



**HUDSON ARTS AND SCIENCE CHARTER SCHOOL  
(Hudson-ASCS)**

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## **NEW JERSEY CHARTER SCHOOL ANNUAL REPORT 2017**

**HUDSON ARTS AND SCIENCE CHARTER SCHOOL**

131 Midland Ave, Kearny, NJ 07032  
Tel: (201) 995-1818 Fax: (201) 995-1817

**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

**BASIC INFORMATION ABOUT THE SCHOOL**

Fill in the requested information below.

BASIC INFORMATION	
Name of School	Hudson Arts and Science Charter School
Grade level(s) to be served in 2017-18	K-6
2016-17 enrollment (as of June 30, 2017)	360
Projected enrollment for 2017-18	483
Current waiting List for 2017-18	260
Website Address	<a href="http://hudsoncharter.org">http://hudsoncharter.org</a>
Name of Board President	Ozgur Dogru
Board President email address	<a href="mailto:board@hudsoncharter.org">board@hudsoncharter.org</a>
Board President phone number	(201) 773-9140
Name of School Leader	Nihat Guvercin
School Leader email address	<a href="mailto:nguvercin@ilearnschools.org">nguvercin@ilearnschools.org</a>
School Leader phone number	(201) 773-9140
Name of SBA	Mustafa Coban
SBA email address	<a href="mailto:mcoban@ilearnschools.org">mcoban@ilearnschools.org</a>
SBA phone number	(201) 773-9140

**SCHOOL SITE INFORMATION**

Provide the requested information for each school location. Copy the table below and fill it out for each school site if the school has more than one site.

SCHOOL SITE 1	
Site name	Hudson-ASCS
Year site opened	2016
Grade level(s) served at this site in 2016-17	K-5
Grade level(s) to be served at this site in 2017-18	K-6
Site street address	131 Midland Ave
Site city	Kearny
Site zip	07032
Site phone number	201-995-1818
Site lead or primary contact's name	Marjorie Marenco
Site lead's email address	<a href="mailto:mmarenco@hudsoncharter.org">mmarenco@hudsoncharter.org</a>

## ORGANIZATIONAL PERFORMANCE AREAS

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

### 1.1 Mission and Key Design Elements

a) State the school's mission

Hudson 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.

Our mission and vision is in direct alignment with the **Science, Technology, Engineering, Arts, and Math (STEAM)** philosophy. STEAM is an **interdisciplinary educational philosophy** that is strongly grounded in, and supported by, educational research. Through challenging, project-based learning experiences, core competencies are learned and evidenced by students. **STEAM** challenges our students to not only learn the content standards, but also to apply this new knowledge of 21<sup>st</sup> century skills and discoveries to tackle evolving real-world challenges.

b) Provide a brief description of the school's key design elements.

**The tenets of the Hudson ASCS mission statement focus on high academic achievement, to be supported by digital literacy and a variety of co-curricular activities, provided in healthy environment that encourages mutual respect and social responsibility, supported by the efforts of students, teachers, families, and the school community/community at large.** Within the academic framework, the following explains key design elements and evidence of innovative practices:

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 **New Jersey Student Learning Standards** coupled with the next-generation digital assessments require us to adjust both the method and mode of instruction to prepare our students for college and careers. The design of the program

currently embraces technological literacy and integration; in the absence of technological resources, curricula cannot be delivered as designed. Student assessment data is used 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). Hudson 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 participates with its sister schools, Bergen ASCS, Passaic ASCS, and Paterson ASCS in an annual 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 Hudson ASCS are afforded the benefits of partnerships currently established with local universities, businesses, and community leaders. Hudson ASCS recognizes a school as an anchor in a community; we believe the school is the anchor that this 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 atmosphere.

c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these academic goals may have changed from the school's original charter application.

Guidelines

- All goals must be SMART, e.g. 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.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

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</b>	<i>Ex: Year over year growth in the pass rate on AP tests.</i>
<b>Target</b>	<i>Ex: Increase the proportion of students passing AP tests by 10% from SY 2014-15 to 2015-16.</i>
<b>Actual Outcome</b>	<i>Ex: in 2014-15, 50 AP exams were taken and 30 were passed, so the pass</i>

	<p>rate was 60% (30/50).          In 2015-16, 54 AP exam were taken, and 40 were passed, giving us a pass rate of 74% (40/54), which is a 14% increase. <b>GOAL HAS BEEN MET.</b></p>
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<b>Goal 1</b>	Students in grades K-3 will continue to receive ELA instruction through a balanced-literacy approach daily to ensure 90% of students are reading at, or above grade-level (based upon grade-level benchmarks identified by Fountas and Pinnell) by the end of June, 2016.
<b>Measure/Metric</b>	<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. Fluency and comprehension levels are assessed.</p> <p>Students are given both quarterly and year-end summative evaluations.</p>
<b>Target</b>	The percentage of grades K-3 students reading at, or above grade level must be 90% or higher. Students are expected meet the end-of-the year benchmark targeted goal by the end of June, 2016.
<b>Actual Outcome</b>	<p>Actual outcome for Hudson students in grades K-3:          From a total of 240 students, <b>11</b> students did not meet the grade-level expectation.          95% of students in grades K-3 are reading at or above grade level. In addition, <b>192</b> students (80%) are reading above grade level.  <b>GOAL HAS BEEN MET.</b></p>

### 1.2 Curriculum

a) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

Please see [Appendix A](#).

### 1.3 Instruction

a) What constitutes high quality instruction at this school?

Hudson Arts and Science Charter School (Hudson ASCS) defines high-quality instruction as instruction that encompasses and considers the wellbeing of the learner, the content being taught, the process and manner in which the content is being taught, the learning environment, and the learning outcomes.

In light of the aforementioned, Hudson ASCS takes initiatives to ensure that all learners are ready to

receive instruction by acknowledging the findings that NAEP performance is lowest in schools with high concentrations of children on free and reduced lunch, and therefore ensures that all learners are well nourished (offering a breakfast program for to its free and reduced lunch population). Additionally, Hudson ASCS ensures that all learners are able to access the materials that they are being taught by providing free tutorials and support programs that are personalized to the learner's needs. At Hudson ASCS, the learning environment considers the needs of all learners and provides adequate resources and facilities for each child that it serves.

The school-based administration works closely with the Chief Academic Officer, District Chairs, Coaches and Lead Teachers of ELA, Mathematics, and Science to ensure that curricula is robust and considers the digital resources and materials needed for the acquisition of basic skills as well as those needed to reach the depths and complexities of high ability learners, especially in the areas of literacy and numeracy. Collectively, the academic team (individuals outlined above) and school-based administrators work closely to monitor and measure the processes through which highly trained teachers use child-centered teaching approaches and skills assessments that are linked to national standards to facilitate learning and reduce disparities.

b) Provide a brief description of the school's instructional practices

In order to meet the needs of all students, Hudson ASCS uses a blended approach that considers various instructional methods. This pedagogical approach is deeply embedded in the instructional philosophy of the Hudson ASCS and embraces various teaching strategies. These include:

- Direct Instruction
- Indirect Instruction
- Experiential Learning
- Independent Study
- Interactive Instruction

The instructional strategies that are used are understood to be techniques and methods that a teacher uses to meet learning objectives, as well as the needs of his/her learners. Data is used to determine instructional strategies that will be selected with the intent of having students be independent learners and strategic thinkers. With this approach, Hudson ASCS equips teachers to make learning intentional and rigorous, and helps students to awaken their intrinsic desire to learn.

This approach also allows teachers to focus on methods and the environment while considering multiple intelligences and the learning styles of his/her students. In addition to students' development level and experience, data is used as a means to determine the appropriate learning strategy. Please see below for an explanation of learning strategies and methods that are employed at Hudson ASCS.

### **Direct Instruction**

Direct Instruction is the most commonly-used teaching method and its main focus is on teacher-directed approaches/direct instruction. Here, teachers will use data to drive and prepare the content that will be presented. Knowledge is delivered to students in a step-by-step, structured way, and involves active student participation.

### **Indirect Instruction**

Indirect Instruction is student-oriented and is used to complement direct instruction methods. Through this strategy, students are more involved by observing, questioning, problem-solving, forming inferences, and exploring their desire to learn. Through indirect instruction, the teacher acts as a facilitator or supporter rather than an instructor. At Hudson ASCS, teachers prepare for indirect instruction by clearly defining the problem/ situation, and teacher-student roles are specified with clear instructions.

### **Experiential Learning**

Experiential Learning is activity-based and offers opportunities for students to apply their experience to other contexts. Experiential Learning is more about the process of learning rather than focusing on the content, and the approach truly considers learning styles and multiple intelligences. Students participate in activities, reflect and share their experiences, analyze and infer the solutions, and formulate plans to apply their learning in new situations. At Hudson ASCS, teachers are cognizant of providing this environment for learning and encourage students to be active.

### **Independent Study**

Independent Study encompasses a range of teaching methods that develop student skills like initiative, self-belief, time management, and self-improvement. At Hudson ASCS, Independent Study requires students to undertake a planned activity under the supervision of a teacher. It involves group study or learning with an assigned partner. These methods are designed carefully by the teacher and addresses the specific requirements of a group.

### **Interactive Instruction**

Interactive Instruction is a highly-interactive strategy and involves discussion and sharing amongst students, explores their higher-thinking process, and gives opportunity to develop social skills.

Under the guidance of the school leadership team, all Hudson ASCS' teachers recognize that classroom management refers to all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place (Wong, 2001). The following are recognized, school-wide, as the characteristics of a well-managed classroom:

- Students are deeply involved with their work, especially with academic, teacher-led instruction.
- Students know what is expected of them and are generally successful.
- There is relatively little wasted time, confusion, or disruption.
- The climate of at the classroom is work-oriented, but relaxed and pleasant.

Well-managed classrooms must be in place at Hudson ASCS in order for any pedagogical approach to be effective. The following three instructional methods are employed to ensure the most effective, instructionally managed classroom:

- Teacher Coaching
- Checks for Understanding

### **Teacher Coaching**

Teachers of core content areas assigned a content-specific coach to support them in analyzing student data, planning lessons, and implementing best practices in pedagogy. This coaching model emphasizes professional growth by providing teachers with opportunities to collaborate with content-area specialists in a manner that is not punitive and offers collaborative, co-constructed evaluations that include multiple opportunities to reflect, self-assess, and set personal goals for growth. Through this coaching model, teachers develop trusting relationships with education professionals who have been identified as highly effective in their practices.

Content-area coaches at Hudson-ASCS:

- conduct weekly, two-hour long meetings, (including weekly, course-based Professional Learning Community {PLC} sessions) with teachers for the purpose of discussion, planning, data-gathering, and reflecting.
- facilitate weekly, course-based PLCs and other professional development sessions (as noted) during work sessions, which include:
  - teaching model lessons
  - team-teaching (when appropriate)
  - providing guidance on the inclusion of New Jersey Core Learning Standards and tech-enhanced opportunities during lessons
  - STEAM implementation
  - collaboration
  - task selection that targets specific standards and/or skills
  - analyzing student work and review of data
  - formative/summative assessments
  - questioning techniques for the purpose of developing higher-order thinking skills
  - professional development related to Standard 3 (Instructional Practice) of the New Jersey State Teaching Standards

It is the goal of Hudson ASCS for teachers to professionally grow through the coaching model and to implement effective instructional practices in each classroom.

### **Checks for Understanding**

There are key techniques that are used in all lessons that allow teachers to track learning and adapt instruction simultaneously as learning is occurring in the classroom. Checking for understanding is an important step in the teaching and learning process, which is why it is an integral part of Hudson ASCS' formative assessment system. In all content areas, each teacher is expected to incorporate the following into his or her instructional practices in order to truly meet the needs of the individual learner:

- teacher modeling
- guided reading
- open-ended questions
- multiple-intelligence grouping
- real world, problem based learning

- peer assessment
- learning stations
- portfolios/self-assessment
- interactive skill practice
- performance based projects
- tiered activities

#### 1.4 Assessment

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all PARCC assessments administered by the school. Note: If 2016-17 PARCC results have not been released to schools by July 15, 2017 then leave the 2016-17 column blank.

PROFICIENCY RATES ON PARCC ASSESSMENTS			
Assessment	2014-15	2015-16	2016-17
ELA 3			53.40%
ELA 4			57.60%
ELA 5			42.10%
ELA 6			
ELA 7			
ELA 8			
ELA 9			
ELA 10			
ELA 11			
MAT 3			66.70%
MAT 4			60%
MAT 5			30.50%
MAT 6			
MAT 7			
MAT 8			
Algebra I			
Geometry			
Algebra II			

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, English language learners, students with disabilities, and racial/ethnic groups).

This was our first year, as a school, and our scores are strong for a first year school. Taking into account the importance of growth, we have set plans for next school year (2017-2018) to ensure the strengthening of our students’ abilities. Utilizing this year’s results, we have identified which students need the additional support of tutoring in the new school year. Overall, we have projected goals that are five points or higher per subject per grade, taking into account the grade the current students will be entering.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2016-17 year.

During the 2016-2017 school year, the following assessments were administered:

3rd-5th ELA:

- Writing Benchmarks
- Reading Comprehension Benchmarks
- PARCC Practice Test
- Measures of Academic Progress (MAP)
- In class assessments

3rd-5th Math:

- Unit Assessments
- PARCC Practice Test
- Measures of Academic Progress (MAP)
- In class assessments

- d) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

The practice tests were very beneficial forms of data, as they were aligned to the PARCC assessment; therefore, we were able to pinpoint areas of needs for our students. With the data from these assessments, we were able to tailor instruction, differentiate work, and offer skills specific tutoring. The in class assessments were also beneficial, as they were skill based assessments; therefore, clear areas of need were identified. The MAP assessment was also useful as they showed growth from the beginning of the year to the end of the year. The data from this assessment was purposeful as it was specific to the students' growth and understanding.

**1.5 Organizational Capacity - School Leadership/Administration**

- a) Fill in the requested information below regarding school leadership.

SCHOOL LEADERSHIP/ ADMINISTRATION INFORMATION		
Administrator Name	Title	Start Date
Marjorie Marenco	School Director	7/1/2016
Dardan Beselica	Project Coordinator	7/1/2016
Ashley Natiello	Curriculum Supervisor Assistant	7/1/2016

**SCHOOL CULTURE & CLIMATE**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

### 2.1 School Culture and Climate

- a) Fill in the requested information below regarding learning environment at the school.

LEARNING ENVIRONMENT	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	97%
Elementary School Attendance Rate (grades K-5)	97%
Middle School Attendance Rate (grades 6-8)	
High School Attendance Rate (grades 9-12)	
Student - Teacher Ratio	10:1

- b) Fill in the requested information below regarding the professional environment at the school.

PROFESSIONAL ENVIRONMENT	
Teacher Retention Rate (from SY 2016-17 to 2017-18)	83.3%
Total Staff Retention Rate (from SY 2016-17 to 2017-18)	81.4%
Frequency of teacher surveys and date of last survey conducted	1x a year/December 2016
Percent of teachers who submitted survey responses	84%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	85%

- c) What were the three main positive aspects teachers identified in the latest survey?
- School leadership
  - Overall satisfaction with school and academic programs
  - Teacher practice in terms of working collaboratively with ESL and Special Services departments
- d) What were the three main challenges that teachers identified in the latest survey?
- Professional development opportunities
  - Teachers not having enough tools and resources to do their jobs to the best of their abilities
  - Weekly common planning time
- e) Fill in the requested information below regarding the school's discipline environment in 2016-17. If there was a noticeable increase or decrease in suspensions and expulsions in 2016-17 compared to 2015-16, then please describe the reasons for the change below the table.

DISCIPLINE ENVIRONMENT 2016-17
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Grade Level	Number of students enrolled (as of Oct. 15, 2016)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	60	0	0
1	61	0	0
2	54	0	0
3	58	0	0
4	59	0	0
5	60	0	0
6			
7			
8			
9			
10			
11			
12			

## 2.2. Family and Community Engagement

a) Fill in the requested information below regarding family involvement and satisfaction.

FAMILY INVOLVEMENT AND SATISFACTION	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	1
Frequency of parent/guardian surveys	1x a year
Date of last parent/guardian survey conducted	June 2017
Percent of parents/guardians completing the survey (consider one survey per household)	27%
Percent of parents/guardians that expressed satisfaction with the overall school environment	100%

b) What were the three main positive aspects identified by parents/guardians in the latest survey?

- Teachers being very responsive
- School safety and security
- Communication with parents

c) What were the three main challenges identified by parents/guardians in the latest survey?

- Class size increase for grades K-3
- School spirit
- Athletic programs

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2016-17 school year.

- **Picture Day – twice per year – 5 hours each**  
The school activity coordinator selected the dates for Picture Day and was responsible for organizing the order forms, passing them out to the families, and volunteering during the day with the help of available staff and parents.
- **Back-to-School Night – 2 Hours**  
In September, parents and guardians were invited to meet the Hudson ASCS staff and faculty and receive an overview of the course content to be taught for the 2016-2017 school year.
- **Dedication of School Gymnasium**  
In September, our campus gymnasium was dedicated to Detective Melvin Vincent Santiago. He served as detective in the Jersey City Police department and was killed in the line of duty. Members of his family, members of the Jersey City Police Department, members of the Kearny Police Department, parents and guardians from Hudson Arts and Science Charter School, State Senator Steven V. Oroho, as well as Kearny's Mayor were just some of the individuals in attendance.
- **9/11 Remembrance- full-day**  
In September, all students in the school took part in honoring September 11, 2001. In the front of the school, the students and teachers created and displayed an American Flag out of red, white, and blue ribbons. Each student tied the ribbon onto the rails of the fence around the rails. Throughout the day, we had moments of silence. Students in grades 3-5 discussed and researched information regarding this tragic event in history.
- **100<sup>th</sup> Day of School- 2 hours**  
In February, students across grade levels had a variety activities that celebrated the first 100 days we have been in school.
- **Battle of the Books – all year**  
Students in 4<sup>th</sup> and 5<sup>th</sup> grade were given a list of books they needed to read and twice weekly, the students were tested on all of the books in teams. The teams then competed in February against all schools in the iLearn Schools network. Parents and administration were in attendance for the final competition.
- **Firefighter Phil- 2 hours**  
In October, we had the *Firefighter Phil* program come to discuss the importance of fire safety for all of our students. The program included several members of the Kearny Fire Department.
- **Kindergarten Graduation**  
As students end their first official year in school, a Kindergarten graduation was held in June to commemorate this joyous occasion. The school Director gave an inspirational speech and Kindergarten teachers recited a poem. The students sang songs and were awarded their diplomas
- **VIP Visits – all-year**  
Hudson ASCS enjoyed visits of many guests this year. Some visitors to our building were the Melvin Vincent Santiago Family, several members of the Kearny Police Department, Mayor Santos (Kearny Mayor), Retired Sergeant Major Jennifer Long, Sergeant James Just from the Army Reserve, and several members of the Jersey City Police Department.
- **Grandparent's Night – 3 hours**  
In October, Hudson ASCS held its 1<sup>st</sup> Grandparent's Night with an incredible turnout of families. The event included various activities for all grandparents and their grandchildren to participate

in, including picture-frame making, grandparent art, family portraits, picture station, poster decorating, face painting, a grandparent's bake-off, and grandparent's bingo.

- **1<sup>st</sup> Annual Family Picnic – 5 hours**  
In October, Hudson ASCS K-5 students had their 1<sup>st</sup> Annual Parent Picnic with over 400 people present. The school provided different games that were handmade along with a haunted maze that was also made by the teachers. The picnic was at the Norman A. Doyle Pavilion on Passaic Ave in Kearny.
- **Halloween Costume Parade/Contest – 2 hours**  
In October, Hudson ASCS hosted a Halloween parade. Students paraded around the school playground for pictures, and many families joined in the fun! Prizes were awarded in the following three categories: Best Home-Made Costume, Most Unique Costume, Silliest/Funniest Costume and students voted for the Best Staff Costume.
- **Hispanic Heritage Month Celebration**  
In November, Hudson ASCS had the honor of observing its Hispanic Heritage Celebration. Students in 4<sup>th</sup> and 5<sup>th</sup> grade wrote reports about each of the Spanish explorers and then presented their reports to the entire school.
- **Holiday Dinner/ Food Drive – 4 hours**  
In November, Hudson ASCS held a food drive to benefit our school families. Countless members of the school community generously donated to the cause. Turkeys were also distributed to our families in need. Additionally, a holiday meal was prepared and shared with Hudson ASCS staff members, families, and the school community.
- **Parent-Teacher Conferences – twice per year- 3 Hours Each**  
November/April- At the conclusion of the first and third marking periods, teachers individually met with parents to discuss the progress of students.
- **Academic Awards Ceremonies – quarterly, 4 hours each**  
November/January/April/June- Hudson ASCS celebrated the success of K-5 students for their achievements in each quarter of the 2016-2017 academic school year. Parents were invited to help celebrate the success of our students. Awards were given to the students for distinguished and recognized honor roll achievements, as well as awards for outstanding performance in various academic disciplines and citizenship.
- **Halloween Costume Parade/Contest – 2 hours**  
In October, Hudson ASCS hosted a Halloween parade. Students paraded around the school playground for pictures, and many families joined in the fun! Prizes were awarded in the following three categories: Best Home-Made Costume, Most Unique Costume, Silliest/Funniest Costume and students voted for the Best Staff Costume.
- **Seasonal Music Concerts- 1 hour each**  
December/May- Before our holiday recess and again in May, Hudson ASCS celebrated the winter season by singing songs in celebration of winter, community and family. Students dressed their best as they performed in front of their teachers and families.
- **Annual Muffins with Moms – 1 hour**  
In January, Hudson ASCS hosted a fabulous morning with mothers (and other special women) alongside their children to enjoy muffins and socialize with other parents and teachers.
- **School Choice Week – 20 hours**  
In January, Hudson ASCS celebrated Annual National School Choice Week. The school held themed dress downs, song and dance activities, and its second awards' assembly. We also hosted a "spirit week" where each class section participated in friendly competitions.
- **Annual Donuts with Dads – 1 hour**

In February, Hudson ASCS brought fathers (and other special men) and their children together at breakfast-time in the cafeteria with Donuts with Dads. All were welcome to celebrate with families and staff.

- **Make Things Happen! – 6 hours (network-wide)**  
The iLearn Schools' network hosted this event in April. Parents and students were invited from all campuses to enjoy STEAM stations, competitions, and live performances
- **SCIENCE OLYMPIAD – 3 months**  
In April, Hudson ASCS participated in an annual, regional Science Olympiad event attended by schools in the iLearn network as well as across the region.
- **Spring Musical – year long, including two performances**  
In April, Hudson ASCS presented the 3<sup>rd</sup> through 5<sup>th</sup> grade spring musical production of *Seussical, the Musical, Kids*. This show was open to the public and sold out for two consecutive performances, with over 80 students participating.
- **Art Showcase – 3 hours**  
This year's art showcase was held in May. No purchase was necessary to attend. Families had an opportunity to view their student's framed artwork, in addition to mixed-medium pieces. Different activities centers including face painting, marble painting, origami, and drawing centers were part of the program.
- **Garden State International Heritage Festival – Yearlong School Community Project (All Campuses)**  
With over 15 countries represented, food samples, and guest performers, our first annual GSIHF was held June 12<sup>th</sup> at the Hudson campus. Families and students had the opportunity to celebrate diversity, heritage, and culture as they toured various country booths, set up by parent volunteers and teachers, each grade or class section from all three districts was assigned a country and student crafts and artwork was displayed at each of the booths.
- **Book Fairs – 18 hours**  
In December and May, the school organized and ran the week-long school book fairs Flyers were distributed in the school to all students and emailed to parents as well. Hudson staff and administration set up the books prior to the fair beginning, sold the books to students and parents, and organized the books for return to Scholastic. Monies raised by the book fairs were used to purchase books for the classroom libraries.
- **Black History Month**  
In February, students attended an assembly for black history month, which showcased a laser light show that highlighted famous and historic African American figures in history. Students in all grade levels were given an influential individual to research and report on. The school then compiled the reports into a Black History Month tribute book.
- **L.E.A.D. (Law Enforcement Against Drugs) -5 months- 5<sup>th</sup> grade**  
Students in the 5<sup>th</sup> grade participated in L.E.A.D. Once per week, an officer from the Kearny Police Department come into the classrooms and taught students the importance of staying away from alcohol and narcotics, with modelling of positive leadership and decision-making. Upon completion of the program, students were invited to attend the Junior Police Academy over the summer.

e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals.

- **Movie Nights –twice per year**

The PTO sponsored two evenings for the students to enjoy movies. Movies were selected based upon the age and interests of the students. Popcorn and juice was provided to each student who attended, and additional concessions were available for purchase.

- **Dress-down Days**  
Sponsored by the PTO, dress down days were held monthly. Students paid \$2 and wore clothing of their choosing instead of the school uniform. The funds collected during these days were used to help finance events and activities for the students throughout the year.
- **Winter Wonderland**  
In December, the Hudson ASCS PTO celebrated the winter season by hosting a wonderland event. There were pictures with Santa as well as personal pictures for the whole family.
- **APPLEBEES Pancake Breakfast**  
In April, parents and families of Hudson ASCS were able to enjoy breakfast at APPLEBEES with a portion of the proceeds returned to the PTO.
- **Roller Skating Night**  
In April, a PTO parent won (and donated) a night of roller skating for the whole school. The school was able to have a concession stand during the event and sell raffle tickets during the event. Families and friends of Hudson ASCS were invited to attend.
- **Mother's Day Flower Sale**  
In May, the PTO sent flyers home for orders for mother's day flowers. The members of the PTO then distributed the flowers to all of the students.
- **Zumba Night**  
In May, the PTO was able to get a Zumba instructor to come in free of charge. Parents and families could come in and enjoy 1.5 hours of a Zumba class.
- **Vendors Night**  
In May, different local businesses and parents participated, with over eighteen vendors in total the school gymnasium. The school community was invited to attend.
- **Father's Day Sale**  
In June, the PTO organized a sale of various gift items including mugs, key chains and tools for father's day, organized with the help of the teachers to create a shop in the school gymnasium.
- **Fun Fair**  
In June, the PTO hosted a carnival at the end of the year. Families from Hudson ASCS were able to attend the fair free of charge and play games, enjoy music, and win prizes. A BBQ was also provided at the event.

f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

COMMUNITY INVOLVEMENT		
Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
<i>Education Institutions:</i>		
Rutgers University	In collaboration with Rutgers University, Hudson ASCS participated in the School Systems Improvement Project. This grant enabled school administrators and the	School administrators and teachers each completed 3 CSS-T and CSS-O forms, respectively. Each took approximately 30

	school's Master Mentor Teacher to utilize an evaluation instrument that is highly specific and quantitative. Teachers received 3 formal CSS-O reports throughout the year.	minutes in length.
Grand Canyon University	Through our partnership with Grand Canyon University, school administrators completed online courses in order to obtain supervisory certification. Tuition costs were reduced due to this partnership.	2 school administrators utilized this partnership in order to further their educations.
<i>Community Institutions:</i>		

**BOARD GOVERNANCE**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

**3.1 Board Capacity**

- a) Fill in the requested information below regarding board governance.

<b>BOARD GOVERNANCE</b>	
Number of board members required by the charter school's by-laws	7
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )	5/24/2017
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )	5/24/2017

- b) List the amendments to by-laws that the board adopted during the 2016-17 school year.

N/A

- c) List the critical policies adopted by the board during the 2016-17 school year.

5141.6-Suicide Prevention

**3.2 Board Compliance**

- a) Fill in the requested information below regarding the board. Add or delete rows as necessary.

<b>BOARD OF TRUSTEE INFORMATION</b>
-------------------------------------

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Ozgur Dogru	10/15/2015	5/31/2017	President	odogru@hotmail.com	11/2/16	12/24/16
Julian Cabrera	10/15/2015	5/31/2017	Vice President	jc3050@gmail.com	11/18/15	5/9/17
Ozlem Yasar Avcioglu	10/15/2015	5/31/2018	Trustee	ozlem.yasar@gmail.com	6/28/17	11/18/15
Maribeth Magallanes	10/15/2015	5/31/2019	Trustee	magallanesb24@yahoo.com	2/22/17	5/18/17
Erin Fallon	3/23/2017	5/31/2017	Trustee	efallon609@gmail.com	4/12/17	Recent Mbr
Mustafa Coban	7/1/2016	5/31/2017	Sec./SBA	mcoban@ilearnschools.org	7/16/14	NA
Christopher Lessard	6/1/2016	5/31/2017	Treasurer	clessard.sba@gmail.com	12/23/04	NA

#### ACCESS AND EQUITY

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

##### 4.1 Access and Equity

- Fill in the requested information below regarding the timeline of the school's application process for prospective students for school year 2017-18.

SCHOOL YEAR 2017-18 APPLICATION PROCESS TIMELINE	
Date the application for school year 2017-18 was made available to interested parties	September 1, 2016
Date the application for school year 2017-18 was due back to the school from parents/guardians	Friday, April 14, 2017
Date and location of the lottery for seats in school year 2017-18	Saturday, April 22nd, 2017

- b) Provide the URL to the school's application for prospective students for school year 2017-18. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.

<http://ilearnschools.org/new-application>

- c) List all of the venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2017-18.
- 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.
  - School website is designed professionally to provide all necessary information regarding charter schools and application process for existing and prospective parents.
  - 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.
  - 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.
  - Printed materials such as brochures, flyers, and posters describing the Hudson Arts and Science Charter School are being prominently displayed at high visibility locations throughout the community such as libraries, municipal buildings, 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.
- d) List all of the languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.

English and Spanish

- e) List all of the ways in which the school advertised that applications for prospective students for school year 2017-18 were available prior to the enrollment lottery.
- School website
  - Application forms were made available at high visibility locations such as libraries, municipal buildings, 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.

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2016-17.

STUDENT ENROLLMENT AND ATTRITION			
Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2016-17	Number of students retained in 2016-17 for the 2017-18 school year
K	7	4	0
1	9	3	0
2	15	13	0
3	17	11	0
4	13	7	0
5	4	2	0
6			
7			
8			
9			
10			
11			
12			

- g) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

### 5.1 COMPLIANCE

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

- a) Provide a description of the [educator evaluation system](#) the school has implemented.

#### Teacher Evaluation System

Hudson ASCS teachers are supported, developed, and evaluated based upon the revised (2015) evaluation instrument that the iLearn Schools District Educator Evaluation Committee (DEAC) developed in 2013, entitled "iLearn Schools Teacher Evaluation System". The iLearn Schools Teacher Evaluation System recognized the recommendations of the NJDOE and OCS. As a result, the iLearn Schools' Teacher Evaluation System includes the following components:

- multiple measures of performance to evaluate teachers, including student achievement and teacher practice
- a method for calculating an overall (summative) evaluation rating that combines the multiple measures of teacher practice and student achievement
- samples of the teacher practice instrument to be used in classroom observations

- clear delineation of differences in the teacher evaluation system between tenured and non-tenured teachers, including the number of observations iLearn Schools requires for tenured and non-tenured teachers

The iLearn Schools' Teacher Evaluation System that Hudson ASCS will use is based on well-defined job expectations, uniform performance standards, flexibility and the encouragement of creativity, and individual teacher and administrator initiatives. Improving teacher performance simultaneously ensures that Hudson ASCS is taking a comprehensive approach to raise student achievement. Below are the six competencies that will be measured during each teacher evaluation:

1. Lesson Planning and Design
2. Delivery of Instruction
3. Learning-Focused Environment
4. Student Progress Toward Mastery
5. Family Communication and Outreach
6. Technology Integration

Hudson ASCS uses its own iLEMIS database as an observation and evaluation management system to record and archive all of the data that is collected during an evaluation, as well as teacher artifacts, student learning goals, SGOs, and other school-specific measures to ensure that administrators have an accurate and holistic view of the teachers' performance. Ultimately, iLEMIS provides Hudson ASCS administrators with easy access to actionable data that is used to continually develop its teachers.

As a result of a partnership with Rutgers and the Rutgers School System Improvement (SSI) Project, Hudson ASCS uses a second, quantitative evaluation tool that complements the qualitative tool. The Rutgers SSI evaluation tool measures both teacher instruction and behaviors.

Instructional measures focus on:

- concept summaries
- academic response opportunities
- academic praise
- academic corrective feedback

Behavioral measures focus on:

- clear one to two-step directives
- vague directives
- behavioral praise
- behavioral corrective feedback

b) Provide a description of the school leader evaluation system that the school has implemented.

### **School Leader Evaluation System**

It is the view of the New Jersey Department of Education (NJDOE) that teachers and school leaders have the greatest influence on student learning. Since 2010, NJDOE has been working to improve educator evaluation and support. These efforts have resulted in 2012 TEACHNJ Act which mandates requirements for the new statewide educator evaluation system and links tenure decisions to evaluation ratings.

Under the current law, there is **no statutory requirement** that an equivalent educator evaluation system as defined in 2012 TEACHNJ Act be established for charter schools. However, an effective educator evaluation system in charter schools is required and subject to the review and approval of the Office of Charter Schools.

iLearn Schools have taken a progressive look at evaluation systems and through the intense efforts of the organization's teacher/administrator evaluation committee, a high quality, rigorous administrative evaluation system was researched and implemented prior to the NJDOE cutoff date of June 30, 2013.

iLearn schools have adopted "**The Stronge Leader Effectiveness Performance Evaluation System**" (**LEPES**) as the tool for administrative evaluations. The primary purposes of the **Stronge Leader Effectiveness Performance Evaluation System** are to:

- optimize student learning and growth;
- contribute to successful achievement of the goals and objectives defined in the vision, mission and goals of the organization;
- provide a basis for leadership improvement through productive administrator performance appraisal and professional growth; and
- encourage collaboration between the administrator and evaluator, and promote self-growth, leadership effectiveness and improvement of overall job performance.

The **LEPES** includes the following distinguishing characteristics:

- benchmark behaviors for each of the administrator performance standards;
- a focus on the relationship between administrative performance and improved student learning;
- the use of multiple data sources for documenting performance, including opportunities for the administrator to present evidence of their own performance as well as student growth;
- a procedure for conducting performance reviews that stress accountability, promotes professional improvement and increase administrative involvement in the evaluation process;
- a support system for providing assistance when needed.

During the 2014 – 2015 school year, the New Jersey Department of Education released the "Approved Principal Practice Evaluation Instruments" and the **Stronge Performance Evaluation System** was listed as approved.

In addition, the **Stronge Leader Effectiveness Performance Evaluation System** is in compliance with "Achieve New Jersey – Principal Evaluation and Support"! Specifically, Achieve NJ relies on multiple measures of both student achievement and principal practice. These measures include:

- **Student Growth Objective Average:** Student growth objectives (SGOs) are no longer required for charter schools; therefore, the 10% score that resulted from the SGO average is now incorporated into the administrative goals calculation.
- **Administrator Goals:** The percent of the school administrator’s summative rating based on administrator goals is either 50% or 20% depending on whether the school administrator is an SGP administrator or Non SGP administrator.
- **School Student Growth Percentile (SGP):** Where applicable, 30% of the school administrator’s summative rating is based on SGPs.
- **Principal Practice:** 50% of a school administrator’s overall evaluation is based on observations of school administrator practice that is conducted by the iLearn Schools’ administrative evaluation team. This team is composed of the Lead Person/CEO, Chief of Academics and the administrative coach.
- **Evaluation Leadership Instrument** is no longer required by the New Jersey Department of Education.

The overall evaluation score for iLearn Schools’ administrators combines the multiple measures of administrative practice and student growth. All iLearn Schools’ administrators earn one of four ratings:

- **Highly Effective**
- **Effective**
- **Partially Effective**
- **Ineffective**

It is the intent and direction of the iLearn Schools to provide an administrative evaluation system that is based on well-defined job expectations, uniform performance standards, flexibility and creativity. Improving administrator performance ensures that iLearn Schools will take a comprehensive approach towards leadership effectiveness and overall job performance which will ultimately raise student achievement.

- c) As **Appendix E**, provide a board resolution approving the teacher and school leader evaluation systems.

**Note:** You may use <http://www.nj.gov/education/chartsch/info/evaluation.pdf> for guidance answering a), b) and c) above.

**File Naming Convention**

Appendix	File Naming Convention
<a href="#">Appendix A</a>	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Admissions Application (Language)
Appendix E	Appendix E Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	Appendix F 2017 – 18 School Calendar

Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

**Each appendix must be submitted as a separate Word or .PDF file to the SharePoint folder “Annual Report 2017.” Save each appendix by the file naming convention provided in the second column of the above table.**

## Appendix A

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to SharePoint. See page 2 of the annual report template for submission details.

- Instructional Providers. The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section N.J.A.C. 6A:9 *et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.
- Background Checks; Fingerprinting. The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections N.J.S.A. 18A:6-7.1, *et seq.*, and N.J.S.A. 18A:30-19.1.
- Student Disciplinary Code. The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.
- Provision of Services. The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section N.J.S.A. 18A:46-1 *et seq.*, and section N.J.A.C. 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.
- Facility; Location. The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4.

Signature of School Official (School Lead):

\_\_\_\_\_ Date: \_\_\_\_\_

*Print Full Name:* \_\_\_\_\_ *Title:* \_\_\_\_\_

Signature of Signatory Official (President, Board of Trustees):

\_\_\_\_\_ Date: \_\_\_\_\_

*Print Full Name:* \_\_\_\_\_ *Title:* \_\_\_\_\_