-year curriculum renewal schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Encourages staff to develop programs, services and projects focused on improving student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Recommends and implements the school's professional development plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Provides for an annual assessment of student needs and achievement. Initiates program changes to address identified needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Develops guidelines and directions for monitoring the effectiveness of existing and new programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

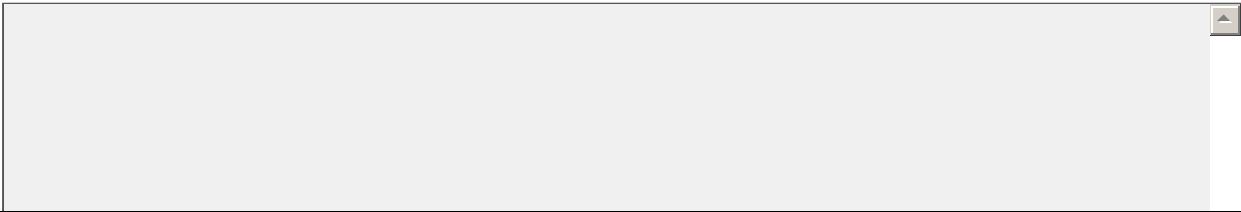
Comments and Examples:

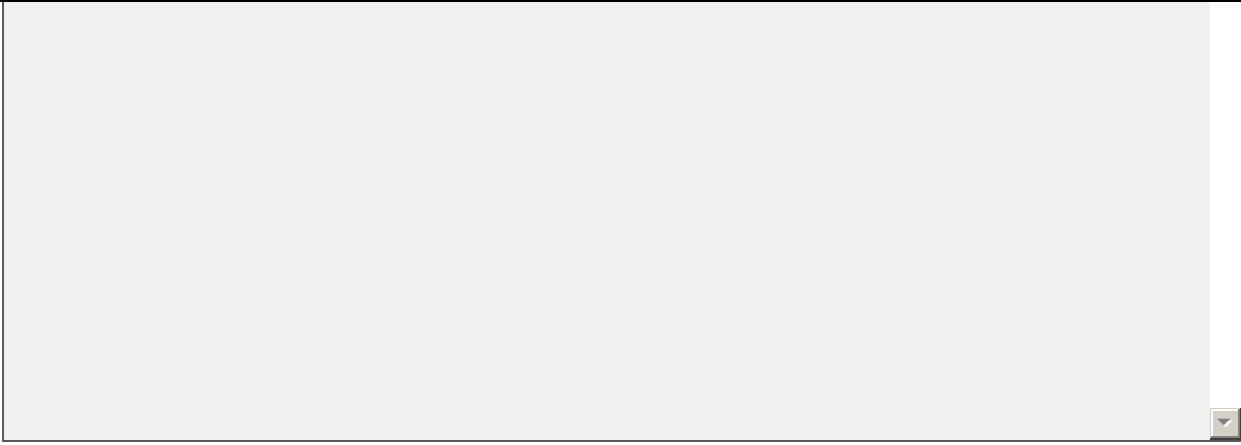


**3. Standard #3 Personnel Administration: The Chief School Administrator is the educational leader who promotes the success of all students by providing oversight for a comprehensive human resources program (recruitment, retention, staffing, organization, staff recognition, support and compensation and benefits) tied to defined school goals and targets.**

	Commendable (Consistently exceeds stated board expectations.)	Meets Expectations (Meets stated board expectations – satisfactory, sufficient.)	Needs Improvement (Stated expectations are met infrequently.)	Unsatisfactory (Stated expectations are not met.)	Not Observed (Not enough personal experience to make a judgment. Neither positive nor negative.)
1. Provides direction and supervision in the development and implementation of sound personnel practices, including clearly defined roles, duties, responsibilities and current job descriptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Develops recruitment procedures to assure well-qualified applicants for all positions and recommends appointments to the Board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Provides direction and acts as resource in negotiations. Supervises administration of collective bargaining agreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Assures that all staff is evaluated annually in accordance with established procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Recommends professional employees for contract renewal and/or tenure appointment in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments and Examples:





**4. Standard #4: Financial Management: The Chief School Administrator is the educational leader who promotes the success of all students by managing the budget development, implementation and monitoring process that reflects sound fiscal practices and supports school goals.**

	Commendable (Consistently exceeds stated board expectations.)	Meets Expectations (Meets stated board expectations – satisfactory, sufficient.)	Needs Improvement (Stated expectations are met infrequently.)	Unsatisfactory (Stated expectations are not met.)	Not Observed (Not enough personal experience to make a judgment. Neither positive nor negative.)
1. Provides direction to and supervision of school business functions. Ensures implementation of sound business practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Initiates and supervises development of the annual budget, including parameter setting with the Board based upon school goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Assures that the school has long-range financial and facility improvement plans which are updated annually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Oversees school facility management to provide safe and appropriate buildings, with emphasis on preventative maintenance and custodial care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Assures funds are spent appropriately by providing adequate controls and accounting of the school's financial and physical resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments and Examples:



**5. Standard # 5 Chief Executive Officer The Chief School Administrator is the educational leader who promotes the success of all students by modeling appropriate administrative behavior, promoting a climate of mutual respect and trust, and establishing a professional working relationship with the Board of Trustees.**

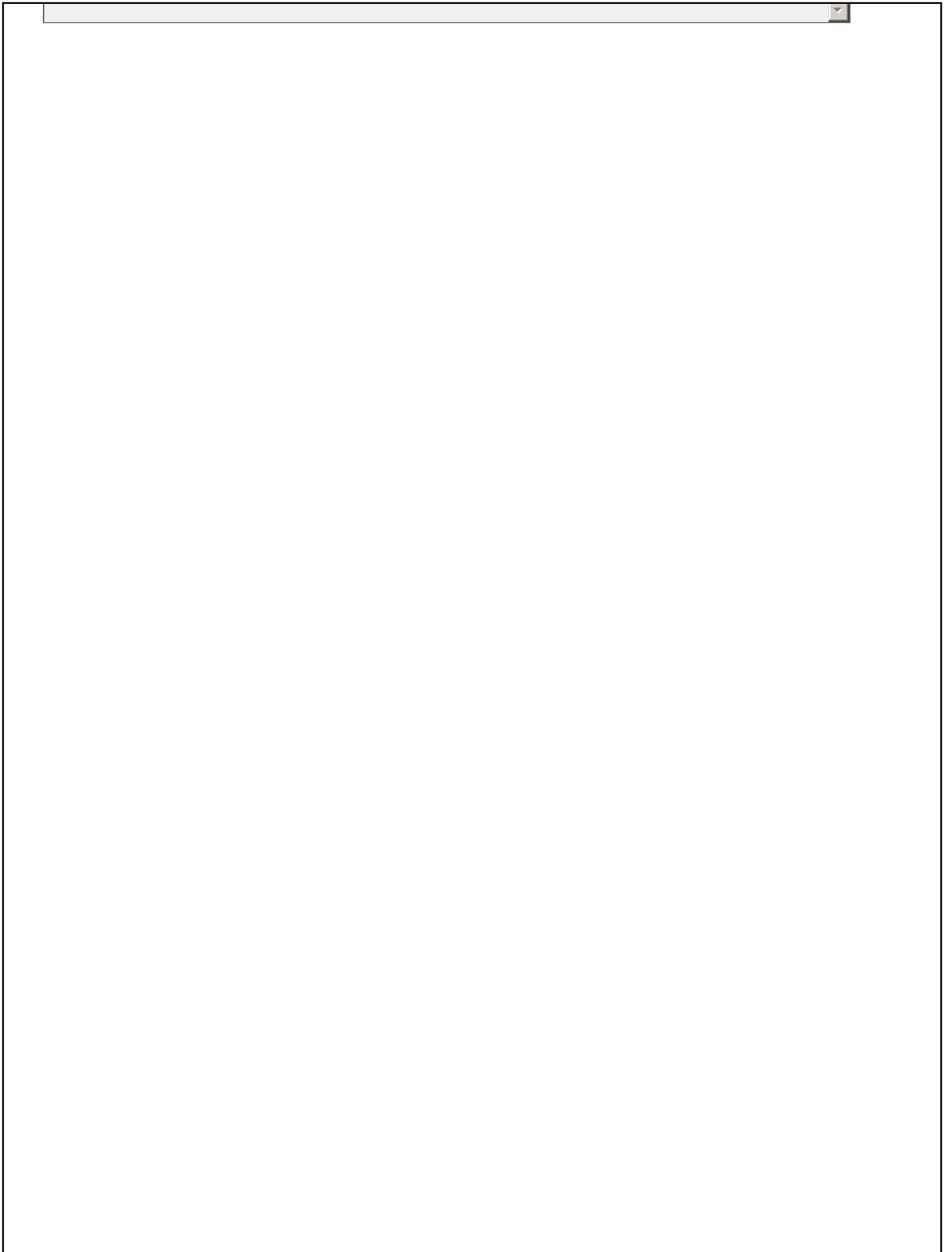
	Commendable (Consistently exceeds stated board expectations.)	Meets Expectations (Meets stated board expectations – satisfactory, sufficient.)	Needs Improvement (Stated expectations are met infrequently.)	Unsatisfactory (Stated expectations are not met.)	Not Observed (Not enough personal experience to make a judgment. Neither positive nor negative.)
1. Attends all regular and special meetings of the Board, and participate in a professional leadership role. Designate an administrative staff member to serve in his/her absence, when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Prepares, in conjunction with the Board President, agenda recommendations for all matters requiring Board action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Provides information, advice and counsel to the Board on matters before it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrates professionalism by acting with integrity, fairness and in an ethical manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Anticipates potential problems and recommends policies or solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Keeps Board informed regarding developments in other schools or at State and national levels that would be helpful to the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments and Examples:

**6. Standard #6 School/Community Relations: The Chief School Administrator is the educational leader who promotes the success of all students by collaborating with families, community members, social agencies and the media in order to respond to diverse community interests and needs and in order to mobilize community resources.**

	Commendable (Consistently exceeds stated board expectations.)	Meets Expectations (Meets stated board expectations – satisfactory, sufficient.)	Needs Improvement (Stated expectations are met infrequently.)	Unsatisfactory (Stated expectations are not met.)	Not Observed (Not enough personal experience to make a judgment. Neither positive nor negative.)
1. Communicates with the community by explaining programs and services, reporting plans, events and activities of interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Maintains contact and good relations with local media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Assures that school interests will be represented in meetings and activities of municipal and other governmental agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Creates opportunities for residents to express their views regarding school-related matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Represents the school system and its interests in community organizations, activities and projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments and Examples:





## Overall Consideration of Standards

points identified through this portion of the evaluation may provide assistance in the preparation of the summary evaluation document.

**7. Of the standards listed above, which is the Chief School Administrator's greatest strength? How does this strength directly contribute to attainment of the school goals and increase student achievement?**

**8. In support of continued improvement in student achievement, which standard do you think deserves the Chief School Administrator's increased focus and attention?**

**9. What assistance should the board provide to enhance the Chief School Administrator's strengths and promote the achievement of the school goals?**

# Appendix F

**N/A**

# Appendix G

# QUANTIFICATION OF RELATIVE VALUE

One method of establishing a benchmark for your performance growth and improvement is to evaluate the relative importance you place on these areas that research has confirmed as being critical for effective boardsmanship. Please review the individual categories measured by this evaluation; looking at these categories, how important / significant do you feel each is to your board's overall effectiveness and success? Check the number that most closely illustrates the value you put on this segment of boardsmanship.

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

## 1. **\*\*Please complete this section first\*\***

	vital (4)	very important (3)	somewhat important (2)	not important (1)
I. PLANNING: The board is a planning body, focusing on the district mission and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
II. POLICY: The board is a policy-making body, focusing on the development, review and revision of policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
III. STUDENT ACHIEVEMENT: The board requires written curriculum and systematic evaluation that is focused on student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IV. FINANCE: The board provides financial oversight for budget development and evaluation, program support and equity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
V. BOARD OPERATIONS: The board operates through bylaws and effective meeting procedures, using collaborative decision-making skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VI. BOARD PERFORMANCE: The board exhibits good boardsmanship in areas of confidentiality, listening skills, preparedness, conflict management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VII. BOARD / CSA RELATIONSHIPS: The board respects the differences in roles and responsibilities, maintaining good communication and interaction between the board and the CSA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VIII. BOARD / STAFF

RELATIONSHIPS: The board has effective personnel policies and supports staff development related to student achievement and recognition of staff accomplishments.

IX. BOARD AND

COMMUNITY: The board effectively represents and communicates with the public, involving the community in school planning.

# I. PLANNING

## 2. About the Board

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)	Not Observed
Our Board: 1. with broad community input, established a school wide vision, mission and multi-year plan for education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. plans, and collaboratively sets school and board goals and establishes priorities annually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. reviews Action Plans developed to support the goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. regularly monitors progress towards achieving the school's vision, mission and goals making adjustments as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 3. About You, the Board of Trustee Member

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)
As a board of trustee member, I: A. participate fully in the school planning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. recognize the importance of meaningful public participation in the planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. support the school vision, mission and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 4. COMMENTS AND EXAMPLES:

## II. POLICY

### 5. About the Board

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)	Not Observed
Our Board: 1. operates as a "policy-making body."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. develops broad policies that give the administration sufficient authority and latitude to manage the day-to-day operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. uses written policies as the framework for our decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. reviews and updates the policy manual regularly insuring that our bylaws, policies and procedures reflect current regulatory, and statutory requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ensures that the administration develops appropriate procedures and regulations to implement the board's policy intent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6. About You, the Board of Trustee Member

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)
As a board of trustee member, I: A. am familiar with the Board's policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. use Board policy as a basis for decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. leave policy implementation to the administrative staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. avoid involvement in day-to-day operations of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 7. COMMENTS AND EXAMPLES:



### III. STUDENT ACHIEVEMENT

#### 8. About the Board

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)	Not Observed
Our Board: 1. determines the school's educational goals with input and data from administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. requires written curriculum with specific evaluation components in accordance with all statutes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. requires systematic evaluation of and feedback on the instructional program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. uses the expertise of the professional staff, in development of curriculum, insuring it is focused on student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. monitors the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. sets high standards for all students based on multiple, assessment measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 9. About You, the Board of Trustee Member

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)
As a board of trustee member, I: A. am involved in determining school educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. am aware of the community's educational aspirations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. focus on improving student achievement as a basis in my educational decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 10. COMMENTS AND EXAMPLES:

## IV. FINANCE

### 11. About the Board

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)	Not Observed
Our Board: 1. exercises financial oversight of all aspects of school operations in accordance with statutes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. provides policy guidelines and parameters, related to our goals, for budget development/evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. requires that all requests for unbudgeted expenditures be accompanied by specific indication of need and funding sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. balances the educational needs of students with the impact of budgetary increases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. reviews, understands and evaluates all financial reports to ensure that all educational dollars are used in an efficient and effective manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 12. About You, the Board of Trustee Member

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)
As a board of trustee member, I: A. understand the relationship between our budget and our school's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. understand and participate in our school's budgeting process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. understand and review the monthly reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. understand and review the results of the annual audit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 13. COMMENTS AND EXAMPLES:

# V. BOARD OPERATIONS

## 14. About the Board

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)	Not Observed
Our Board: 1. holds our meetings in compliance with applicable statutes, policies and bylaws.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. provides a climate that allows free, open and orderly discussion by all members at our meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. develops and utilizes skills in teamwork, consensus building, collaborative problem solving and decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. uses good decision-making processes, acting only after all appropriate information has been received and studied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. acts only after giving administration time to gather information and make recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. respects the administration's leadership by thoughtfully deliberating on recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. provides time, funding and opportunity for orienting and updating our members on local, county, state and federal levels in accordance with statutory travel regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our board method of governance: 8. contributes to the overall effectiveness and efficiency of the board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our board method of governance: 9. has clearly defined bylaws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our board method of governance: 10. lessens the total work of board members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our board method of governance: 11. ensures appropriate communication to the board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 15. About You, the Board of Trustee Member

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)
As a board of trustee member, I: A. introduce new issues through the agenda process, allowing sufficient time for appropriate study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. recognize the importance of teamwork, problem solving and effective decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. attend workshops to increase my effectiveness as a board member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 16. COMMENTS AND EXAMPLES:

## VI. BOARD PERFORMANCE

### 17. About the Board

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)	Not Observed
Our Board Members: 1. recognize that authority rests with the board as a whole, sitting in a legally authorized board meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. make every effort to attend all board meetings, coming prepared and having done their homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. recognize the need for, and the importance of, confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. work together in an atmosphere of mutual trust and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ensure that all members have input into decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. avoid even the appearance of impropriety or conflict of interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. operates in accordance with the board member's Code of Ethics and the Ethics Act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 18. About You, the Board of Trustee Member

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)
As a board of trustee member, I: A. make no personal promises nor take any private action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. make every effort to attend all meetings, having done my homework and prepared to contribute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. maintain the confidentiality of board proceedings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. am respectful of everyone at our meetings and I listen with an open mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. adhere to ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**19. COMMENTS AND EXAMPLES:**



## VII. BOARD/CHIEF SCHOOL ADMINISTRATOR (CSA) RELATIONSHIPS

### 20. About the Board

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)	Not Observed
Our Board: 1. respects the management responsibilities and administrative prerogatives of the CSA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. works with the CSA in a spirit of mutual trust and confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. maintains ongoing open lines of communication, and observes the chain of command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. keeps the CSA informed about community/school issues and aspirations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Conducts a comprehensive and fair annual evaluation of the CSA in accordance with statute and code.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. works with the CSA to develop performance objectives for evaluation that are consistent with school goals and in compliance with school policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. requires regular dialogue on progress towards school goals and objectives, student achievement and feedback on performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 21. About You, the Board of Trustee Member

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)
As a board of trustee member, I: A. respect the management responsibility of the CSA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. observe the chain of command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. participate fully in the CSA evaluation process approaching the task of evaluation fairly and diligently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**22. COMMENTS AND EXAMPLES:**





## VIII. BOARD/STAFF RELATIONSHIPS

### 23. About the Board

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)	Not Observed
Our Board: 1. provides effective personnel policy direction and oversight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. recognizes the importance of staff development and provides the necessary time and funds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. provides for public recognition of staff achievements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. treats school staff with courtesy and respect, recognizing that the appropriate channel for board/staff communications is through the CSA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ensures that our actions and decision are quickly and effectively communicated to the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 24. About You, the Board of Trustee Member

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)
As a board of trustee member, I: A. communicate all concerns about staff members to the CSA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. use and enforce the chain of command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. attend school and community activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 25. COMMENTS AND EXAMPLES:

## IX. BOARD AND COMMUNITY

### 26. About the Board

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)	Not Observed
Our Board: 1. acts as representatives for every child in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. anticipates community issues and trends affecting our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. encourages community involvement in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. promotes community use of school facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. builds partnerships with the community, business and governmental leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. provides opportunity for meaningful parental involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. has an effective community relations program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 27. About You, the Board of Trustee Member

	Commendable (4)	Good (3)	Adequate (2)	Unsatisfactory (1)
As a board of trustee member, I: A. make my decisions based on what is best for every child in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. listen to, and consider, community input while guarding my statutory decision-making authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. promote the positive image of the school within the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 28. COMMENTS AND EXAMPLES:

## IDENTIFYING THE CHALLENGES FACING YOUR SCHOOL

**29. Recognizing that our board's highest priority is to improve student achievement, what are the major challenges currently facing our school?**

**30. In maintaining our appropriate role as a policy making body through effective oversight, what specific areas of board governance require additional focus and training?**

# Appendix H

N/A

# Appendix I



# Nihat Guvercin

83, Union Av, Garfield, NJ, 07026  
T: 862-290-3536 E: [nguvercin@gmail.com](mailto:nguvercin@gmail.com)  
Facebook : <https://www.facebook.com/nihat.guvercin.73>  
Twitter : <https://twitter.com/nguvercin>

- Objective** My objective is to ensure staff and students are consistently challenged and supported with a strong technology integration to achieve high standards.
- Certifications** NJ Standard Principal Certificate  
TX Standard Principal Certificate
- Education** Sam Houston State University, Huntsville, TX Graduated May 2007  
Degree: Master of Education in Administration  
Middle East Technical University, Department of Physics, Ankara, TURKEY Graduated June 1995  
Degree: Bachelor of Science
- Experience** **CEO/Lead Person** **2008 - Present**  
Providing leadership to North Jersey Arts and Science Charter Schools.
- Campus Principal, Harmony Science Academy – Dallas ,TX** **2004 - 2008**  
Provided leadership to urban charter school with and enrollment of 700 students and 121 staff.
- Science Teacher / Administrator, Harmony Science Academy Austin, TX** **2003 - 2004**  
Served as a middle and high school science teacher and provided daily administrative support to 180 students and 24 staff; also coordinated district-wide state testing enrichment program, data trainings for teachers and administrators.
- School Director, Gulistan Education Institutions, Turgut Ozal High School, Tirana, ALBANIA 2002 - 2003**  
Provided daily administrative support to specially selected, highly gifted and talented students at Tugut Ozal High School Campus, with approximately 250 students and 30 staff.
- CO, Gulistan Education Institutions, Research Department Tirana, ALBANIA** **2001 - 2002**  
Developed school software and data system for student testing. Organized school entrance



exams and provided technology training for Gulistan Ed. Ins. School teachers, with approximately 150 staff.

**Department Chair, Gulistan Education Institutions, Physics Department, Tirana, ALBANIA 1996 - 2002**

Provided professional development training, demonstration lessons, guidance and support to Gulistan Ed. Ins. School Physics teachers, with approximately 10 staff. Worked with very gifted students for International Physics Olympiads and participated international competitions.

**Physics Teacher, Gulistan Education Institutions, Tirana, ALBANIA 1995 - 1996**

Served as high school physics teacher, served as the school's Efficacy Coach and coordinated school's enrichment program.

- Presenter**
- NJ Charter School Association Annual Conference, April 2014 – Panelist, “ Best Practices and New Ideas in Advocacy and PR”
  - NJ Charter School Association Annual Conference, April 2014 – Panelist, “ Getting the Attention You Deserve”
  - NJ Charter School Association Annual Conference, April 2014 – Presenter, “*Technology Integration 101 for K-12*”
  - NJ Charter School Association Annual Conference, April 2013 – Presenter, “*Transition to Digital Learning: Challenges and Solutions for Using iPads in Classrooms*”
  - NJ Charter School Association Annual Conference, April 2013 – Panelist, “*Advocating for Charter Schools: PTO and Advocacy*”
  - NJ Association for Middle Level Education Statewide Conference, March 22, 2013 – Presenter, “ *Transition to Digital Learning: What it takes for schools to use iPads in classrooms /Challenges and solution strategies for school administrators and teachers.*”
  - NJ Charter School Association Annual Conference, March 2012 – Panelist, “*Advocating for Charter Schools.*”
  - NJDOE Summer Leadership Conference, July 2011 – Presenter, “*Effective Use of Data, Strategies for Administrators.*”
  - NJ Charter School Association Annual Conference, April 2011 – Panelist, “*What I wish I'd known before becoming a charter school Administrator.*”
  - NJ Charter School Association Annual Conference, April 2011 – Presenter, “*Creating and Sustaining a Culture of Assessment.* “
  - NJ Charter School Association Annual Conference, March 2010 – Presenter, “*Effective Use of Data, Strategies for Administrators.*”

**Participations, Honors and Awards**

Proud participant of ESGR May7, 2014 Orientation. On Wednesday, May 7, 2014, I was invited by the former Bergen County Sheriff, Leo McGuire, to fly with the 108th Air Refueling Wing (ARW) of the New Jersey Air National Guard, based at McGuire AFB. It was an incredible experience for me, joining such an awesome adventure with the 108th Wing.





Harvard Graduate School of Education, Participation of "Charter Schools: Practices for High Performance" program, Nov. 2012.

The State of NJ, Department of Education Division for School Effectiveness and Choice Office of Governance and Leadership Development Certificate of Appreciation (In appreciation for outstanding presentation during the Third Annual Summer Leadership Conference, July, 2011)

Harvard Graduate School of Education, Participation of "The Harvard Summer Institute on College Admissions, an annual program organized jointly by Harvard University and The College Board", June 2010.

NJ Charter School Association Charter School Administrator of the Year 2010, NJCSA

Qualified for The Bill & Melinda Gates Foundation, Texas Education Agency Texas High School Project Educational Leadership Masters Degree Program, Sam Houston State University

Excellence award in Physics Lab equipment's usage, Egitim Araclari Inc.

An observer in the 29<sup>th</sup> International Physics Olympiads held in Reykjavik, 1998, ICELAND, IPhO

Certificate of Achievement for "College Physics Textbook" edition, Zambak Publication

**Deirdre Simon**  
**100 Old Palisade Road**  
**Fort Lee, New Jersey 07024**  
**(Cell) 201-421-8337**

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## **PROFESSIONAL EXPERIENCE**

### **CURRICULUM**

- ◆ Implemented Balanced Literacy, Guided Reading, Everyday Mathematics, Science and Technology/FOSS Kits
- ◆ Designed accountability checklists for teacher/administrator use during informal observation of newly implemented Everyday Mathematics, Guided Reading and Inquiry Based Science
- ◆ Organized curriculum teams to align new programs with current curriculum and state standards
- ◆ Researched and implemented technology curriculums, CEO solutions, Brainchild, Achieve 3000, and Plato for the academic advancement of all students
- ◆ Designed and implemented K- 8 Language Arts Curriculum
- ◆ Researched Best Practices for Gifted and Talented students and initiated differentiation strategies in all classrooms

### **INSTRUCTION & STAFF DEVELOPMENT**

- ◆ Initiated and institutionalized the management of data as a tool to drive instruction in the classroom via The Efficacy Institute
- ◆ Started Instructional Leadership Teams across the district to monitor and evaluate math, science and language arts programs and recommend staff development needs based on data feedback
- ◆ Presented at The Shared Insights Institute at Rutgers University for New Jersey School Boards; improving schools using the Change Game as a tool
- ◆ Institutionalized quarterly assessment in mathematics, reading and writing

### **STUDENT ACHIEVEMENT**

- ◆ Directed K-6 schools to implement 80 minute data collaboration periods called Student Achievement Collaboration (SAC) periods; SAC teachers met weekly to examine and analyze student data.
- ◆ Launched extended day and Saturday tutorial programs for academically challenged students

### **STUDENT AND PROGRAM ASSESSMENT**

- ◆ Charged with all district/state assessments; NJASK 3 and 4, Stanford Nine, Terra Nova, CEO Solutions, NJPASS for grades 1 and 2 (Simulation of NJASK) and Goals Performance Assessment
- ◆ Instructed K-8 schools to administer the Development Reading Assessment (DRA) to identify reading levels

### **GRANTS**

- ◆ Planned programs and prepared budgets for the following grants: NCLB, DEPA, ECPA, Character Education and Bristol Myers
- ◆ Participation in a 5-year \$7.1M Science and Math Consortium grant with Merck Institute for Science Education, Kean University, ETS, Linden, Union, Elizabeth and Rahway Public Schools

## **CAREER HISTORY**

<b>Central New Jersey College Prep Charter School</b>	Curriculum /Instructional Supervisor, Contracted Consultant November 2008 - Present
<b>Bergen Arts and Science Charter School</b>	Contracted Consultant October 2007 - Present
<b>Rutgers University, Center for Effective Practice</b>	Alternate Route Instructor for Non Traditional Teacher Certification September 2004- June 2009
<b>Local Instructional Superintendent</b>	Paterson Public Schools, Paterson NJ January 2006- Retired June 2008
<b>Director of Elementary Education</b>	Hillside Public Schools, Hillside, NJ July 1998- January 2006
<b>Principal</b>	Jefferson Elementary School, Plainfield, NJ 1995-1998
<b>Principal</b>	Walter O. Krumbiegel Middle School, Hillside, NJ 1992-1995
<b>Vice Principal</b>	Hillside High School, Hillside, NJ 1989-1992
<b>Middle School Science Teacher</b>	Teaneck Public Schools, Teaneck, NJ 1983-1989 East Orange Public Schools, East Orange, NJ 1981-1983

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## **EDUCATION**

<b>Master of Science</b>	Pace University Major: Educational Administration and Supervision
<b>Bachelor of Arts</b>	St. Johns University Major: English/Biology
<b>A.A.S.</b>	State University, Farmingdale, New York Medical Technology Certification

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## **PROFESSIONAL AFFILIATIONS**

Appointed member of the New Jersey State Board of Examiners 3 years

Professional Developer, National Urban Alliance (A Columbia University Affiliate)  
Prince George's County, Maryland 2 years

Delta Kappa Pi, Inc. Delta Pi Chapter

Alpha Kappa Alpha Sorority, Inc.

ASCD

Instructor, Rutgers University, Alternate Route Students

## **CURRENT PROFESSIONAL REFERENCES**

Mr. Nihat Guvergin, Lead Person, Bergen Arts and Science Charter School 973-253-0002

Mr. Ramiro Borja, Principal 908-247-5730

Heather Nghomo, Director, New Jersey Charter School, Center for Effective Practices, Rutgers the State  
University of New Jersey 732-564-9100 X14

Ms. Gail Davis, former New York City Superintendent of School 201-310-3531

Ms. Lynette Tanis, former principal of Marion P. Thomas Charter School, 908-868-5127

# **L** **ORI S. COBB**

337 Rifle Camp Road, West Paterson NJ 07424  
973-279-2339 • 862-368-4935 • lscobb2@gmail.com

## **OBJECTIVE**

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To fill the role of Vice Principal and successfully lead the school through the process of building high performing teams, responsibly managing work, enlisting others in the school vision and ultimately assuring that all students receive a comprehensive education.

## **EDUCATIONAL PROGRAMS AND CURRICULA DEVELOPMENT**

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- \*Designed a 24 Hour Prerequisite Program for Alternate Route Teachers
- \*Designed: Literacy Program for grades 6 – 8
- \*Created School Black History program: Involved 400 students, grades K-8, locally televised
- \*Founded: A Step Ahead Tutorial Center grades K – 8; Employed Certified Teachers
- \*Facilitated Navigation 101: Designed to help students grades 6-8 create portfolios focused on academic progress, social growth/development & extra curricular activities

## **LEADERSHIP AND STAFF DEVELOPMENT**

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Instructor: Alternate Route Program  
Designed 24 Hour Formal Instruction Program, Rutgers University  
Language Arts Coach  
Middle School Academic Rigor  
Affirmative Action Representative  
Supervisor: NJ After 3 Program  
School Leadership Committee, Elected (3 yr term)  
Instructional Leadership Team, Invited by Principal  
Navigation 101 Instructor  
Implementation of Accelerated Reader  
Implementation of DIBELS Grades K – 3

## **PROFESSIONAL EXPERIENCE**

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**Vice Principal of Curriculum and Instruction**  
July 2010 to Present  
Bergen Arts & Science Charter School, Garfield, NJ

**Instructor of Alternate Route Teachers**  
July 2009 to Present  
Rutgers University, Somerset NJ

**Teacher Developer**  
December, 2008 to Present  
Bergen Arts Science Charter School, Garfield, NJ

**Academic Support Teacher**  
September 2009 to Present  
Dale Avenue School, Paterson, New Jersey

**Literacy Coach Grades K-8**  
September 2008 to June, 2009  
Alexander Hamilton Academy, Paterson, NJ

**Third Grade Language Arts Teacher**  
September 2006 to June 2008  
Alexander Hamilton Academy, Paterson, NJ

**Second Grade Teacher**  
September 2005 to June 2006  
Alexander Hamilton Academy, Paterson, NJ

**Permanent Substitute Teacher**  
September 2004 to June 2005  
Alexander Hamilton Academy, Paterson, NJ

## **EDUCATION**

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**Grand Canyon University, 2009**  
Phoenix, AZ  
Master of Education, Education Leadership GPA: 3.5

**William Paterson University, 2005**  
Wayne, NJ  
Bachelor of Arts Psychology GPA: 3.0

## **DISTINCTIONS**

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- \*Teacher of the Year, Nominee 2006-2007 and 2007-2008
- \*DIBELS Certified
- \*Delta Sigma Theta Sorority, Inc., 2007
- \*National Association of Colored Women, 2006

# Appendix J

# NORTH JERSEY ARTS AND SCIENCE CHARTER SCHOOLS (NJASCS) ORGANIZATIONAL CHART

