



**New Jersey Department of Education,
Office of Charter and Renaissance Schools**

Soaring Heights Charter School

**Annual Report
June 2023**

Introduction

The annual report was established in the *Charter School Program Act of 1995* as a way to facilitate the commissioner’s annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools, New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school’s performance based on the criteria set forth in the Performance Framework.

Annual Report Submission Guidelines

Annual Report Submission

Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

Submission Process for the 2022-2023 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2023.” To submit the report, upload it to the subfolder “Annual Report 2023” located inside the folder “Annual Report” on the charter school’s Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#) found at the end of the document and then uploaded to the “Annual Report 2023” subfolder on the charter school’s Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school’s district(s) of residence no later than 4:15 p.m. on Tuesday, August 1, 2023. Copies require a cover page, which includes the school’s name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school’s annual report to the commissioner no later than October 3, 2023.

Annual Report Questions

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below.

Table 1: Basic Information

Name of charter school	Soaring Heights Charter School
Grade level(s) to be served in 2023-2024	Kindergarten - Eighth
2022-2023 Total enrollment as of June 30, 2023	269
2022-2023 Students with disabilities (SWD) enrollment as of June 30, 2023	21
2022-2023 English language learners (ELL) enrollment as of June 30, 2023	0
Projected enrollment for 2023-2024	325
Current waiting list for 2023-2024 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K- 22 1- 45 2- 58 3- 45 4- 27 5- 41 6- 39 7- 36 8- 24
Waitlist within the district/region of residence	337
Waitlist of non-resident district/region of residence	0
Website address	www.shcsjc.org
Name of board president	Lisa McConagly
Board president email address	boardoftrustees@shcsjc.org
Board president phone number	201-434-4800
Name of school leader	Jacqueline Quagliana
School leader email address	jquagliana@shcsjc.org

School leader office phone number and extension	201-434-4800
Name of Title IX McKinney-Vento District Homeless Liaison	Barbara McGrath/Lisa Dinallo/Stephanie Mastropaolo
Name of School Business Administrator (SBA)	Angelo Vilardi
SBA email address	avilardi@shcsjc.org
SBA phone number	201-400-5210

School Site Information

Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site Information

Site name	Soaring Heights Charter School
Year site opened	September 1, 1997
Grade level(s) served at this site in 2022-2023	Kindergarten - Eighth
Grade level(s) to be served at this site in 2023-2024	Kindergarten - Eighth
Site street address	1 Romar Avenue
Site city	Jersey City
Site zip	07305
Site lead or primary contact's name	Jacqueline Quagliana
Site lead or primary contact's office phone number and extension	201-434-4800
Site lead or primary contact cell phone number	201-424-9115
Site lead's email address	jquagliana@shcsjc.org

Organizational Performance Areas

Education Program and Capacity

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 Commissioner-approved mission.

The mission of Soaring Heights Charter School is to prepare a growing number of students for a lifetime of learning as productive citizens in the technological age by training them how to communicate and listen effectively, think critically, solve problems, act responsibly, value their accomplishments and achieve a high level of academic excellence. By integrating communication training into every aspect of school life, faculty and staff create a safe, open learning environment and develop positive, productive relationships among students, parents, members of the community, and themselves.

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

The school's mission pledges to provide "quality inclusive education." Toward this end, the school hires experienced certified classroom staff, some of whom hold dual certification (elementary, special education, reading specialist and early childhood education) to address the needs of the entire student body. The 20 member full-time teaching staff encompasses more than 285 years of classroom teaching experience.

In order to live up to the school's mission "to develop and maintain constructive relationships with children and their families," the school continues to work with the Founding Director who has over 57 years of experience in urban education and provides sophisticated listening and communication training. Her work has been highlighted in local, state, and national publications, and has been recognized by community groups, the New Jersey General Assembly, and the New Jersey State Senate for improving the lives of children and teachers in the inner-city. Her article, "The Road Out of Blame," was published by the University of Chicago Press in *Schools: Studies in Education* (Spring, 2010). She is also the author of a book yet to be published, *Teachers and the Code of Silence: An Exposé of Life in Classrooms*. A school climate brief, "Our Journey to an Ever-Improving School Climate," was written by the Director and members of the staff and distributed to more than 6,000 organizations by the Center for Social and Emotional Education (Summer, 2010). "The Evolution of Shared Leadership" was written in October 2015 and describes the intricate processes through which shared leadership was developed.

Soaring Heights Charter School's mission emerges as a model for quality inclusive education. The school establishes an environment in which the teacher develops and maintains constructive relationships with children and their families. These relationships, established through sophisticated listening and communication training, are based upon the needs of the learning community.

A learner's ability to achieve is contingent upon the learning environment. Soaring Heights Charter School ensures academic excellence with teachers extensively trained to foster a distinctive learner-centered environment. The school fully develops and challenges diverse individuals through a comprehensive communication program. As a result, the students, faculty, parents, and community partners meet and exceed the standards of traditional schooling. A true community of learners committed to addressing the academic and social needs of the children through ongoing educational reform is exemplified.

As stated in its mission, the school is committed to the premise that “a learner’s ability to achieve is contingent upon the learning environment,” which, in turn, is contingent upon the emotional growth and development of the classroom teacher. The teacher must be in ongoing training which systematically develops the confidence and clarity with which to understand and successfully address the wide range of emotions being induced by the children. To achieve this mission, the staff strives to maintain a serene and nurturing environment.

Ongoing classroom observations by the Evaluation Committee and input from the entire teaching staff, help to ensure academic excellence. The school employs multi-sensory techniques with a strong phonics and a back-to-basics component. The staff seeks to utilize the best of a wide variety of approaches in order to appeal to the learning styles of all students. In conformity with its mission, the school plans “to meet and exceed the standards of traditional schooling and exemplify a true community of learners.” The school has developed baseline criteria against which the academic achievement of all children is measured. Through communication groups and individual communication sessions, the social and emotional needs of teachers are constantly monitored and addressed so that the teachers, in turn, can monitor and address the social and emotional needs of the children. These academic and social/emotional assessments are pivotal to continuous educational reform.

The staff is trained to both listen to and speak with families in ways that reflect a true understanding of their circumstances so that together, teachers and families work effectively. In addition, three of the seven Board members have been engaged in extensive, ongoing communication training for many years.

- 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 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.

Table 3: Format

Goal	As a K-8 public charter school, our goal is for our students to obtain and demonstrate proficiency in grade level ELA standards.
Measure	Year over year growth in the participation and passing rates on NJSLA ELA tests.
Target	70% of students will meet or exceed expectations on the NJSLA ELA test.
Actual Outcome	82% of the students met or exceeded expectations on the NJSLA ELA test.
Goal	As a K-8 public charter school, our goal is for our students to obtain and demonstrate proficiency in grade level Math standards.
Measure	Year over year growth in the participation and passing rates on NJSLA Math tests.
Target	70% of students will meet or exceed expectations on the NJSLA Math test.
Actual Outcome	57% of the students met or exceeded expectations on the NJSLA Math test.

Goal	As a K-8 public charter school, our goal is for our K-3 students to obtain and demonstrate proficiency in grade level ELA standards.
Measure	Year over year growth in the participation and passing rates on MAPS Growth ELA tests.
Target	70% of students will meet or exceed expectations on the MAPS Growth ELA test.

Actual Outcome	The results of the MAPS Growth ELA testing was 70% at or above grade level.
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Goal	As a K-8 public charter school, our goal is for our K-3 students to obtain and demonstrate proficiency in grade level Math standards.
Measure	Year over year growth in the participation and passing rates on MAPS Growth Math tests.
Target	70% of students will meet or exceed expectations on the MAPS Growth Math test.
Actual Outcome	The results of the MAPS Growth Math testing was 72% at or above grade level.

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.

1.3 Instruction

- a) What constitutes high quality instruction at this school?

The school staff demonstrates a common understanding of high-quality instruction with instructional practices aligned to this understanding. At Soaring Heights, this begins with the development of a common learning environment which exists within every classroom. Teachers are uniformly trained to create a calm learning environment which encourages both teachers and students to operate in a safe, relaxed, and focused manner. Within this learning environment, the teachers partner with students to explore a wide range of learning experiences based on an understanding of cognitive processes associated with various types of learning and the purpose of instruction.

- b) Provide a brief description of the school’s common instructional practices.

Each teacher presents daily lesson objectives and effectively models lessons/skills in relation to the content being taught; varies his/her role in the instructional process as instructor, facilitator, coach or audience and encourages students to do likewise; utilizes a variety of cognitive processes (critical and creative thinking, problem framing and problem solving, invention, memorization, and recall) to stimulate higher level thinking. The teacher understands and employs many aspects of communication in order to convey concepts, promote self-expression, build confidence, and cultivate relationships within the learning environment.

Students have the opportunity to explore, understand, question, and analyze different perspectives that lead to content mastery. Students are encouraged to voice and explore their experiences of real-world concerns through discussion.

Teachers facilitate a relaxed environment conducive to learning that encourages learner exploration, discovery, and expression across content areas. This environment promotes the development and refinement of the learner's communication skills. Understanding of individual differences and diverse cultures and communities ensure inclusive learning environments that enable each learner to meet high standards. Teachers collaborate with learners and colleagues to establish a productive school community that is both emotionally and physically safe.!

Each classroom is equipped with a SMART Board and personal computer. In addition, each member of the staff was provided a MacBook Pro. The school provides a laptop for each student in grades Kindergarten through eight, and has approximately 30 iPads for student use. Access points were installed in each classroom to ensure seamless internet connectivity. Further, all classes are instructed by a certified teacher. Most teachers are supported by either a special education teacher or a teacher assistant, all of whom are properly certified.

- c) Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?

Soaring Heights has been open for in-person instruction for all students since the 2021 school year. The school continues to see a very high attendance rate, providing teachers and staff with the opportunity to assess and address student learning needs throughout the year. Ongoing assessment of student work has provided important insights into instructional strategies needed to maintain the school's high level of student achievement. An after school program continued to assist with home practice and reinforce concepts and skills learned throughout the day. In addition, a summer school program was instituted during the summer of 2022, and will continue in the summer of 2023 to address the reading and math needs of the lower learners. The school has been able to increase the number of instructional support staff to address individual student needs.

- d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2022-2023 school year.

All students who were required to quarantine received virtual instruction via Zoom and had work posted on the school's online learning platform and/or emailed throughout the day. Textbooks and other materials were available for pick up in the main office.

- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2022-2023 school year. What support will the school provide in the 2023-2024 school year?

Three students were retained during the 2022-2023 school year; One in kindergarten, one in fifth and one in sixth grade. The school will provide extra support through a reading and math intervention program conducted during the school day, the after-school homework help

program, and weekly tutoring all of which are conducted by the teaching staff. Furthermore, all three students were enrolled in the school’s Summer Learning Program.

1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2022-2023 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.
- b) New Jersey Student Learning Assessments (NJSLA) resumed in the 2021-2022 school year. In table 5, fill in the table to show year over year trends in proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all NJSLA administered by the school. Note: If 2022-2023 NJSLA results have not been released to schools by July 15, 2023, then leave the 2022-2023 column blank.

Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022

Assessment	Below (%)	On (%)	Above (%)
ELA K	88%	8%	4%
ELA 1	8%	58%	33%
ELA 2	44%	44%	12%
ELA 3	66%	30%	4%
ELA 4	64%	29%	7%
ELA 5	48%	30%	22%
ELA 6	80%	20%	0%
ELA 7	38%	29%	33%
ELA 8	43%	49%	8%
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	83%	17%	0%

Assessment	Below (%)	On (%)	Above (%)
MAT 1	17%	54%	29%
MAT 2	40%	60%	0%
MAT 3	88%	8%	4%
MAT 4	98%	2%	0%
MAT 5	100%	0%	0%
MAT 6	95%	0%	5%
MAT 7	95%	5%	0%
MAT 8	100%	0%	0%
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2023

Assessment	Below (%)	On (%)	Above (%)
ELA K	21%	12%	67%
ELA 1	4%	38%	58%
ELA 2	4%	68%	28%
ELA 3	44%	52%	4%
ELA 4	33%	28%	39%
ELA 5	9%	30%	61%
ELA 6	70%	20%	10%
ELA 7	19%	38%	43%
ELA 8	45%	36%	19%
ELA 9	N/A	N/A	N/A

Assessment	Below (%)	On (%)	Above (%)
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	13%	33%	54%
MAT 1	12%	29%	58%
MAT 2	0%	88%	12%
MAT 3	44%	52%	4%
MAT 4	35%	43%	22%
MAT 5	30%	57%	13%
MAT 6	15%	50%	35%
MAT 7	41%	27%	32%
MAT 8	55%	30%	15%
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

c) Identify the type of assessments used for interim assessment data:

Assessment Type (interim assessment)	✓ or X
Solely charter created	
Vendor and charter created	
Combination of solely charter and vendor and charter created	X

d) Identify the type of assessments used for end of year assessment results:

Assessment Type (end of year)	✓ or X
Solely charter created	
Vendor and charter created	

Assessment Type (end of year)	✓ or X
Combination of solely charter and vendor and charter created	X

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations
ELA 3	72%	48%
ELA 4	64%	78%
ELA 5	88%	80%
ELA 6	84%	80%
ELA 7	93.6%	90%
ELA 8	87.5%	94%
ELA 9	N/A	N/A
ELA 10	N/A	N/A
MAT 3	66%	52%
MAT 4	24%	63%
MAT 5	60%	40%
MAT 6	52%	64%
MAT 7	44.7%	60%
MAT 8	54.2%	57%
Algebra I	N/A	N/A
Geometry	N/A	N/A
Algebra II	N/A	N/A

- e) Explain what steps the school has taken, or plans to take, to ensure 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).

To ensure progress in both Math and ELA by grade level and by subgroup, the school offered both math and reading intervention for struggling students several times each week during the school day. Additionally, the school offered after school tutoring once a week throughout the school year to reinforce skills taught in both Math and ELA. In order to bridge the learning gap, the school has and will continue to provide a five-week summer school session for students whose learning has been most impacted by the pandemic. Students eligible for free or reduced lunch, students with disabilities, and students across all racial/ethnic groups were included in all programs.

- f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2022-2023 year.

Grade	Subject	Assessments
K	ELA	NWEA MAP ELA, IXL, teacher-created assessments
	Math	NWEA MAP Math, IXL, teacher-created assessments
	Science	teacher-created assessments, Savvas Realize
	History	teacher-created assessments, Savvas Realize
1	ELA	NWEA MAP ELA, IXL, teacher-created assessments
	Math	NWEA MAP Math, IXL, teacher-created assessments
	Science	teacher-created assessments, Savvas Realize
	History	teacher-created assessments, Savvas Realize
2	ELA	NWEA MAP ELA, IXL, teacher-created assessments, Brain Pop
	Math	NWEA MAP Math, IXL, teacher-created assessments, Big Ideas Math
	Science	teacher-created assessments, Brain Pop Jr., Savvas Realize
	History	teacher-created assessments, Brain Pop Jr., Savvas Realize
3	ELA	NWEA MAP ELA, teacher-created assessments
	Math	NWEA MAP Math, Big Ideas Math, teacher-created assessments
	Science	teacher-created assessments, Savvas Realize, Brain Pop
	History	teacher-created resources, Savvas Realize, Brain Pop

4	ELA	teacher-created assessments, IXL, Readworks, Brainpop, Commonlit
	Math	teacher-created assessments, IXL, Big Ideas Math Assessment, Prodigy
	Science	teacher-created assessments, CommonLit, Brainpop, Savvas Realize
	History	teacher-created assessments, Readworks, IXL, Brainpop, Savvas Realize
5	ELA	Ed Puzzle, teacher-created assessments, CommonLit, BrainPop
	Math	Big Ideas Math, teacher-created assessments, Prodigy
	Science	teacher-created assessments, Ed Puzzle, BrainPop, McGraw Hill
	History	teacher-created assessments, Ed Puzzle, BrainPop, McGraw Hill
6	ELA	IXL, Sadlier Progress Books, Sadlier Connect, Commonlit, teacher-created assessments
	Math	IXL, Big Ideas Math, teacher-created assessments, Prodigy
	Science	teacher-created assessments, IXL, Commonlit, Brain-Pop, McGraw Hill
	History	teacher-created assessments, Brain Pop, McGrawHill ConnectED
7	ELA	Teacher-created assessments, IXL, Common Lit, Sadlier Progress Books, Sadlier Connect
	Math	IXL, Big Ideas Math, Prodigy, teacher-created assessments
	Science	teacher-created assessments, IXL, Glencoe
	History	teacher-created assessments, Brain Pop, ConnectED
8	ELA	IXL, Sadlier Progress Books, Sadlier Connect, Commonlit, teacher-created assessments
	Math	IXL, Big Ideas Math, Prodigy, teacher-created assessments
	Science	teacher-created assessments, Glencoe, IXL, Brain Pop
	History	teacher-created assessments, McGrawHill ConnectED, BrainPop

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

The results from MAP and teacher created assessments are helpful benchmarks in determining appropriate student grade placement, such as grade acceleration, retention, or maintaining current placement. Results are also used to flag areas in which children are in need of assistance through small group intervention, basic skills, After School Enrichment Program, Summer School, or the school's tutoring program. Staff regularly reviews test results to identify areas in need of greater focus or to determine that the present approach is working in each grade and throughout the school. The results are sometimes used as a factor in determining special education referrals. All classified students received accommodations that included testing in small group environments, extended time, and having instructions read to them.

- h) Describe the school's process for selecting the locally administered assessments. Explain how they align to NJSL and the school's chosen curricula.

Teachers follow the NJSL and generate assessments based on the school's curriculum. In order to provide consistency for the students, the assessments are from the same resources/publishers used to teach the lesson. Supplementary materials used to enhance the lessons are selected based on NJSL. The goal of locally administered assessments is to establish baselines of student performance and assess the levels of change. Assessments are frequently reviewed prior to and after instruction in order to ensure rigor, identify areas that are in need of remediation and assess the pace of instruction.

- i) Compare student results on locally administered assessments with student results on statewide assessments (NJSLA). Explain any notable disparities

The goal of locally administered assessments for each class is 80% accuracy, while the school's goal for NJSLA is 70% in each subject. The school's average score on the NJSLA in ELA is 82%, while the average in Math is 57%. Soaring Heights' high expectation on locally administered tests prepared students to score higher than the states' average in both subjects.

- j) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration)

The school provides individual student results directly to parents, while communicating results for individual classes, grade levels, and the whole school to teachers, administrators, and the board as appropriate. Whole-school results are reported publicly at regularly scheduled board meetings.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 6 below regarding school leadership.

Table 6: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Jacqueline Quagliana	Lead Person	9/1/2022	\$108,530
Barbara McGrath	Supervisor	9/1/2022	\$111,630

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 in Table 7 below regarding learning environment at the school.

Table 7: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	96%
Elementary School Attendance Rate (grades K-5)	96%
Middle School Attendance Rate (grades 6-8)	97%
High School Attendance Rate (grades 9-12)	N/A
Student - Teacher Ratio	14:1

- b) Fill in the requested information in Table 8, below, regarding the professional environment at the school.

Table 8: School Culture and Climate Professional Environment

Teacher Retention Rate from SY 2021-2022 to 2022-2023	89%
Total Staff Retention Rate from SY 2021-2022 to 2022-2023	91%
Frequency of teacher surveys and date of last survey conducted	annually 6/22/23
Percent of teachers who submitted survey responses	100%
Percent of teachers who expressed satisfaction with school leadership or with	100%

the overall school environment	
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b) What were the three main positive aspects teachers identified in the latest survey?

The three main positive aspects teachers identified were: ensures safety and security of staff and students, ensures safety of personnel and school property, is cognizant of and abides by all building and federal policies, statutes, rules, and procedures.

c) What were the three main challenges that teachers identified in the latest survey?

The three main challenges that teachers identified were: keeps staff informed of reports and committee responsibilities, ensures that tasks or roles delegated to staff are within areas of capability and interest, and communicates information effectively to staff.

d) Fill in the requested information below regarding the school’s discipline environment in 2022-2023. If there was a noticeable increase or decrease in suspensions and expulsions in 2022-2023 compared to 2021-2022, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2022-2023

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	24	0	0
1	24	0	0
2	25	0	0
3	25	0	0
4	50	2	0
5	25	1	0
6	25	3	0
7	25	1	0
8	47	1	0
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
12	N/A	N/A	N/A

2.2. Family and Community Engagement

- a) Fill in the requested information in Table 10 below regarding family involvement and satisfaction.

Table 10: Family Involvement and Satisfaction

Number of parents/guardians currently serving on the school's board, out of the total number of board members	2
Frequency of parent/guardian surveys	annually
Date of last parent/guardian survey conducted	6/1/23
Percent of parents/guardians completing the survey (consider one survey per household)	71%
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?

The three main positive aspects identified by parents/guardians were: the rigorous curriculum, teachers working well with students and parents, and the small/ safe environment the school provides.

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

The three main challenges identified by parents/guardians in the latest survey were: lack of extracurricular activities in K-5, no hot lunch, and parking is difficult for parents.

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2022-2023 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

- Eighth-grade Graduation- in person
- Book Fair- in person
- Walk-a-thon - in person
- Annual Spring Auction- in person
- Holiday Gift Card Fundraiser- in person/virtually
- Fall Fundraiser- in person/virtually
- Welcome Back Registration- in person

- National Honor Society Induction- in person
- Honor’s Breakfast- in person
- Kindergarten Orientation- in person
- Report Card Distribution/Meeting- virtually
- Thanksgiving Food Drive- in person

e) List and briefly describe the major activities or events conducted by parents/guardians to further the school’s mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.

- Parents provided lunch to teachers during Teacher Appreciation Week, as well as at other times throughout the school year.
- A parent, who is a trained chef, introduced and presented a traditional dish to the Kindergarten to celebrate Asian culture.
- JCFD parent and members read to kindergarteners and first graders, and discussed fire safety
- Parents affiliated with the local city government officials including mayor Steven Fulop, and county commissioner William O’Dea discussed the roles and responsibilities of local government with the fourth grade classes.
- Parents facilitated the Scholastic Book Fair in October for two days and one evening.

Fill in the requested information in Tables 11 and 12 below regarding community involvement. Add or delete rows as necessary.

Table 11: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
St. Peter’s University	Partnered with St. Peter’s 21 st Century Community Learning Grant to provide after school activities, including homework help and clubs, to students in grades 6-8	<p>170 students participated in homework help 4 days per week for one hour after school between October 2022- May 2023.</p> <p>170 students participated for one hour per week in various afterschool clubs October 2022- May 2023. 18 staff members conducted various activities.</p> <p>Approximately 10 students took part in St. Peter’s Community Learning Program held throughout the summer. Students had an opportunity</p>

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
		to engage in various recreation, art and enrichment activities as well as field trips.
New Jersey City University	Coordinated with Dr. Rosen who supplemented the school with interns who worked alongside classroom teachers as well as one on one with struggling students to enhance their academics.	5 interns worked with all the students and staff throughout the school year.
Liberty Science Center	Conducted STEM experiments for grades K-8	The whole school participated in two 45 minute workshops, one in March and one in June.
Tenafly Nature Center	Docents presented lessons on animal adaptations accompanied with live animals.	25 students in the school's grade 3 to 5 Enrichment program participated in workshops. The workshops were 1 hour each week for 7 weeks.
Challenge Island	Conducted two STEM workshops which consisted of building a roller coaster and a bridge.	The whole school participated in February. The workshops lasted 45 minutes each.
Bright Star Theater	Presented two theatrical productions. One about the Underground Railroad and one about STEM.	The whole school participated in February and May. Each production lasted for one hour.
Pearl Observatory	Presented seven astronomy lessons. Students explored relationships, similarities and differences between rocky, gas, and icy worlds.	25 students in the school's grade 3 to 5 Enrichment program participated in workshops. The workshops were 1 hour each week for 7 weeks.
A. Harry Moore School	Participated in SEL Day in order to promote, advocate, and support relationships between general education students and students with disabilities.	20 students from the National Honor Society, along with two teachers participated for one school day.

Table 12: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Jersey City Redevelopment Authority	The JCRA is helping the school identify a new facility site.	4 staff members are in regular contact, several times per month, including calls, meetings, and site visits.
Jersey City Mayor's Office	The Mayor's Office is helping the school identify a new facility.	Two staff members have spoken/met with the Mayor and other officials several times over the year.
Jersey City Police Department	Escorted staff and students during an evacuation drill and Annual Walk-A-Thon in June	Several police officers escorted approximately 270 students and all staff members from the school building to PS 30 on Seaview Avenue continuing around the neighborhood.
Soldiers' Angels:Treats for Troops	The students donated candy and wrote letters of appreciation to veterans and deployed service members.	Students in grades K-2 drew pictures and students in 3-8 wrote letters. All grades donated candy.
True Gospel Holiness Church	Donated for their annual Thanksgiving food drive	Staff members and students over the span of three weeks.

- b) Briefly describe how the educational and community partnerships established furthers the school's mission and goals.

The school's partnerships align with the school's mission and goals.

Participating in outreach programs like food drives and providing donations allowed the school the opportunity to give back, which models for students a sense of responsibility for their community.

By partnering with Saint Peter's and the 21st-Century Program, students had access to clubs, both after school and in the summer, that included skill-building and recreational opportunities. Through this partnership, the students were able to enroll in a daily after school homework help administered by the teaching staff.

Collaborating with educational institutions allowed the school to engage in enriching opportunities. These hands-on activities prompted students to work collaboratively in fostering

their social and cognitive skills.

The partnership with New Jersey City University provides an opportunity to train teacher interns who may become future employees. The interns worked in classrooms to help struggling students. A pull out program offered the opportunity for the interns to work with individual students on specific skills.

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 in Table 13 below regarding board governance.

Table 13: Board Governance

Number of board members required by the charter school's bylaws	7
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	June 12, 2023
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	June 12, 2023
If applicable, date of the latest evaluation of the charter school's contracted education service provider such as a charter management organization (CMO) or education management organization (EMO) (include a copy of the board's evaluation tool for this contracted organization as Appendix D)	N/A

- b) List the amendments to bylaws that the board adopted during the 2022-2023 school year.

There were no amendments to the bylaws adopted by the board this year.

- c) List the critical policies adopted by the board during the 2022-2023 school year.

There were no critical policies adopted by the board this year.

- d) What were the main strengths of the board identified in the latest board self-evaluation?

The main strengths of the board identified in the latest board self-evaluation were: student achievement, finance, board operations, board performance, and board/ superintendent relationships.

e) What were the three main challenges identified in the latest board self-evaluation?

The main challenges identified in the latest board self-evaluation were: finding a new facility and spending of grant funds by the deadline, technology and cyber security, school safety and security, and Covid recovery of academic skills, especially in mathematics.

3.2 Board Compliance

- a) Fill in the requested information in Table 14 below regarding the board. Add or delete rows as necessary.

Table 14: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Ms. Lisa McConagly	11-01-2005	06-30-2025	President	serra.lisa@yahoo.com	11-02-2011	07/04/2023
Ms. Mary Golden	09-01-2002	06-30-2025	Vice-President	mgold326@aol.com	10-12-2011	07/07/2023
Ms. Jane Mercante	04-01-2004	06-30-2025	Recording Secretary	jmmercante@aol.com	10-12-2011	07/03/2023
Ms. Irene Guirguis-Roberts	06-01-2008	06-01-2025	Voting Member	igroberts@hotmail.com	10-12-2011	08/30/2017
Ms. Natasha Persaud	01-28-2019	02-27-2025	Voting Member	persaud1316@gmail.com	07-15-2023	08-30- 2022
Ms. Stephanie Miller	12-21-2020	02-27-2025	Voting Member	sdmiller4@gmail.com	07-22-2021	06/28/2023
Ms. JoAnn D'Auria	10-01-2014	02-27-2025	Voting Member	joanndauria4@gmail.com	12-24-2014	06-28-2018

- b) Pursuant to *N.J.A.C. 6A:11-4.12* (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<https://shcsjc.org/search?search=board>

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.

The latest board meeting minutes posted are from June 2023.

- d) Pursuant to *N.J.S.A. 18A:36A-15*, Complaints to board of trustees, please provide as **Appendix E** the board policy for the establishment of the grievance committee.

Access and Equity

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

4.1 Access and Equity

- a) Fill in the requested information in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2022-2023.

Table 15: School Year 2022-2023 Application Process Timeline

Date the application for school year 2022-2023 was made available to interested parties	July 1, 2022
Date the application for school year 2022-2023 was due back to the school from parents/guardians	June 20, 2023
Date and location of the lottery for seats in school year 2022-2023	January 9, 2023 Soaring Heights Charter School

- b) Provide the URL to the school’s application for prospective students for school year 2022-2023. As **Appendix F**, provide a copy of the application in as many languages as available.

<https://shcsjc.org/application>

- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2022-2023.
 - d) School website
 - e) Available in the office
 - f) Fax
 - g) Letters sent home to families of current students

- h) List all languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below.

English

- i) List all ways in which the school advertised that applications for prospective students for school year 2022-2023 were available prior to the enrollment lottery.

School website
Letter sent home to families of current students

- j) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2022-2023.

- k) Explain the school’s enrollment backfilling policy, then, as **Appendix G**, include the school’s board-approved policy.

Table 16: 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 2022-2023	Number of students retained in 2022-2023 for the 2023-2024 school year
K	0	24	1
1	0	24	0
2	0	25	0
3	2	25	0
4	4	50	0
5	3	25	1
6	2	25	1
7	1	25	0
8	0	47	0
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

- b) 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.

Compliance

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

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 17 below and fill it out for each school site if the school has more than one site.

Table 17: School Site Facility Information

Site name	Soaring Heights Charter School
Facility lease information	Lew Realty
Landlord name	Elizabeth Walsh
Lease commencement date	2/18/2004
Lease termination date	N/A
2022-2023 annual lease cost	N/A
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2023	N/A
Latest date of appraisal	10/24/2019
Appraised value of property	\$3,323,300

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	1
Total annual cost of all leases	\$357,534
Total lease amount budgeted for 2023-2024	\$357,534

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2023-2024	N/A
Mortgage payment interest budgeted for 2023-2024	N/A

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented.

Soaring Heights’s teacher evaluation program is a vital component of the school. The school requested a waiver from the Office of Charter Schools in July 2013 and the waiver was granted. The teacher evaluation model derives its vitality from the fact that the school is teacher-managed-and-operated which leads to teachers being highly invested in each other's performance. The teachers are committed to this work style because they've seen how it has transformed every aspect of their teaching world. The committee members come together to discuss their observations of classroom organization, management, teaching practices, leadership skills, and responsibilities with the Lead Person/Supervisor and teacher. In this original system, teachers observe one another with follow-up discussions conducted under the direction of the Lead Person/Supervisor. Through these discussions, difficult-to-hear information addressing classroom organization, management, and teaching practices is relayed in constructive ways that allow the observed teacher to relax and more readily accept suggestions and incorporate them into classroom practices. From these discussions, Corrective Action Plans are developed when needed.

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

The lead person is evaluated annually by two distinct groups: the Board of Trustees and the full-time teaching staff. The Board of Trustees’ review is based on the six standards that comprise the New Jersey School Boards Association Evaluation rubric. These six standards are: General Responsibilities; Instructional Leadership; Personnel Administration; Financial Management; Function as Chief Executive Officer; and School Community Leadership. Jacqueline Quagliana was found to be highly effective as the lead person in all six standards during the 2022- 2023 school year.

All full-time teaching staff members are asked to reflect upon, evaluate their work with the lead person, and determine the extent to which this work has resulted in increased skills. The school’s lead person’s primary function is to assist the teachers in their efforts to provide the highest levels of instruction. To ensure that this takes place, it was determined that the teacher should complete a yearly evaluation of the lead person’s performance. As a result of this evaluation, Jacqueline Quagliana was found to be exceptional in her role as the lead person.

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

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

File Naming Convention

Table 20: Appendix File Naming Convention

Appendix	File Naming Convention
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Appendix	File Naming Convention
Appendix 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 Contracted Education Service Provider Evaluation Tool Not applicable
Appendix E	Board policy for the establishment of a grievance committee
Appendix F	Appendix F Admissions Application (Language)
Appendix G	Appendix G Board policy for enrollment backfilling
Appendix H	Appendix H Board resolution approving the teacher and school leader/principal evaluation systems
Appendix I	Appendix I 2023 – 2024 School Calendar
Appendix J	Appendix J Organizational Chart
Appendix K	Appendix K Promotion/Retention Policy
Appendix L	Appendix L Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2023.” Save each appendix by the file naming convention provided in the second column of the above table.

Appendix A
Assurance that the school is meeting statutory and regulatory requirements

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 Homeroom. See page 2 of the annual report template for submission details.

Statement	Confirm Compliance (Add ✓ or X)

Statement	Confirm Compliance (Add ✓ or X)
<p>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 <i>N.J.A.C. 6A:9 et seq.</i>, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.</p>	✓
<p>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 <i>N.J.S.A. 18A:6-7.1, et esq.</i></p>	✓
<p>Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.</p>	✓
<p>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.</p>	✓
<p>Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i>) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i>) (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 <i>N.J.S.A. 18A:46-1 et seq.</i>, and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities.</p>	✓
<p>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 <i>N.J.A.C. 6A:11-2.2</i>, actions shall include at a minimum: a new</p>	✓

Statement	Confirm Compliance (Add ✓ or X)
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 <i>N.J.A.C. 5:32-2</i> (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 <i>N.J.A.C. 5:70-4</i> . Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	

School Official/School Lead

Signature of School Official (School Lead):

Date:

Print/Type Full Name: Jacqueline Quagliana

Title: Lead Person

Signatory Office (President, Board of Trustees)

Signature:

Date:

Print/Type Full Name: Lisa McConagly

Title: Board President
