



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

**Annual Report Template
(Updated May 2025)**

Introduction

The annual report was established in the *Charter School Program Act of 1995* 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 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 2024-2025 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2025.” To submit the report, upload it to the subfolder “Annual Report 2025” 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 2025” 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 Friday, August 1, 2025. 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, 2025.

Annual Report Questions

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
Grade level(s) to be served in 2025-2026	6-12
Projected enrollment for 2025-2026	629
2024-2025 Total enrollment as of June 30, 2025	522
2024-2025 Students with disabilities (SWD) enrollment as of June 30, 2025	38
2024-2025 Multilingual learners (ML) enrollment as of June 30, 2025	176
Current waiting list for 2025-2026 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	6 th - 5 7 th - 70 8 th - 20 9 th - 70 10 th - 20 11 th - 2 12 th - 0
Waitlist within the district/region of residence	182
Waitlist of non-resident district/region of residence (Organize by district/region)	0
Website address	www.acheiversecp.org
Name of board president	Imebet Stewart
Board president's email address (Embed link to board president's email address on charter school website)	imebetd@verizon.net
Board president's direct phone number (Do not include charter school number)	1-609-532-8993

Name of school leader (Include the preferred point of contact for official communications)	Nava Coppin
School leader's email address	ncoppin@achieversecp.org
School leader's direct office phone number and/or extension	1-609- 429-0279 Ext 1218
Title IX McKinney-Vento District Homeless Liaison's name and email address	Maria Hocker mhocker@achieversecp.org
School Safety Specialist's name and email address	Michael Nicholson mnicholson@achieversecp.org
School Threat Assessment Team Members' names and email addresses	Michael Nicholson mnicholson@achieversecp.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Abigail Bocicaut abocicaut@achieversecp.org
Name of School Business Administrator (SBA)	Joshua Solow
SBA email address	jsolow@sboffice.com
SBA phone number	(732) 631-4009
Name of District Testing Coordinator (DTC)	Myra Bellamy
DTC email address	mbellamy@achieversecp.org
DTC phone number	1-609-553-2771

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	Achievers Early College Prep
Year site opened	2018
Grade level(s) served at this site in 2024-2025	6-11

Grade level(s) to be served at this site in 2025-2026	6-12
Site street address	544 Chestnut Avenue & 520 Chestnut Avenue
Site city	Trenton
Site zip	08611
Site lead or primary contact's name	Nava Coppin
Site lead or primary contact's office phone number and extension	252-599-2581
Site lead's email address	ncoppin@achieverssecp.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 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) Briefly list the school’s key design elements.

Key Design Elements:

- Rigorous academics
- Empowering school culture
- Non-cognitive skill development
- Purposeful real-world and college preparation
- Core values: Tenacity, Ability, Allegiance, Excellence, and Empathy
- Project based learning
- Intentional self-actualization and career exploration
- Differentiation and targeted intervention
- Early college high school curriculum with opportunities inside and outside the classroom

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.

Goal	100% of 12 th grade students graduate from Achievers college- and/or career-ready, having completed a STEAM pathway and earned at least one industry-recognized certification or credential.
Measure	Year-over-year growth in the percentage of students in grades 11–12 who have selected and successfully completed a STEAM pathway and earned an industry-recognized certification or credential, as verified by pathway completion records and certification exam results.

Target	By graduation in June 2026, all 52 seniors (100%) will have completed their designated STEAM pathway requirements and earned at least one industry-recognized certification or credential in their field of study.
Actual Outcome	TBD

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 2023-2024 to 2024-2025.
Actual Outcome	Ex: In 2023-2024, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2024-2025, 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 curricula 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.
- b) Pursuant to *N.J.A.C. 6A:8-3.1(a)3*, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

1.3 Instruction

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

At AchieversECP, high-quality instruction is the foundation of our mission to prepare every student for college, career, and life. We deliver a rigorous, standard-aligned, and evidence-based curriculum that is engaging, differentiated, and culturally responsive to meet the needs of all learners. Instruction is purposeful and student-centered, with strategically embedded small group learning designed to accelerate progress, build confidence, and ensure equitable access to grade-level content.

We use data consistently through frequent assessments, progress monitoring, and responsive reteaching to maximize instructional time and drive measurable growth. Technology is fully integrated into learning through our 1-to-1 Chromebook program.

Our instructional leadership is intentional and hands-on. Leaders conduct weekly targeted observations and walkthroughs, provide clear, actionable feedback, and follow up to ensure effective implementation that leads to improved teacher practice and student outcomes. Targeted supports such as our robust MTSS program, specialized services for students with disabilities, tier 1 instruction for all students including MLLs and enrichment opportunities in STEAM disciplines and careers, ensure every learner's needs are met.

We also recognize that academic success is deeply connected to student well-being. Social-emotional learning (SEL) and diversity, equity, and inclusion (DEI) principles are woven into every aspect of our instructional model to foster a culture of belonging, respect, and resilience. By combining rigorous academics, personalized support, intentional leadership, and an inclusive school culture, AchieversECP ensures that every graduate leaves with the skills, knowledge, and confidence to thrive in college, career, and beyond.

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 to ensure students have opportunities to practice their skill levels.

- c) **If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2024-2025 school year.**

Any student required to quarantine will receive instruction remotely to ensure continuity of learning. Upon receiving quarantine documentation, the school nurse will notify the attendance team, operations director, and the student's teachers. The IT team will confirm that the student has a Chromebook and, if needed, a hotspot for internet access.

During quarantine, the student is expected to log into Zoom or Google Meet for each class during their regularly scheduled class time. If additional instructional support is needed, the student should communicate with their teacher via email to arrange attendance at office hours or schedule direct teaching support.

- d) Provide the number of students, by grade level, that the school retained and did not promote to the next grade for the 2025-2026 school year. For each identified student, specify the justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

a. 6th- 2, 7th -1, 8th-1

b. 9th- 5, 10th-5- 11th-2

- e) If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be retained for the 2025-2026 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan.

a. 3

- f) What support services will the school offer to retained students during the 2025-2026 school year?

a. During the 2025–2026 school year, retained students will receive targeted support services designed to help them succeed academically and socially. These supports will include mandatory tutoring sessions to address specific learning gaps, as well as regular check-ins with the student and their parents/guardians through the guidance counselor to monitor progress and provide individualized strategies. The school will also ensure open communication between teachers, families, and support staff so that students receive consistent encouragement and guidance throughout the year.

1.4 Assessment

- a) In tables 4 and table 5, fill in the table to show year-over-year trends in the proportion of students meeting or exceeding expectations on the New Jersey Student Learning Assessment (NJSLA) for ELA and Math, as well as the proportion of students that achieved proficient or advanced proficiency on the NJSLA for Science administered by the school, if applicable. *Note: If*

the results of the Spring 2025 NJSLA have not been released to schools by July 15, 2025, leave the Spring 2025 column blank.

Table 4: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3			
ELA 4			
ELA 5			
ELA 6	20.6%	35.2%	52.9%
ELA 7	41.3%	46.7%	41.6%
ELA 8	30.5%	36.0%	48.9%
ELA 9	38.7%	67.3%	47.7%
MAT 3			
MAT 4			
MAT 5			
MAT 6	14.8%	13.2%	12.8%
MAT 7	21.7%	22.0%	29.2%
MAT 8	21.7%	22.1%	31.5%
Algebra I	28.7%	13.1%	19.6%
Geometry	12.0%	16.7%	26.7%
Algebra II			

Table 5: 3-Year NJSLA Science Assessment Results (Percentage of Students That Achieved Proficient or Advanced Proficiency)

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	N/A	N/A	N/A
SCI 8	0%	0.1%	.04%
SCI 11	N/A	N/A	14%

- b) Explain the steps the school has taken, or plans to take, to ensure progress in each subject 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).
- a. AECF serves a student population that is over 80% Hispanic, with more than 80% of students qualifying for free and reduced lunch. Many of these students are MLL (Multilingual Learners) who require additional support across all subject areas. In previous years, AECF enhanced MLL support within content classes, added an ESL teacher, and provided ongoing professional development for teachers focused on MLL strategies. During the current school year, MLL strategies will continue to be intentionally embedded into intellectual preparation for all content areas.
 - b. Students with disabilities represent only 0.6% of the AECF student body. These students will continue to receive the support outlined in their IEPs while also participating in Tier I instruction. Additional scaffolds will be provided as needed to ensure equitable access to learning and to support their overall academic success.
 - c) In table 6, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2024-2025 school year.

Table 6: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	157	157
DLM-ELA	0	0
DLM-Math	0	0
DLM-Science	0	0

- d) In table 7 and table 8, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2024-2025 school year. Local benchmark assessment results may be submitted as **Appendix O**.

Table 7: ELA Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	10/24	ELA IA 1	6-11	Combination
Mid	1/16	ELA IA 2	6-11	Combination
End	3/20	ELA IA 3	6-11	Combination

Table 8: Math Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	10/22	Math IA 1	6-9 & 11th	Combination
Mid	1/14	Math IA 2	6-9 & 11th	Combination
End	3/18	Math IA 3	6-9 & 11th	Combination

e) Describe the school’s process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLS) and the school’s chosen curricula.

The school follows a structured, collaborative process for selecting locally administered assessments to ensure they effectively measure student learning, provide actionable data, and align with our instructional priorities. Each year, school leadership, instructional coaches, and teacher representatives review potential assessments against a set of criteria, including:

1. Alignment with the New Jersey Student Learning Standards (NJSLS).
2. Compatibility with our chosen curricula in each content area.
3. Ability to provide timely, valid, and reliable data to monitor student progress.
4. Usefulness in identifying learning gaps and informing targeted instructional interventions.
5. Relevance to long-term goals such as college and career readiness, including alignment with skills assessed on the PSAT and SAT.

We prioritize assessments that allow for frequent progress monitoring and rapid instructional response, ensuring that data can be used both to adjust teaching in real time and to track growth toward proficiency on state assessments. This review and selection process occurs annually to ensure that all local assessments remain current, rigorous, and reflective of both our academic goals and the needs of our students.

f) Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

g) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2024-2025 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor’s full name.

ELA: Grades 6-11

1. Diagnostic:
 - *i-Ready Diagnostic* – Curriculum Associates (vendor): Determines baseline reading proficiency at the start of the year and measures progress.
 - *NWEA MAP Growth – Reading* – NWEA (vendor): Administered Fall, Winter, Spring to establish baseline, monitor progress, and identify growth.
2. Formative:

- *i-Ready Personalized Learning* – Curriculum Associates: Used during intervention blocks to address skill gaps and monitor ongoing progress.
 - *NWEA MAP Growth – Reading*: Interim checks to inform instruction.
 - *School-Created Interim Assessments (IA's)* – Google Classroom/Edulastic: Administered periodically to gauge mastery of standards taught.
3. Summative:
- *School-Created Interim Assessments (IA's)* – Google Classroom/Edulastic: Measure student mastery of grade-level NJSLS-aligned ELA standards.

Math: Grades 6–11

1. Diagnostic:
 - *i-Ready Diagnostic* – Curriculum Associates (vendor): Determines baseline mathematics proficiency at the start of the year and measures progress.
 - *NWEA MAP Growth – Mathematics* – NWEA (vendor): Administered Fall, Winter, Spring to establish baseline, monitor progress, and identify growth.
2. Formative:
 - *i-Ready Personalized Learning* – Curriculum Associates: Used during intervention blocks to address skill gaps and monitor ongoing progress.
 - *NWEA MAP Growth – Mathematics*: Interim checks to inform instruction.
 - *School-Created Interim Assessments (IA's)* – Edulastic: Administered periodically to gauge mastery of standards taught.
3. Summative:
 - *School-Created Interim Assessments (IA's)* – Edulastic: Measure student mastery of grade-level NJSLS-aligned mathematics standards.

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

Assessments are a driving force for instructional decisions. Our adaptive, computer-based tools in Reading and Mathematics are used to provide an accurate, real-time picture of each student's performance and growth. The benchmarks are administered three times a year, NWEA MAP Growth and i-Ready Diagnostics. They allow us to track progress, identify strengths, and address learning gaps quickly.

Data is reviewed often but we get more granular during the benchmark assessments so form targeted intervention groups and identify skills that may need to be retaught.

Weekly data meetings give us time to track student progress during the intervention process, adjust as needed, and ensure students are on track to meet their goals. Teachers use this information to differentiate instruction, and i-Ready provides ongoing, skill-specific practice between benchmarks.

Because ELA and Math skills are embedded across all subjects, gains in these areas strengthen student performance schoolwide.

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

Assessment results were shared with all key stakeholders through multiple channels. Students participated in data meetings following each benchmark to review their MAP and i-Ready results, reflect on progress, and set individual academic goals. School board members received updates during each board meeting, where overall progress and trends were discussed. Parents received individual student results during parent-teacher conferences held shortly after each benchmark, along with guidance on how to support learning at home.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 9 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

Table 9: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/ Contract Fee (2024-2025)
Nava Coppin	Executive Director	Employed by School	7/1	\$168,565.00
Jennifer Miller	MS Principal	Employed by School	7/1	\$135,000.00
Amina Chowdhry	MS Assistant Principal	Employed by School	7/1	\$114,480.00
Arielys Colon-Cruz	HS Principal	Employed by School	7/1	\$135,000.00

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 10 below regarding the learning environment at the school.

Table 10: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	92.5%
Elementary School Attendance Rate (grades K-5)	N/A
Middle School Attendance Rate (grades 6-8)	94%
High School Attendance Rate (grades 9-12)	91% (9-11)
Student to Certified Teacher Ratio	25:1

- b) Fill in the requested information in Table 11 below, regarding the professional environment at the school.

Table 11 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2024, to July 1, 2025	77%
Total Staff Retention Rate from July 1, 2024, to July 1, 2025	85%
Frequency of teacher surveys and date of last survey conducted	Quarterly March 2025
Percent of teachers who completed the most recent survey	100%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	90.7%- In House Survey for leadership 67% on environment (Kelvin Survey)

- c) What actions did the charter school take to ensure that teachers complete the culture and climate surveys, and what specific expectations does the charter school have regarding teacher participation in these surveys?

Whenever a culture and climate survey go out, we send weekly reminders with a set deadline to keep it on everyone’s radar. We stress how important staff feedback is and make sure teachers see that their input is taken seriously by sharing results during staff meetings. The leadership team also works to respond to feedback in positive ways, making changes where possible so teachers know their voices make a difference.

To make participation easier, we set aside time during staff development days for teachers to complete surveys so there are no barriers. We do expect all teachers to participate, and because the surveys are anonymous, staff can feel comfortable being open and honest.

d) **What were the three main positive aspects teachers identified in the latest survey?**

- 1. Building leaders
- 2. Seeing our scholars’ proficiency and growth over time
- 3. Staff support/staff culture

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

- 1. Salary
- 2. Large class sizes
- 3. Teacher coverage (Teachers cover each other when someone is out)

f) Fill in the requested information below regarding the school’s discipline environment in 2024-2025.

Table 12: Discipline Environment 2024-2025

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K				
1				
2				
3				
4				
5				
6		15	2	0

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
7		21	0	0
8		20	1	0
9		19	15	0
10		15	14	0
11		6	2	0
12				

g) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2024-2025 school year.

- a. 9th Grade – 11 students
- b. 10-11th Grade—0 students
- c. 6th Grade- 2 students
- d. 7th Grade- 12 students
- e. 8th Grade – 0 students

h) If the suspensions and expulsions in 2024-2025 increased or decreased by ten percentage points or more than those in 2023-2024, please describe the reasons for the change.

The increase in suspensions during the 2024–2025 school year, which in some grade levels nearly tripled compared to 2023–2024, can be attributed to several factors. First, the overall student population increased, particularly in the high school where we received a significant cohort of new 9th grade students who did not matriculate through our middle school program. As a result, these students had not previously been exposed to our school culture, expectations, or norms, which contributed to challenges in behavior management.

Additionally, while staff worked diligently to support students, there is a recognized need for more professional development focused on proactive behavior management strategies, consistency in applying schoolwide expectations, and best practices for de-escalation. A greater emphasis on preventative supports and intentional onboarding for new students could have helped mitigate some of these challenges.

Going forward, we plan to strengthen both student onboarding and staff training to ensure that all students receive the structure and support needed to meet behavioral expectations, and that staff have the tools to respond consistently and effect

- i) 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.
- j) Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its Department-issued 2023-2024 HIB Grade Report to the school website. Please provide the link to the school's report below.
 - a. www.achieversecp.org

2.2. Family and Community Engagement

- a) Fill in the requested information in Table 13 below regarding family involvement and satisfaction.

Table 13: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school’s board out of the total number of board members	0
Frequency of parent/guardian surveys	Quarterly
Date of last parent/guardian survey conducted	4/2025
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	67%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	70%

- b) What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectations does the charter school have regarding parent participation in these surveys?
 - a. We used Deanslist, our direct communication platform, to send daily reminders highlighting our participation goals and progress. Our expectation was that all parents complete the culture and climate surveys, as their feedback is essential to shaping school improvement. These communications also reinforce that every parent’s voice matters and is valued in the decision-making process.
- c) What were the three main positive aspects identified by parents/guardians in the latest survey?
 - a. Having a safe environment
 - b. Emotional needs of students are addressed
 - c. Communication
- d) What were the three main challenges identified by parents/guardians in the latest survey?
 - a. After School Activities
 - b. Sports
 - c. Communication re: student grades
- e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2024-2025 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

Parent Engagement Opportunities

- f) Academic Support & Information
 - a. Back-to-School Night – Parents were introduced to PowerSchool and DeansList to help them monitor student progress and stay informed.
 - b. Parent-Teacher Conferences – Held both in-person and virtually to ensure accessibility and provide parents with direct feedback on student performance.
 - c. Report Card Pick-Up Days – Families had the opportunity to review student progress and connect with teachers.
 - d. New Parent Orientations – Hosted at both the middle and high school to welcome new families and provide an overview of school expectations and supports.
- g) Cultural & Informational Events
 - a. Hispanic Heritage Night – Families celebrated culture and tradition through food, music, and performances.
 - b. Parent “Know Your Rights” Meeting – Provided important updates on new immigration policies and resources to support families.
- h) Career & College Readiness
 - a. Career Day – Parents shared their professional experiences with students, exposing them to a variety of career paths.
 - b. College and Career Day (High School) – Focused on preparing students for post-secondary opportunities by highlighting college and career options.
 - c. STEAM Fair Night – Parents participated in hands-on activities, guided families through exhibits, and celebrated student innovation.
- i) Celebrations & Recognition
 - a. Awards Breakfast – Honored academic excellence and achievement across grade levels.
 - b. Athletics Awards – Recognized student-athletes for their performance, teamwork, and sportsmanship.
 - c. National Honor Society Induction Ceremony – Celebrated students who demonstrated scholarship, leadership, service, and character.
 - d. 8th Grade Family and Friends BBQ – Brought families together to celebrate the milestone of middle school promotion.
 - e. End-of-Year BBQ – A schoolwide community celebration to close out the academic year with fellowship and fun.
- j) 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. Parent Support at School Events
 - i. Hispanic Heritage Celebration – Parents organized and provided food, brought in dancers, and helped set up the multipurpose room for the event.
 - ii. 8th Grade Graduation – Parents supported by setting up activities, serving food, and welcoming families during the ceremony.
 - iii. STEAM Fair – Parents assisted with serving food and guided families through the various tables and activities, helping ensure the event ran smoothly.

- b. All of these events were held in person and highlighted the strong involvement and commitment of our parent community.
- k) Fill in the requested information in Tables 14 and 15 below regarding community involvement. Add or delete rows as necessary.

Table 14: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Steamworks of Princeton	Steamworks of Princeton partnered with AECP to support our STEAM initiative by providing staff expertise in areas such as robotics, graphic arts and design, coding, and scientific inquiry. This collaboration enriched student learning experiences and strengthened our commitment to hands-on, innovative education.	2022	6-11;540 students 4 staff from Steamworks Steamworks staff provided lessons, experiences for student Monday through Friday for the majority of the year.
Catholic Charities- NJ4S	Catholic Charities visited AECP once a month to provide services that reinforce our commitment to a culture of belonging. Their programming supported students through initiatives focused on bullying prevention, diversity, respect, and other character-building themes, aligning directly with our school's values and community goals. Supported AECP parents by providing resources on new ICE policies, helping both students and families feel informed and safe	2023	6-8; 270 students 3 staff from Catholic Charities Staff from Catholic Charities visited our campus on Wednesdays during townhall. Townhall is a space provided for students to have authentic conversations with students about certain issues. They spent approximately 20 hours on our campus. All parents were invited, and approximately 25 attended. The session was held once and lasted about 1.5 hours.
The College of New Jersey	Education majors were given the opportunity to complete required	2022	7 students from TCNJ observed in math and ELA classrooms for four

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
	classroom observation hours at AECP. This supports their preparation as future educators but also serves as a potential teacher pipeline for AECP.		months. They spent approximately 100 hours on our campus.

Table 15: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.

- l) Briefly describe how the educational and community partnerships further the school’s mission and goals.

At Achievers Early College Prep, our partnerships play a vital role in advancing our mission to prepare students for success in college, career, and life while fostering a culture of belonging. By hosting education majors for classroom observations, we support the professional growth of aspiring teachers while also building a potential pipeline of future educators who are aligned with our school’s values and expectations.

In addition, monthly visits from Catholic Charities reinforce our commitment to respect, diversity, and anti-bullying, ensuring that all students feel safe and supported. Our collaboration with Steamworks of Princeton strengthens our STREAM focus by providing students with hands-on experiences in robotics, coding, design, and scientific inquiry, equipping them with essential 21st-century skills. Finally, by offering parents resources on new ICE policies, we extend our

support beyond the classroom, creating a sense of security for families and ensuring that students can learn in a stable and supportive environment. Collectively, these partnerships enrich the student experience and reflect AECF's holistic approach to academic excellence, social-emotional growth, and community engagement.

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 16 below regarding governance.

Table 16: Board Governance

Number of board members required by the charter school’s bylaws	N/A
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	1/11/2024
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C) (If the SBA receives a written evaluation, please include a copy of the tool as Appendix C)	8/20/25
If applicable, date of the latest evaluation of the charter school’s contracted education service provider (ESP) 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 , provide a signed and dated CMO or EMO contract with the ESP’s EIN number and current business address for the 2025-2026 school year.)	N/A

- b) If the current number of board members does not meet the minimum required by the charter school’s bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws. No minimum required-
- c) List the amendments to bylaws that the board adopted during the 2024-2025 school year. NONE
- d) List the critical policies adopted by the board during the 2024-2025 school year. NONE
- e) What were the board’s three main strengths identified in the latest board self-evaluation?
- f) What were the board’s three main challenges identified in the latest board self-evaluation?

3.2 Board Compliance

- a) Fill in the requested information in Table 17 below regarding the board. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at: <https://www.njsba.org/training/mandated-training/#goviv>. Add or delete rows as necessary.

Table 17: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Imebet Stewart	3/1/2020	3/1/26	2	President	imebetd@verizon.net	11/9/2018	6/25/19,7/11/21,8/13/24
Lawrence Patton	3/1/2020	3/1/26	2	Trustee	lpatton@princetoncharter.org	10/24/2018	6/6/09, 11/21/09, 10/9/19,7/14/25
Elizabeth Murphy	8/5/2021	8/4/26	2	Vice President	efarleymurphy@msn.com	9/17/2021	9/4/21, 12/6/21 12/4/23
Alescia Teal	2/4/2021	2/1/26	2	Trustee	alesciamarie@gmail.com	9/12/2001	6/22/21, 10/9/24, 4/26/25
Meredith Pennotti	4/6/2023	6/3/26	1	Trustee	Mspennotti1@gmail.com	Yes	7/14/25, 7/14/25,

- 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.

a. <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 OCRS repository.

a. July 22, 2025

- 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. Please embed the link to the policy on the charter school’s website.

a. Non-unionized schools in NJ are not required to have a grievance committee; Achievers does not have a formal policy for establishing a grievance committee.

- e) Provide the number of grievances presented to the board in the 2024-2025 school year.

a. None

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 18 below regarding the timeline of the school’s application process for prospective students for school year 2024-2025.

Table 18: School Year 2024-2025 Application Process Timeline

Date the application for school year 2024-2025 was made available to interested parties	1/29/25
Date the application for school year 2024-2025 was due back to the school from parents/guardians	5/30/25
Date and location of the lottery for seats in school year 2024-2025	No lottery required

- b) Provide the URL to the school’s application for prospective students for school year 2025-2026. As **Appendix G**, provide copies of the 2024-2025 and 2025-2026 initial application in as many languages as available.
 - a. www.achieversecp.org
- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2024-2025 and school year 2025-2026.
 - a. In person
 - b. 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.
 - a. Spanish
 - b. English
- e) List all ways in which the school advertised those applications for prospective students for school year 2024-2025 and school year 2025-2026 were available prior to the enrollment lottery.
 - a. Onsite
 - b. Website
 - c. Flyers

d. Social Media

- f) Fill in the requested information in Table 19 below regarding student enrollment and attrition rates by grade level in 2024-2025.
- g) Explain the school's enrollment backfilling policy, then, as **Appendix H**, include the school's board-approved policy.
- a. When all available seats are filled, AECP maintains two waiting lists: one for district/region residents and one for non-residents. Applicants are placed on these lists in the order determined by lottery. As seats open during the year, students are admitted in list order, with priority given first to district/region residents and siblings of current students. Non-residents are admitted only if there are no resident applicants for the available seat. Waiting lists expire annually, and families must reapply each year to be considered.

Table 19: 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 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
K			
1			
2			
3			
4			
5			
6	8	5	85
7	8	3	84
8	4	5	80
9	8	11	111
10	11	3	89
11	6	2	43
12			

- b) If applicable, please identify and/or explain the primary causes of student attrition during the 2024-2025 school year.

- a. Most students moved out of district.

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 20 below and fill it out for each school site if the school has more than one site.

Table 20: School Site Facility Information

Site name	Achievers Early College Prep Charter School
Site address	544 Chestnut Street, Trenton, NJ 08611
Facility lease information	Facility Site includes three buildings: 544 Chestnut Ave Trenton, NJ 08611 520 Chestnut Ave Trenton, NJ 08611 171 Division St, Trenton, NJ 08611
Landlord name	Our Lady of the Angels, 21-23 Baard Street, Trenton, NJ
Lease commencement date	July 15, 2020
Lease termination date	July 31, 2035 *Contingent upon renewal
2025-2026 annual lease cost	\$533, 284.58
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	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.	No

Table 21: School Site Facility Information Lease Summary

Total number of leased facilities	3	
Total annual cost of all leases	\$533, 284. 58	
Total lease amount budgeted for 2025-2026	\$558,005.00	

Table 22: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2025-2026	N/A
Mortgage payment interest budgeted for 2025-2026	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.
- b) As **Appendix I**, provide the valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with “Ae” code for each approved campus, and current leases.

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, we view continuous improvement as both an honor and a responsibility. All teachers are formally observed multiple times each year by a certified principal or supervisor using the state-approved **Leverage Leadership** framework.

To ensure reliability and accuracy, all observers complete annual training led by the superintendent/chief school administrators. At the start of each school year, observers also participate in at least two co-observations to calibrate their practice and ensure the tool is applied consistently.

Every formal observation includes a post-conference, during which teachers receive actionable feedback directly tied to their classroom practice. These conversations, along with other feedback sources, connect teachers to professional growth opportunities aligned with their instructional needs.

Our evaluation process not only highlights key components of effective teaching but also ensures teachers receive meaningful, consistent feedback. This feedback informs individualized professional development, supports collaboration among staff, and strengthens professional learning communities. Through this ongoing cycle of observation, feedback, and growth, Achievers fosters a shared language of instruction and a culture of continuous learning.

- 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

- c) **DATA-DRIVEN INSTRUCTION/WEEKLY DATA MEETING** – Define the roadmap for rigor and adapt teaching to meet the students’ needs
 - d) **OBSERVATION AND FEEDBACK**– Coach teachers to improve the learning
 - e) **PROFESSIONAL DEVELOPMENT** – Strengthen culture and instruction with hands-on training that sticks
 - f) **PLANNING/INSTRUCTIONAL CULTURE**– Prevent problems and guarantee strong lessons
 - g) **STUDENT CULTURE** – Create a strong culture where learning can thrive
 - h) **STAFF CULTURE** – Build and support the right team
 - i) **MANAGING SCHOOL LEADERSHIP TEAMS** – Train instructional leaders to expand your impact across the school
 - j) **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).
- i) As **Appendix H**, provide the board resolution approving the teacher and school leader evaluation systems.
- k) 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 23: Appendix File Naming Convention

Appendix	File Naming Convention
<u>Appendix A</u>	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, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, Fire Inspection Certificate with “Ae” code, and current leases.
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2025 – 2026 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy
Appendix O	Appendix M Local Benchmark Assessment Results

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2025.” Save each appendix by the file naming convention provided in the second column of the above table.