



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

**Annual Report Template
(Updated June 2024)**

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 (OCRS), 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

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 2023-2024 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2024.” To submit the report, upload it to the subfolder “Annual Report 2024” 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 2024” 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 Thursday, August 1, 2024. 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 1, 2024.

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below. Please provide direct phone numbers for OCRS contact purposes.

Table 1: Basic Information

Name of charter school	Achievers Early College Prep Charter School
Grade level(s) to be served in 2024-2025	Grades 6 through 11th grade
Projected enrollment for 2024-2025	540
2023-2024 Total enrollment as of June 30, 2024	446
2023-2024 Students with disabilities (SWD) enrollment as of June 30, 2024	32
2023-2024 Multilingual learners (ML) enrollment as of June 30, 2024	78
Current waiting list for 2024-2025 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	6th grade-0 7th grade-58 8th grade-46 9th grade-23 10th grade-6 11th grade-2
Waitlist within the district/region of residence	135
Waitlist of non-resident district/region of residence	0
Website address	https://achieversecp.org
Name of board president	Imebet Stewart
Board president's email address	imebetd@verizon.net
Board president's direct phone number (Do not include charter school number)	(609) 532-8993
Name of school leader	Osen Osagie
School leader's email address	oosagie@achieversecp.org
School leader's direct office phone number and/or extension	(609) 429-0279

Title IX McKinney-Vento District Homeless Liaison's name and email address	Solange LaRoche, slaroch@achieversecp.org
School Safety Specialist's name and email address	Shannon Wright, swright@achieversecp.org
School Threat Assessment Team Members' names and email addresses	Shannon Wright, swright@achieversecp.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Abigael Bocicaut, abocicaut@achieversecp.org
Name of School Business Administrator (SBA)	Joshua Solow
SBA email address	jsolow@sboffice.com
SBA phone number	(732) 631-4009



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	Achievers Early College Prep Charter
Year site opened	August 2018
Grade level(s) served at this site in 2023-2024	Grades 6-10
Grade level(s) to be served at this site in 2024-2025	Grades 6-11
Site street address	544 Chestnut Avenue & 520 Chestnut Avenue
Site city	Trenton
Site zip	08611
Site lead or primary contact's name	Osen Osagie
Site lead or primary contact's office phone number and extension	609-458-9568
Site lead's email address	oosagie@achieversecp.org



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 Achievers Early College Prep Charter School (Achievers ECP or Achievers) is to provide students with opportunities to develop their intellectual, emotional, and social potential through the equitable implementation of a rigorous, culturally responsive, STEAM-focused curriculum that fosters their transition to college and industry.

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

What differentiates Achiever ECP's school from other schools is our focus on creating space for students to develop intellect and agency. We also design experiences for self-actualization and career exploration so that college and career preparation are more intentional. To this end, we dedicate a considerable amount of time to intervention to support student academic growth and better prepare them for our early college high school's curriculum and a myriad of opportunities in and outside of the classroom.

Please see the chart below for a visual representation of who our middle school program feeds into our early college high school program.



Furthermore, the school's key design elements support the mission to prepare our scholars for success in college and careers through rigorous academics, empowering school culture, non-cognitive skill development, and real-world and college preparation. Stakeholders commit to a set of shared core values: Tenacity, Ability, Allegiance, Excellence, and Empathy. We live by these core values at Achievers ECP. The model is based on the Inquire, Explore, Identify, and Deepen progression as students advance through each grade. We design experiences for self-actualization and career exploration so that college and career preparation are more intentional. To this end, the school dedicates a considerable amount of time towards differentiation and intervention to support student academic growth at the foundational level. This type of support better prepares students for our early college high school curriculum along with a myriad of learning and work opportunities in and outside of the classroom. for students to develop active intellect.

Our current ninth graders, who began in the school as 6th graders, will have had about 550 hours of STEAM programming and Project-Based Learning, 2+ years of Visual Arts, 3+ years of month-long final science-based projects, and a Networking Essentials and Audio Engineering Foundations electives they

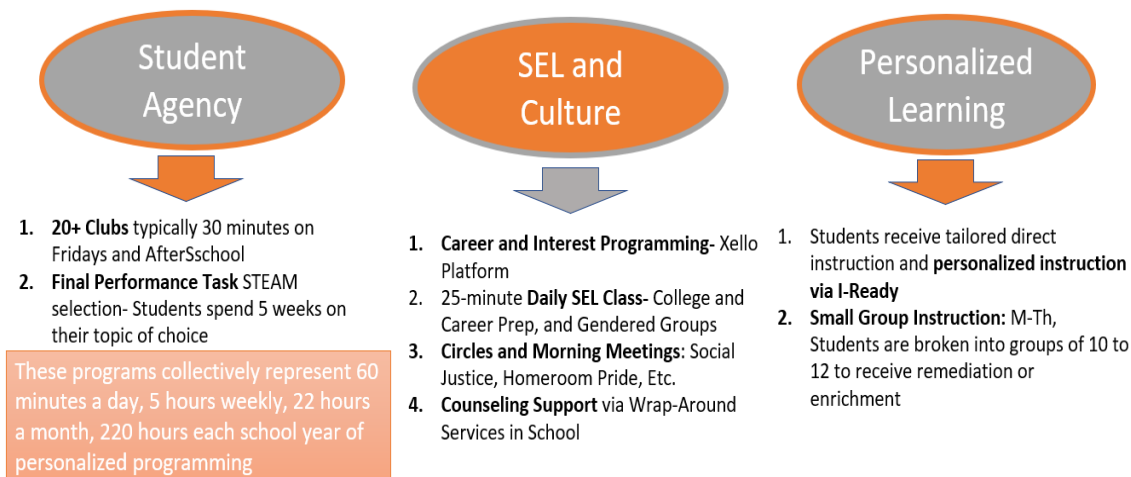
are completing in the 2021-2022 school year. Students are currently enrolled in one of three electives: A) Visual Arts B) Intro to Audio Engineering or C) Networking Essentials. Each pathway has a career, college prep, and honors program within it to adjust to the more personalized needs of students who may access NOCTI and skills training to meet their 120 credit and other graduation requirements, Cisco Academy or pathways.

Project-based Learning: Achievers ECP makes project-based learning part of its curriculum as a tool for preparing students for critical thinking, collaboration, problem-solving, and success in college and the workplace. Our end-of-year Final Performance Task—our capstone project—is one key opportunity for students to demonstrate their learning and choice in five weeks covering a STEM topic and presenting their findings to teachers, leaders and community members at the end of the year.

The Digital Revolution, Amplify Science & STEAMworks: In the 2020-2021 School Year, Achievers continue to use this innovative curriculum, which are aligned with the Next generation Science Standards. Amplify blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Major drivers in the instructional team’s decision to switch were due to the facts that Amplify Science continues to be rated with high ratings by EdReports, a well-respected curriculum monitor, and that Amplify Science for Middle school was a better fit for the school in terms of student engagement. The curriculum also proved to be more accessible to teachers and students. Furthermore, for the third year in a row, STEAMWORKS continues to partner with AchieversECP to provide project-based and maker-lab experiences to its students in the 2020-2021 school year.

Social Emotional Learning Goals

Social-Emotional Goals: Achievers ECP middle school focuses on building healthy children who can thrive in a world that demands more skills, creative, and social and emotional competencies (SEC) are critical increasing well-being, self-perception and efficacy, relationships, and impacting a number of other domains that impact students beyond performance. Achievers has dedicated time in it’s schedule in both “siloeed” and integrated formats in order for students to get to build and develop a range of social emotional competencies to advance academically, interpersonally, and in their college and career trajectories.



Student Agency: In the 2020-2021 School Year, Student Council continues to be strong and is student-led in its goals and operations. Student Ambassadors remained a smaller, staff-nominated group

of students based on academic and community/behavioral standing. These scholars provided some peer conflict resolution work to other students and served as school-guide during visits from parents and the community.

Growth Mindset and Jumpers Breakfast: Achievers ECP celebrated scholars who for meeting or exceeding their MAP Growth goals, which are personalized to each student, from the Fall to Winter administration. Scholars were celebrated and rewarded with hot breakfast and certificates.

Community Circles and Homeroom Challenges: Scholars participated in monthly community circles and tackled topics ranging from navigating social media challenges, bullying, gossip, and overall good decision-making. Students were also tasked with discussing why their homeroom met the conduct points threshold or not, charging students with accepting responsibility for their conduct and the conduct of their peers in their homerooms.

Restorative Practices: Scholars were introduced to restorative disciplinary practices, engaged in peer counseling, and received mentoring and training from the School Social Worker on issues covering friendships, decision-making, and social pressure.

- 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	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Ex: Year over year growth in the participation and passing rates on AP tests.
Target	Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2022-2023 to 2023-2024.
Actual Outcome	Ex: In 2022-2023, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2023-2024, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. Goal has been met.

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?

At AchieverseCP, we are consistently reflecting and adapting our instructional approach to ensure that we have standards-aligned materials that will increase our student achievement. Therefore, we ensure high-quality curriculum, teaching practices, and learning environments that are standards-based, evidence-based, engaging, differentiated, culturally responsive, and data-driven. In order to do this we look at opportunities to increase buy-in for use of standard-aligned materials among our Leadership Team and teachers. We start with the understanding of what it will take to get all students an equitable education that will have all students proficient as quickly as possible. Our staff and student wellness is also greatly considered, which takes on even greater meaning after the pandemic and the ongoing pursuit for racial justice that received increased national attention this past year. Diversity, equity, and inclusion (DEI) and social emotional learning (SEL) are also key drivers of wellness and are woven into all aspects of our instructional model.

We also prioritize small group instruction focused on accelerating student learning. AchieversECP has strategically embedded small group instruction into our instructional model in order to meet every student where they are in their learning while greatly encouraging engagement with on grade level content. Our use of data-driven instruction & assessments is and continues to be consistent. Assessments and response-to-data will be streamlined to regularly gather data and effectively reteach while maximizing instructional time. Lastly, we will continue to incorporate technology in every facet of our curriculum and program. Our 1-to-1 chromebook model will continue to leverage this technology to enhance and elevate our curriculum while creating informed digital citizens.

Lastly we put great emphasis on the primary factor that constitutes high quality instruction, which is simply great teaching. For teachers to be effective, well-leveraged leadership needs to be in place. Therefore, we believed and ensured that leadership was very intentional about how to use observations and walkthroughs to support teacher effectiveness and student achievement, placing the utmost emphasis not on only evaluating the teachers, but on giving the right feedback and follow-up to make sure that teachers implement the feedback. In addition, Data-driven instruction and a strong student culture should be in place to ensure the success of the school. This includes effective interventions, a well-run Response To Intervention (RTI) program, appropriate special education supports that responds to individual learner's needs, and teachers facilitating new challenges and experiences that build students' interest and acumen in STEAM disciplines and careers--- all of this results in the utmost quality education at Achievers.

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

At Achievers, we focus on leveraging data-driven instruction along with a strong coaching model to consistently strengthen instructional practices. Our data-driven approach focuses on four fundamental key points: Assessment, Analysis, Action, and Systems. One of our core beliefs is that student learning is best supported when data is collected systematically and analyzed with accuracy to inform instruction. Achievers' leaders and teachers have routines throughout the school year to collect student data, using a variety of external and internal measurement tools. All assessment data is collected and analyzed in planning meetings/coaching sessions and Data Day Meetings to determine students' strengths, and

pinpoint skills and standards of need to move forward learning. To be successful in this approach, we incorporate a strong coaching model. The Achievers' Coaching model provides high value in that Teacher Action Goals are first modeled and then practiced, to provide support with high-execution implementation. Next, a series of observation-feedback cycles is completed twice back-to-back, to again provide a high level of accuracy and further promote student learning. Achievers also have Planning Meetings with teachers weekly, to ensure teachers are internalizing lesson plans and reteaching lessons that students have not yet mastered. AchieversECP, also ensures multiple opportunities for tutoring programs after school, named as "beyond the bell", to ensure students have opportunities to practice their skill levels.

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?

At AchieversECP, we used a variety of approaches to address learning loss and to ensure our students would recover and excel in academic work. As a start we determined our students' baseline math and ELA proficiency levels, by first identifying missed learning standards and content that are prerequisites, through testing using MAP and I-Ready data. Additionally, we created specific schedules to address missed learning standards and content that are prerequisites for future learning, through our intervention classes. For subjects in which prior-year content is a foundational prerequisite to future learning such as Math and ELA, it is critical that we provide students with extra instructional time to cover missed concepts alongside current-year content. We also built daily extra help and direct instruction intervention time into after school tutorials as well as Saturday school, as needed. As a result of these approaches we improved our intervention and tutoring program, causing students to show growth in their personal goals, as it pertains to Math and ELA. Even though this is a strength, it continues to be an opportunity for growth, as we desire all students to at the very least be proficient in all grades, grade-level Math, ELA and Science, on state test and college admission exams.

d) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2023-2024 school year.

We did not have any students who were required to quarantine during the 2023-2024 school year. However, students who are required to quarantine will be required to participate in online instruction. Our process is that our nurse will notify the attendance team of every student quarantining. The Director of operations will reach out to the main office to ensure the student(s) have a chromebook to use at home. The front office will ensure the student has access to the internet. If a student does not have access to the internet at home, the student will be given a hotspot. The student will then be emailed their schedule with Zoom links for all the classes they are required to participate in remotely and they are required to post their assignments in google classroom. If a student requires additional support, the student will email their teacher and attend office hours virtually, or upon their return back to in-person instruction.

e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2023-2024 school year. What support will the school provide in the 2024-2025 school year?

N/A

1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2023-2024 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 2023-2024 NJSLA results have not been released to schools by July 15, 2024, then leave the 2023-2024 column blank.

Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2023

Assessment	Below (%)	On (%)	Above (%)
ELA 6	79.3	17.2	3.4
ELA 7	58.6	19.5	21.8
ELA 8	69.5	18.3	12.2
ELA 9	61.4	14.8	23.9
ELA 10	94.1	5.9	0
ELA 11			
ELA 12			
MAT K			
MAT 1			
MAT 2			
MAT 3			
MAT 4			
MAT 5			
MAT 6	85.2	8.6	6.2
MAT 7	78.3	14.5	7.2
MAT 8	78.4	17.6	4.1

Assessment	Below (%)	On (%)	Above (%)
Algebra I	71.3	8	20.7
Geometry	88.0	12.0	0
Algebra II			

Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2024

Assessment	Below (%)	On (%)	Above (%)
ELA 6	71.3	14.9	13.8
ELA 7	63.9	18.1	18.1
ELA 8	72.5	10	17.5
ELA 9	46.9	23.5	29.6
ELA 10	82.1	17.9	0
ELA 11			
ELA 12			
MAT 6	71.0	12.9	16.1
MAT 7	75.9	11.5	12.6
MAT 8	62.7	22.9	14.5
Algebra I	67.3	12.9	19.8
Geometry	87.5	12.5	0
Algebra II			

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	

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	
Combination of solely charter and vendor and charter created	

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2022-2023	2023-2024
	Percentage of students who met or exceeded expectations	Percentage of students who met or exceeded expectations
ELA 3		
ELA 4		
ELA 5		
ELA 6	24.7	35.2
ELA 7	34.1	46.7
ELA 8	35.2	36.0
ELA 9	41.4	67.3
ELA 10	Not Applicable	Not Applicable
MAT 3		
MAT 4		
MAT 5		
MAT 6	9	13.2
MAT 7	5.7	22.0

NJSLA Assessment	2022-2023	2023-2024
	Percentage of students who met or exceeded expectations	Percentage of students who met or exceeded expectations
MAT 8	1.4	22.1
Algebra I	20.9	13.1
Geometry	Not Applicable	16.7
Algebra II	Not Applicable	Not Applicable

- 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, multilingual learners, students with disabilities, and racial/ethnic groups).

AchieversECP takes all necessary steps to ensure the progress of our students is met in all grade levels. For example, prior to the beginning of each school year (starting in the following year of March), our LT undergoes a process that reviews our strategic priorities, systems and schedules. We combine all of this work into our “AchieversECP Playbook”. This playbook is meant to address all learning gaps of our students to include a rigorous implementation of the Intervention programming as well as focus groups for SPED, ELL and struggling students.

The Playbook includes but not limited to the following:

- i. ***AchieversECP Vision***
- ii. ***Culturally Responsive School Leadership-Commitments***
- iii. ***Special area focuses on SPED and ELL groups***
- iv. ***Systems & Routines***
 - i. *Minute-by-Minute (Middle & High School)*
- v. ***Rubric Data-Driven Instruction & Assessments***
- vi. ***Monthly Map--DDI for Middle School/High School***
- vii. ***High School Calendar***
- viii. ***Interim Assessments/Process***
- ix. ***Brainstorm student reflection forms for IAs***
- x. ***Professional Development (Summer PD and beyond)***
- xi. ***Review Curriculum Map***
- xii. ***Review School Calendar***
- xiii. ***Review Bell Schedule***
- xiv. ***Hiring Staffing Plan***
- xv. ***Instructional Manuals***
 - i. *Get Better Faster*
 - ii. *Teacher Cycles*
 - iii. *Teacher Evaluation Rubrics*
 - iv. *Planning Observation & Feedback manuals*

- f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2023-2024 year.

Subject	Grade Levels	Assessment
ELA	6-9	iReady Diagnostics, iReady Personalized Learning (intervention blocks), NWEA MAP Growth Assessments (Fall, Winter, Spring), School created IA's (Google Classroom/Edulastic)
Math	6-9	iReady Diagnostics, iReady Personalized Learning (intervention blocks), NWEA MAP Growth Assessments (Fall, Winter, Spring), School created IA's (Edulastic)

- **NWEA MAP Assessment:** Diagnostic, Formative; Determined baseline of reading and mathematics proficiency
- **Interim Assessments:** Summative; Assess student growth and achievement of ELA and Math
- **I-Ready:** Formative; Determined baseline of reading and mathematics proficiency and measured growth as the school year progresses.

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

Some of our assessments are computer-based, adaptive tests that adjust to a student's performance level. This means the difficulty of questions changes in response to student answers, making the test suitable for all grade levels and allowing it to accurately measure a student's academic proficiency and growth over time. The primary areas assessed by our assessments are Reading and Mathematics. These core subject areas are tested to measure student proficiency and growth in fundamental academic skills. MAP tests are administered three times per academic year: fall (end of August), winter (mid-December), and spring (end of May). This regular, benchmark testing allows educators to track student progress over time, identify areas of strength and weakness, and adjust instruction and interventions, as necessary. It also provides actionable data that can inform curricular decisions and resource allocation.

So in conclusion, our assessments are used to provide corrective instruction, giving students multiple opportunities to demonstrate success on any given standard to ensure our students are increasing their proficiency levels. It's also an opportunity to understand how students engage in the modalities of learning that is presented in some of the assessments and to see if any accommodations are needed. Even though our assessments are specifically focused on ELA and Math as the foundational subjects. The improvement of ELA and Math standards are seen in all subjects, since ELA and Math is embedded in all subject areas, regardless of the grade level.

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

The school's process for choosing local assessments is based on the ability to properly collect data, monitor progress and to respond to it urgently for the progress towards State Assessments. We also ensure that all local assessments are strongly aligned to NJSLs curriculum as well as PSAT and SAT assessments, to ensure college readiness. Going through this process annually is an integral part of the instruction process and it's deemed crucial for ensuring the success of our students.

- i) **Compare student results on locally administered assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.**
- When comparing locally administered assessments with student results on statewide assessments (NJSLA), we noticed the following:
 - i. ELA assessments had the strongest correlation with student proficiency. Our local assessments also made some strong recommendations for specific standards that were found on the NJSLA. These recommendations were really impactful in the preparation for our students on the NJSLA
 - ii. Math assessments had similar correlations as it pertains to predicted proficiency levels for our students. Our local assessments made some strong recommendations that the school will need to do a better job with implementing to see desired results
- j) **Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).**

MAP and I-Ready assessments were diagnostics given to our students to measure their growth and progress in English Language Arts and Math. They are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels and help teachers identify the instructional level of the student and provide context for determining where each student is performing. These reports allowed teachers to better target instruction based on students' strengths and needs. Once a student's strengths and needs were identified, students received targeted in-class support and small group instructional support during our daily intervention block.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 6 below regarding school leadership. Add or delete rows as necessary.

Table 6: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Osagie, Osen	Co-Founder/Co-Director	6/7/2018	\$154,500
Coppin, Nava	School Principal (6-8)	7/16/2018	\$137,000
Sherri Richardson	School Principal (9-10)	7/1/2023	\$126,500
Shannon Wright	Operations Director	8/15/2021	\$105,760
Jennifer Miller	Middle School Assistant Principal	8/15/2022	\$99,380

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 the 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)	87.1%
Elementary School Attendance Rate (grades K-5)	NA
Middle School Attendance Rate (grades 6-8)	• Total days enrollment for Grades 6: <u>94.7%</u> • Total days enrollment for Grades 7: <u>92.3%</u> • Total days enrollment for Grades 8: <u>92.7%</u>
High School Attendance Rate (grades 9-12)	• Total days enrollment for Grades 9: <u>73.9%</u> • Total days enrollment for Grades 10: <u>82.7%</u>
Student - Teacher Ratio	20:1

- 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 between July 1, 2023, to July 1, 2024	We retained 30 of our 35 teachers to continue with us for the upcoming school year 2024-2025.
Total Staff Retention Rate from July 1, 2023, to July 1, 2024	85%
Frequency of teacher surveys and date of last survey conducted	Teacher satisfaction surveys are conducted twice annually via Kelvin.
Percent of teachers who submitted survey responses	95%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	80%

- c) What were the three main positive aspects teachers identified in the latest survey?
- The three main positive aspects identified in the survey were: the working environment at the school, the respectful relationships between teachers and students, and the optimism regarding school improvement in the future. Additionally our SEL data included the following below:

1. Our SEL survey data continues to identify our teachers in showing a great deal of respect to each other. Demonstrating that they have positive relationships and attitudes about each other and can trust each other with challenges they respect
2. Our SEL survey data continues to identify our teachers also being extremely positive about new initiatives that we implement to improve teaching and learning. In doing so, teachers also appreciated the support they receive from their colleagues and administrators as well as outside contractors (as needed).
3. Our SEL survey data also continues to identify teachers feeling like they have a space to express their concerns as it pertains to instructional and personal development. They continue to appreciate the implementations of “Teacher Wellness” supports that we put two years ago and occurs regularly, everyone once a month

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

1. The three main challenges identified in the survey were:
 - a. The enthusiasm from students being in school (primarily in core subjects)
 - b. The support between students during social interactions (particularly with students who were directly affected by COVID-19 in their early elementary years)
 - c. Seeing students helping one another without being prompted by a teacher.

e) Fill in the requested information below regarding the school’s discipline environment in 2023-2024. If the suspensions and expulsions in 2023-2024 increased or decreased by ten percentage points or more than those in 2022-2023, please describe the reasons for the change below the table.

Table 9: Discipline Environment 2023-2024

Grade Level	Number of students enrolled as of Oct. 15, 2023	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
6	91	5	0
7	90	9	0
8	87	6	0
9	110	6	0
10	59	5	0

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	0 parents
Frequency of parent/guardian surveys	3 surveys
Date of last parent/guardian survey conducted	5/1/2024
Percent of parents/guardians completing the survey (consider one survey per household)	60%
Percent of parents/guardians that expressed satisfaction with the overall school environment	90%

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

The education opportunities provided to students, teachers and feeling safe in the school. In addition, of the 442 who started the year at AECP, 96.2% remained enrolled through the end of the year.

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

The three main challenges were, students with disabilities, more sports & recreational programs, more communication with teachers.

- d) **List and briefly describe the major activities or events the school offered to parents/guardians during the 2023-2024 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.**

We offered hybrid events including: quarterly awards/honor roll breakfast ceremonies, steam fair, field day, graduation, quarterly parent teacher conferences.

Such activities include the following below:

a. New Family Orientation

- Parents and families were invited to the school to meet the leaders and teachers, tour the building, take care of sports, after-care and extracurricular activity sign-ups, and purchase uniforms directly from the school's vendor. Parents were also able to meet teachers, ask about the code of conduct, and take care of school supplies.

b. Back to School Night

- In September, parents and guardians were invited to this event to learn all the teachers and get a syllabus per class. They got to hear about classroom expectations, independent nightly reading requirements, and homework expectations per class and were provided with each teacher's contact information.
- c. Black History Cultural Week**
- Students engaged in a week-long activities that culminated in an International Food Festival and dance party after school. Many dishes were contributed by students that reflected their family backgrounds, and teachers contributed dishes as well.
- d. Hispanic Heritage Week Programming**
- Students prepared for the Hispanic Heritage Month production between the months of October and November and presented a fusion of music, dancing, representing a wide range of Latino cultures. Students had the option of coming to school in traditional attire or colors that represented their families' home country flags.
- e. Quarterly Parent Teacher Conferences**
- Parents were required to attend parent conferences on a quarterly basis. This enabled the school to have regular academic touchpoints with every parent. The attendance rate for conferences was just under 80% and Achievers looks forward to improving that average.
- f. Quarterly Honor Roll and Jumpers Breakfast**
- Achievers also celebrated students who achieved Honor Roll, High Honor Roll, STEAM Friday Leaders,
 - 1-Million Words Read leaders, and other students who demonstrated significant growth on the Math (or other benchmarks) on a quarterly basis. Parents and student awardees were invited for a hot breakfast and awards ceremony, and the full school attended the awards ceremony during the Small Group Instruction Block.
- g. Ceremonies for Grades 6 and 7**
- Achievers held ceremonies for scholars and their families to celebrate honor roll and academic achievements. The school recognized scholars for Perfect Attendance, Honor Roll for all four quarters, High Honor Roll for all four quarters, Girls Who Code, and STEAM, and an onslaught of teacher-nominated awards for most improved, best smile, best Zoom filter, and other novel categories.
- 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.**
- a. Recruitment:** Parents passed out flyers, provided referrals to our school operations team, talked with friends and religious and social organizations about Achievers, and

once again pitched lawn advertisements in their lawns and windows to support recruitment efforts.

- b. **Volunteer Opportunities:** This year, we had parent volunteer work in the summer to support registration and throughout various points in the main office during the school year, particularly around parent conferences.

- f) **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.
Stockton University	Stockstone University and Achievers ECP Signed a dual-enrollment and CAP course agreement for the 2023-2024 school year and beyond.	AchieversECP has plans on executing our first course for 10 th and 11th grade students this year and is looking forward to adding Heath Sciences as it's newest pathway to the STEAM pathways.
Rowan at Burlington Country Community College	RCBC and Achievers ECP Signed a dual-enrollment and CAP course agreement for the 2020-2021 school year and beyond.	AchieversECP has plans on executive the feasibility of executing our first course for 8 th grade students this year, but the Computer Application course would be a 3-hour weekly course over one trimester.
Cisco Academy	Achievers ECP signed an MOU with Cisco Academies to become a Cisco Academy site for the next two years. Achievers will be working with the Camden Dream Center to receive training for teachers to run our first Cisco course offerings in high school, and augment our STEM offerings in middle school to better prepare students (i.e. more complex programming language exposure earlier).	Projected to be 3 to 4 hours per week per course in the classroom
STEAMWorks of Princeton	STEAMWorks provided project-based learning and robotics coaching for our students in the 2019-2020 school year.	2 hours weekly in Winter and Spring Quarters

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.
Catholic Youth Organization	After-school care for students whose families underwent registration and paid the requisite fee. The bus picked students up from Achievers after school daily.	5-20 hours per week
Boys and Girls Club	Annual Teen STEM Conference and other events.	One day annually
Our Lady of the Lords	Achievers was invited to attend services and talk to families about the school. Achievers also partnered with Our Lady of Angels to serve hundreds of meals to families in Trenton this summer.	3 hours a week for 2 months

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

- *The partnerships above support Achievers ECP's ability to provide STEM opportunities, early college courses, and experiences that enable students to better understand their interests and discover new ones. Some of these partnerships also serve the practical needs of our families. i.e. aftercare.*

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	5-14
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	January 11th, 2024

Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	August 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 and as Appendix E , include a signed, dated, CMO or EMO contract for the 2024-2025 school year.)	N/A

b) List the amendments to bylaws that the board adopted during the 2023-2024 school year.

- a. None

c) List the critical policies adopted by the board during the 2023-2024 school year.

- a. To adopt the revision of the 'Code of Student Conduct' policy
- b. To approve the 2023-2024 Achievers ECP Remote Learning Plan
- c. To approve the revised AECP 2023-2024 Family/Scholar Handbook, with updates under Student External Meals & Food Deliveries and Attendance

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

- a. The board identified how they worked well together to help the school get ready for and receive the renewal decision. They also identified the pandemic response as a strength, followed by the school's performance in ELA on the NJSLA. Students performed overwhelmingly well in the year coming back from covid, and this is a credit to our teachers and the decisions the administration made throughout the pandemic.
- b. Furthermore, committee meetings greatly improved. We met several times a year based on need rather than monthly. Although the Finance and School Performance committees met bi-weekly at times, we spoke as necessary and as things came up. Overall, each committee worked at different levels and engaged based on the needs of the school. This helped alleviate board member burnout and gave board members the ability to know in advance the committee meeting dates by setting committee calendars for the proceeding school year. Committees work continues to be conducted in alignment with the school's current strategic plan and includes the input of the board and the administrative team. The strategic plan outlined the priorities, objectives, and SMART goals that will remain a focus for the charter term. The priorities align with the Department's performance expectations and charter school best practices, and the plan addresses both the challenge of supporting students and staff in the current grade configuration as well as growing through 12th grade to ultimately accomplish the school's founding mission.

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

- a. **Finance committee** - generally the need to fundraise money beyond the 2024-2025 school year.
- b. **School performance** - we greatly increased our scores this school year, therefore, we would like to continue to ensure a steady progress of academic achievement.
- c. **Community and External Relationships** - we continue to seek improvement of our external policies, advocacy efforts, family engagement and community partnerships

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
Imebet Stewart	3/1/2020	3/1/2026	President	istewart@achieversecp.org	11/9/2018	Gov I 6/25/2019 Gov II 7/11/2021 Gov III 7/11/2021 Gov. IV 7/1/2022
Mayokun Oshin	3/1/2019	2/1/2026	Trustee	moshion@achievers.ecp.org	8/2/2021	Gov I 11/17/2020 Gov II 7/30/2021 Gov III 6/30/2022 Gov IV Registered
Lawrence Patton	3/1/2020	3/1/2026	Trustee	lpatton@princetoncharter.org	10/24/2018	Gov I 6/6/2009 Gov II 11/21/2009 Gov III 10/9/2019 Gov IV Registered
Elizabeth Murphy	8/5/2021	8/4/2026	Vice President	emurphy@achievers.ecp.org		Gov I 9/4/2021 Gov II 12/6/2021 Gov III 12/6/2021 Gov IV 12/4/2023
Alescia Teel	2/4/2021	2/1/2026	Trustee	amarie@achievers.ecp.org	9/12/2021	Gov I 6/22/2021 Gov II - IV Registered
Meredith Pennotti	4/6/2023	6/30/2026	Trustee	mspennotti1@gmail.com		Gov I - IV Registered
Imebet Stewart	3/1/2020	3/1/2026	President	istewart@achieversecp.org	11/9/2018	Gov I 6/25/2019 Gov II 7/11/2021 Gov III 7/11/2021 Gov. IV 7/1/2022

- 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://achieversecp.org/board-of-trustees>

- 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.

- **June 2024**

- d) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. If this policy is posted on the charter school’s website, provide the hyperlink also.

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 2023-2024.

Table 15: School Year 2023-2024 Application Process Timeline

Date the application for school year 2023-2024 was made available to interested parties	Started 4/19/2023
Date the application for school year 2023-2024 was due back to the school from parents/guardians	Due before 07/14/2023
Date and location of the lottery for seats in school year 2023-2024	Lottery wasn't needed for this school year.

- b) **Provide the URL to the school’s application for prospective students for school year 2024-2025. As Appendix G, provide copies of the 2023-2024 and 2024-2025 initial application in as many languages as available.**

- <https://aecp.schoolmint.com/signup>

- c) **List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2023-2024 and school year 2024-2025.**

- Prospective parents would be able to go on the website and access the application all year round. We also provided help in the school and reached out directly to parents that showed interest on facebook, instagram or on our school website.

- d) 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 & Spanish
- e) List all ways in which the school advertised that applications for prospective students for school years school year 2023-2024 and school year 2024-2025 were available prior to the enrollment lottery.
- Facebook, Instagram, School Website, Banners, around the school building, and Flyers handed out to CYO, Boys & Girls Club, Corner stores, Laundromats, Church ect.
- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2023-2024.
- g) Explain the school’s enrollment backfilling policy, then, as Appendix H, 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 2023-2024	Number of students enrolled in school year 2023-2024 who continued enrollment in school year 2024-2025
6	2	5	88
7	9	8	89
8	9	10	82
9	10	31	104
10	6	19	56
11			
12			

- 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	Achievers Early College Prep Charter School
Site address	544 Chestnut Street, Trenton, NJ 08611
Facility lease information	544 Chestnut Street, Trenton, NJ 08611 520 Chestnut Street, Trenton, NJ 08611 171 Division Street, Trenton, NJ 08611
Landlord name	Our Lady of the Angels, 21-23 Bayard Street, Trenton NJ 08611
Lease commencement date	April 1, 2020
Lease termination date	July 31, 2035
2024-2025 annual lease cost	\$550,304.26
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2024	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	The campus is shared with Our Lady of the Angels Parish, but the buildings are kept separate and not for shared use.

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	3
Total annual cost of all leases	\$550,304.26
Total lease amount budgeted for 2024-2025	\$550,304.26

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	0
Mortgage principal budgeted for 2024-2025	0
Mortgage payment interest budgeted for 2024-2025	0

- 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.
- b) As [Appendix I](#), provide the valid Certificate of Occupancy with "E" usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection Certificate with "Ae" code for each approved campus.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.

At Achievers Early College Prep, it is our honor and responsibility to seek continuous improvement and growth in our practice. All teachers are observed by a well-trained principal or certified supervisor (who are appropriately certified) multiple times using the Leverage Leadership framework, which is a state-approved evaluation tool. To ensure observers are appropriately trained, they participate in annual training sessions, conducted by the school and led by the superintendent/chief school administrators. Furthermore, in the beginning of the school year, all observers participate in at least two co-observations together (to norm), which help ensure that there is consistency in observations and that our tool is being used as intended.

We also ensure post-conferences for each of our teachers after each formal observation. Through post-conferences and other sources of feedback on their practice, all teachers connect professional growth opportunities directly to what's happening in their classrooms.

Our evaluation tool helps guide observers as they identify key components of effective teaching during classroom visits. They also help ensure that a teacher's practice is evaluated consistently

and that teachers are receiving meaningful feedback. This feedback is then used to tailor our professional development to a teacher's individual needs. Through this observation and feedback cycle, AchieversECP creates a common language of instruction to foster collaboration between staff and enhance professional learning communities.

- b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.**

The educator evaluation system is very similar to that of the leader evaluation system, as it pertains to overall school goals and objectives. The system is student focused and aligned to specific classroom management and instructional strategies, whereas the school leader evaluation system focuses more on the development of school systems and managing individuals to the work.

Furthermore, the purpose of the AchieversECP school leader evaluation system is to induct and train principals in the AchieversECP philosophy, core values, education, and school culture model. Our systems provide ongoing support for principals as they enact their philosophy of education and leadership, developing key foundational elements to successfully lead. This model is built on eight levers that we believe will be the drivers for student academic success. **Please see below the following components of an effective Principal (adopted from Leverage Leadership Rubric).**

Leverage Leadership Performance Model

- **DATA-DRIVEN INSTRUCTION/WEEKLY DATA MEETING** – Define the roadmap for rigor and adapt teaching to meet the students' needs
- **OBSERVATION AND FEEDBACK**– Coach teachers to improve the learning
- **PROFESSIONAL DEVELOPMENT** – Strengthen culture and instruction with hands-on training that sticks
- **PLANNING/INSTRUCTIONAL CULTURE**– Prevent problems and guarantee strong lessons
- **STUDENT CULTURE** – Create a strong culture where learning can thrive
- **STAFF CULTURE** – Build and support the right team
- **MANAGING SCHOOL LEADERSHIP TEAMS** – Train instructional leaders to expand your impact across the school
- **PRINCIPAL LEADERSHIP**- The principal has a strong presence that exemplifies the core values of the community and the expectations that all teachers and staff can implement (ie..student culture and adult culture).
- 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.

- c) As Appendix J , 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
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, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection Certificate with “Ae” code
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2024 – 2025 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2024.” 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)
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.	✓
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 seq.</i>	✓
Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.	✓
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 <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.	✓

Statement	Confirm Compliance (Add ✓ or X)
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 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:

Title:

Signatory Office (President, Board of Trustees)

Signature:

Date:

Print/Type Full Name:

Title: