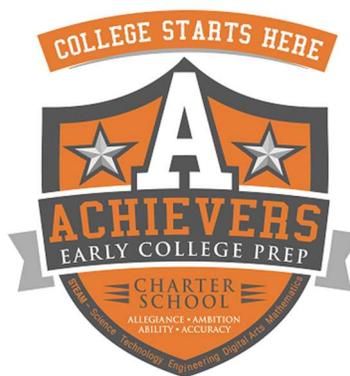




New Jersey Department of Education,

Office of Charter and Renaissance Schools

Annual Report: Achievers Early College Prep Charter School



Introduction:

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

Annual Report Submission Guidelines:

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

Each charter school's annual report will be made available for download on the Department's website.

Submission Process for the 2019-2020 Report: The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2020." To submit the report, upload it to the subfolder "Annual Report 2020" 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 2020" 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 Monday, August 3, 2020. 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, 2020.

Annual Report Questions:**Basic Information about the School**

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of school	Achievers Early College Prep Charter School
Grade level(s) to be served in 2020-2021	6,7,8
2019-2020 enrollment (as of June 30, 2020)	165
Projected enrollment for 2020-2021	270
Current waiting list for 2020-2021	15
Website address	www.achieversecp.org
Name of board president	Ms. Imebet Stewart, CICA, CRISC
Board president email address	imebetd@verizon.net
Board president phone number	609-429-0279
Name of school leader	Mrs. Nava Coppin
School leader email address	ncoppin@achieversecp.org
School leader phone number	252-599-2581
Name of School Business Administrator (SBA)	Michael Falkowski
SBA email address	mfalkowski@sboffice.com
SBA phone number	732-631-4009

School Site Information:

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

Table 2: School Site

School Site Information	
Site name	Achievers Early College Prep Charter School
Year site opened	2020
Grade level(s) served at this site in 2019-2020	6,7
Grade level(s) to be served at this site in 2020-2021	6,7,8
Site street address	544 Chestnut Street
Site city	Trenton
Site zip	08611
Site phone number	609-429-0279
Site lead or primary contact's name	Nava Coppin
Site lead's email address	252-599-2581

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

The mission of Achievers Early College Prep Charter School (Achievers ECP) is to provide scholars with opportunities to develop their intellectual, emotional, and social potential through the implementation of a rigorous, STEAM-focused curriculum that fosters the transition from education to college or high-growth industries.

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

What differentiates Achiever ECP's middle school from other middle 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 and 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.



Intellectual Goals

Project-based Learning: Achievers ECP makes project-based learning part of its curriculum as a tool for preparing student 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 get to demonstrate their learning and choice in a spending 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 and Amplify Science: In the 2019-2020 School Year, Achievers switched science curriculum from Project Lead The Way to Amplify Science, both of 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 was rated “all-green” (the highest rating) 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 student. An unanticipated consequence that the school benefited from was ease of virtual implementation when the school transitioned from in-person to remote instruction; the curriculum is digitally rich and accessed online. Seventh-grade students had online portfolios with all their lab notes stored electronically, so accessing this content for the Final Performance Task was easy to accomplish.

Robotics and STEAMWORKS Partnership: For the second year in a row, Achievers ECP partnered with STEAMWorks to provided project-based and maker-lab experiences to its students in the 2019-2020 school year. STEAMWorks provided Robotics coaching to Achievers’ first robotics team. Eight male and female students participated in the FLL First Lego League. First Lego League is a project-based, hands-on program introduce students to engineering and coding/programming in an inclusive, creative environment where students work collaboratively to solve a yearly robotics challenge. Students also engaged in additional STEAMWorks programming during Friday clubs from October until the mandated pandemic shutdown in March 2020. Students also got a chance to select other STEAMWorks-led clubs through the year which included engineering and SCRATCH.

Programming and Girls Who Code: This Year, 6th and 7th grade girls participated in Girls Who Code. Students spent one hour a week over 24 weeks learning to make a quiz games in MIT’s SCRATCH platform, build a website in Weebly, and understand programming fundamentals and its important in STEM.

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 2019-2020 School Year, Student Council took became more student-led in its goals and operations. Nearly 25 students selected and actively participate in Student Council. The group ran a canned food drive, Spirit Week, fundraisers, and planned “DeStress the Test” events leading up to our 2020 NJSLA testing season, which was eventually cancelled due to the pandemic. Student Council members also provided a great deal of support leading up to the pandemic shutdown. School Operations Manager trained Student Council members in registering families for Comcast Internet Essentials Program. Achievers was able to register families who did not have internet access after school hours prior to our March 16 shutdown.

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 a school guides 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 bullying, gossip, and 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 from friendships, decision-making, and social pressure.

Transforming Education SEL Surveys (Twice Annual): Achievers ECP ranked highly in key domains in Transforming Education independent survey issued to staff and scholars. Some of this data is shared within this report.

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

Guidelines

- All goals must be SMART, e.g. specific, measurable, ambitious, and attainable, relevant and time bound.
- All measurements must be valid and reliable and must demonstrate rigor.
- Without exception, academic goals must be outcome driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

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 pass rate on AP tests.
Target	Ex: Increase the proportion of students passing AP tests by 10% from SY 2018-2019 to 2019-2020.
Actual Outcome	Ex: in 2018-2019, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2019-2020, 54 AP exams were taken, and 40 were passed, giving us a pass rate of 74% (40/54), which is a 14% increase. GOAL HAS BEEN MET.

Achievers ECP was not able to record a full second year of comparative data regarding academic goals. Regarding mission-specific goals, the data is skewed because of lower participation and completion rates in some of our programming, or a lack of data altogether, due to the COVID-19 disruption to the school year.

1.2 Curriculum

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

Please see Appendix A attached.

1.3 Instruction

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

The primary factor that constitutes high quality instruction is simply great teaching. For teachers to be effective, well-leveraged leadership needs to be in place. We believe leadership needs to be 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, Special Education that responds to individual learner's needs, teachers facilitating new challenges and experiences that build students' interest and acumen in STEAM disciplines and careers--- all of this results in quality education at Achievers.

- b) Provide a brief description of the school's 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 Department, Office of Charter and Renaissance Schools
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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.

- c) Describe how the school adapted to the delivery of remote instruction? What areas of strength and areas of opportunity were identified?

When we were confronted with the challenge of not returning to school building for the remainder of the school year, we decided not only to provide remote instruction but to do our best to provide rigorous instruction remotely. Remote learning still allowed our teachers to deliver their lessons online, and for students completed assignments, projects, and assessments just like they would in the classroom. Additionally, remote learning both created an opportunity for students and teachers to interact online and allowed students to continue learning subjects and material that are a key part of their curriculum. Therefore, the objective of our remote learning program was to develop an educational program to maintain the continuity of high-level instruction.

During the first week of our school's shutdown on March 16, 2020, students were given work packets that included content from English Language Arts, Math, Science, and History curricula. While students completed packets during the first week, the leadership team focused on developing our online remote learning plan. Our plan included the use of Zoom as our instructional platform and Google classroom as the learning management system. To our advantage, google classroom was familiar to both our teachers and scholars considering they would have used this system prior to our remote learning experience. Teachers were able to use it for various purposes: to post assignments, materials, and videos; to communicate with students, give quizzes and hold live video conferencing. Along with developing our instructional plan, we also advanced a plan in the first week of April to distribute Chromebook to all our scholars and help scholars who needed internet access.

Pandemic-driven remote learning presented its challenges, but it also helped us to define our areas of strength and opportunity. Our students were still able to receive high quality instruction that was consistent with in-person instruction prior to remote learning. Teachers continued to receive weekly classroom check-ins and coaching support, and based on a recent parent survey, more than 70% of our parents felt Achievers did a "great" job running virtual school, and 30% of our parents felt we did a "fair" job running virtual school. None of our parents ranked their child's experience as poor, even the parents whose children struggled because the school was responsive to challenges. We placed daily phone calls to follow up with students who had attendance challenges as soon as we spotted issues. We observed that our parent feedback was congruent to our internal feedback as areas of opportunity that included the need for more one-on-one support, tutoring outside of regularly scheduled zoom classes, and increased parent-teacher communication.

1.4 Assessment

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations ("proficiency rate") on all statewide assessments administered by the school.

Table 4: Proficiency Rates on NJSLA assessments

Assessment	2017-2018	2018-2019
ELA 3	N/A	N/A
ELA 4	N/A	N/A
ELA 5	N/A	N/A
ELA 6	N/A	28%
ELA 7	N/A	N/A
ELA 8	N/A	N/A
ELA 9	N/A	N/A
ELA 10	N/A	N/A
ELA 11	N/A	N/A
MAT 3	N/A	N/A
MAT 4	N/A	N/A
MAT 5	N/A	N/A
MAT 6	N/A	8%
MAT 7	N/A	N/A
MAT 8	N/A	N/A
Algebra I	N/A	N/A
Geometry	N/A	N/A
Algebra II	N/A	N/A

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

Due to COVID-19 and the cancellation of state testing, we did not have the opportunity to see how much our students might have grown from the 2018-2019 NJSLA administration (our founding year) to the 2019-2020, our second year. However, our students were administered a Winter MAP assessment in December that measured student growth from their baseline assessment in the Fall. The results from that assessment indicated that 49% of our students met or exceeded their own projected RIT score in Math and 50.2% of our students met or exceeded their projected RIT score in English Language Arts. These averages include our general education population as well as our ELL and Empowered (special education) student population. A RIT score is an estimation of a student's instructional level and measures student progress or growth in school. The analysis also provides a projected proficiency score. Based on projected proficiency and factoring in standard deviation, the school would have fallen short of seeing substantial increases in proficiency across the board at that point in time, but we certainly anticipated growth.

The amount of growth from the Fall assessment to the Winter assessment indicates that our students are making substantial growth in their progress towards proficiency. Achievers has provided and will continue to provide high-level professional development for our teachers focusing on delivering high-quality instruction. We sustain our focus on instruction and learning while maintaining high expectations for all students and staff. We will continue to effectively use data from formative and summative

assessments to drive instruction and will continue to provide in-class intervention and small group instruction that target student individual needs. Additionally, we will be even more intentional about creating experiences for our students that increase student engagement.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2019-2020 year.
- **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.
- d) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

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 student's strengths and needs were identified, students received targeted in-class support and small group instructional support during our daily intervention block.

ELA and Math Interim assessments were given each quarter. Teachers used interim assessments to identify concepts that students were struggling to understand, skills they were having difficulty mastering, or learning standards they had not yet achieved so that adjustment could be made to lessons, instructional techniques, and academic support.

- e) Describe how the school has adapted or modified assessments during home instruction.

The quick turnaround to provide remote instruction, and do so with fidelity, affected our ability to administer our last two interim assessments and our last MAP/I-Ready assessment. Beyond assessing the culture and climate and seeing how difficult it would have been for families and students, NWEA put out guidance discouraging remote administration of the MAP test in the Spring of 2020. With all these considerations in mind, the leadership team focused on making sure teachers used in-class strategies that would give students opportunities to show what they know. Teachers created learning experiences that allowed students to explain their thinking or learning virtually, and students understood that a teacher could ask for an explanation of assessment answers via show call, cold call, chart the error, etc. Additionally, teachers were still required to administer daily exit tickets. The data from the exit tickets were used on a consistent basis to plan instruction for the next day. It is in our current instructional plan to administer I-Ready and MAP assessments at the beginning of the upcoming school year. Students still participated virtually in our end-of-year capstone project, the Final Performance Task. Teachers provided many scaffolded supports for students to participate in this assessment experience: a string of deadlines that enabled the project to be completed and submitted in parts; weekly check-ins with teacher-coach on Fridays; and a written and oral presentation, as well as flexibility as to how the oral

presentation was conducted. Most students presented to live “judges” (teachers, staff, and visitors) via Zoom, although some opted to present in pairs (typically with a sibling), and a few students requested accommodations such as submitting pre-recorded video presentations.

- f) Describe how the school has measured progress toward successful implementation of the requisite school preparedness plan.

The leadership team at Achievers established standing meetings from March 30, 2020 to June 30, 2020 to actively respond to developments that evolved throughout our time conducting remote instruction, light operations at the school building to maintain the Nutrition program, troubleshooting technical issues with student Chromebook that cropped up, and maintaining the facilities until it was to relocate to our new location. We measured success in terms of outputs and outcomes, nimbleness, response time, and creative problem-solving. An output measure for us, for example, was the number of meals served. Achievers served close to 2,100 meals to hundreds of families in our neighborhoods through the beginning of June 16th. The school will continue to participate in the summer feeding program in our new building. Supporting with food security in our neighborhood is also an outcome that the school is proud to play a small role in.

The school’s leadership team dealt with issues both proactively and incidentally and used the preparedness plan as a baseline for making sure we were covering all bases and communicating as broadly, proactively, and frequently as possible. On our latest survey, over 80% of our parents polled said that the communications they receive from the school is “just right”, so the timing our updates throughout the summer was strategic and generally effective. Furthermore, we participated in standing Mercer County Superintendent Roundtable Meetings and Special Education Meetings, NJ Public Charter School Association Membership meetings and Special Meetings, New Schools Venture Fund COVID-19 Scenario and Reopening Planning Webinars, and engaged in emergency preparedness and COVID-19 professional developments sponsored by the NJDOE and other state agencies. We read Governor Murphy’s daily COVID-19 (then thrice weekly) updates and always discussed what this meant for us locally, and attended other NJ school districts board of education meetings virtually to learn if there were issues or lessons we could build on.

Our team also surveyed our students, families, and staff to get pulse checks. When we polled our parents in late June of 2020 and asked them what the single biggest impact of COVID-19 was on their family, over 72% of survey respondents cited the loss social interactions for their children as number one challenge. Access to healthcare and food were both tied for the number two spot for our families at 17%, and we’ve used this information to design solutions into our fall hybrid learning plan that include a prospective partnership with Catholic Charities, PM Pediatrics, and grab-and-go meals for remote instruction students.

At the school level, we administered a student social emotional learning survey in early June, an initial parent survey in late June, another parent survey in mid-July, and staff survey in mid-July amidst our planning efforts (apart from technology and DOE surveys that we had issued in the months prior). At the community level, we met with other Trenton charter schools regularly this summer to triangulate and share ideas, coordinate efforts to speak with the Mercer Health Department, review safety measures and protocols our schools are putting into place, and share hybrid schedules, templates and other things pertaining to our reopening plans. This peer support speaks to our creative problem-solving: it allowed us to stress-test some ideas, as well as validate or invalidate other ideas.

At the governance level, our board of trustees inquired about our progress towards reopening planning, and on July 8th, school leaders presented to the board of trustees an initial reopening plan and a fuller “self-assessment” with regard to our Spring emergency response and implications for the Fall.

Per the Road Back guidance released in late June, our updated Reopening Plan was submitted to the Mercer County Office of Education on July 24, 2020—four weeks prior to projected reopening on August 26, 2020. It contained organic updates to the preparedness plan we crafted in the Spring.

1.5 Organizational Capacity - School Leadership/Administration

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

Table 5: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Efe Odeleye	Co-Director, Lead Person	July 1, 2018	\$95,000
Osen Osagie	Co-Director, Instruction and Special Education	July 1, 2018	\$95,000
Nava Coppin	Middle School Principal	July 1, 2018	\$90,000
Carla Hill Brady	Operations Director	July 1, 2019	\$85,000

School Culture & Climate

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

2.1 School Culture and Climate

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

Table 6: School Culture and Climate Learning Environment

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	191
Elementary School Attendance Rate (grades K-5)	N/A
Middle School Attendance Rate (grades 6-8)	95%
High School Attendance Rate (grades 9-12)	N/A
Student - Teacher Ratio	(11:1) 165/15

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

Table 7: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2018-2019 to 2019-2020)	18-19 (72%) to 19-20 (70%)
Total Staff Retention Rate (from SY 2018-2019 to 2019-2020)	18-19 (65%) to 19-20 (76%)
Frequency of teacher surveys and date of last survey conducted	Twice Annually; July 2020

Professional Environment	
Percent of teachers who submitted survey responses	80%
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?

In our New Teacher Project Survey which focused on continuous improvement, our teachers cited the following as some of the school's strengths:

- "Exit Tickets to inform instruction – we created data analysis, so every day we log in our exit tickets and see which group of students are doing the best. We have the high, mid, and low students. We use that to drive our instruction or the content to re-teach,"
- "We do a lot of chunking and paraphrasing things for students. So instead of them doing questions independently, we do it together so they can be successful in answering it on their own.
- On our SEL survey, teachers reported normally when compared against other charter schools in our New School Venture Fund cohort about that the attitudes of the colleagues, and support from colleagues in the work environment.

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

- Teachers would like to spend more time with students who are struggling but find that the curriculum and literacy block structure require them to move on too quickly.
- Teachers stated that they did not have enough instruction in literacy strategies. Achievers consequently ran a two-part PD on guided reading.
- On our SEL survey, teachers reported that they did not always feel as if they had control over what they were able to teach. We intend to dig into this data more with our teachers to ensure that newer teachers understand New Jersey learning standards, standards-based instruction, the curriculum, and better understand the issue.

e) Fill in the requested information below regarding the school's discipline environment in 2019-2020. If there was a noticeable increase or decrease in suspensions and expulsions in 2019-2020 compared to 2018-2019, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2019-2020

Grade Level	Number of students enrolled (as of Oct. 15, 2019)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A
4	N/A	N/A	N/A
5	N/A	N/A	N/A

Grade Level	Number of students enrolled (as of Oct. 15, 2019)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
6	89	4	0
7	85	3	0
8	N/A	N/A	N/A
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

2.2. Family and Community Engagement

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

Table 9: Family Involvement and Satisfaction

Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	0
Frequency of parent/guardian surveys	Annually
Date of last parent/guardian survey conducted	July 24, 2020
Percent of parents/guardians completing the survey (consider one survey per household)	50%
Percent of parents/guardians that expressed satisfaction with the overall school environment (Poll taken in July 2020)	84%

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

Our parents reported being satisfied with the school's "structure" and with the level or rigor Achievers provided remotely. We defined rigor as number of assignments, requirements for quality, attendance requirements, completion requirements, exit ticket completion, direct synchronous instructional time with teacher, and asynchronous instruction requirements all which took place between the hours of 9 AM to 4:00 PM Monday through Thursday, with Fridays from 9 AM to 1:30 PM being reserved for Final Performance Task Small Group Work, as well as resubmitting, submitting late work and/or attending office hours with teachers. In our Transforming Education survey, our seventh-grade class also ranked the school highly in the rigor category.

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

In the latest survey, parents reported a number of challenges associated with the pandemic and remote instruction: the decline in social engagement for their children, scarcity of mental health supports, and challenges with the overall efficacy of remote learning as compared to traditional instruction. While completely understandable, Achievers believes that the effects of the pandemic weighed on our parent survey responses, even in questions that were not pandemic-related.

Achievers saw that struggling learners typically continued to struggle remotely so the school sought grant funding to provide virtual Summer School and Learning Loss. Achievers was awarded grant funding

by the New Schools Venture Fund which enabled us to participate in the National Summer School Program and offer virtual summer school to 58 students, which represents about one-third of our school 2019-2020 school population. Students with severe academic gaps, as well as students who elect to take virtual summer courses for enrichment, participated in the program Monday through Friday from June 29, 2020 through July 31, 2020.

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2019-2020 school year.

New Family Orientation

Parents and families were invited to the school to meet the founders, 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.

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.

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.

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.

Bi-Monthly Parent-Teacher Organization Meetings

The PTO at Achievers was comprised of 10 active parent and guardians in the 2019-2020 school year. The PTO met to discuss school advocacy, school concerns, student events, student recruitment and fundraising.

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.

Quarterly Honor Roll and Jumpers Breakfast (November 2019 and February 2020)

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.

2020 Virtual End of Year Ceremonies for Grades 6 and 7

On June 21, 2019, Achievers held two virtual ceremonies for scholars and their families. 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.

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

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.

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. Our parents are specifically by assisted with recruitment. Achievers has filled every grade level in the 2020-2021 school year thus far and about two-thirds of new registrants cite a referral as their main source. Finally, parents cooked and served food at our cultural events throughout the school year.

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

Table 10: 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.
Rowan at Burlington Country Community College	RCBC and Achievers ECP Signed a dual-enrollment and CAP course agreement for the 2020-2021 school year.	Achievers is still gauging 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

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
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 11: 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 below regarding board governance.

Table 11: Board Governance

Board Governance	
Number of board members required by the charter school’s by-laws	5
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	July 8, 2020
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C)	July 8, 2020

b) List the amendments to by-laws that the board adopted during the 2019-2020 school year.

In the 2019-2020 school year, the Board of Trustees did not adopt any amendments to the bylaws.

c) List the critical policies adopted by the board during the 2019-2020 school year.

In the 2019-2020 school year, the Board of Trustees adopted the following policies:

- Integrated Pest Management Plan
- Integrated Pest Management Policy
- Offer Versus Serve Policy
- Unpaid Meal Charge Policy
- Complete Wellness Policy

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

On this year’s self-evaluation, the Board of Trustees felt that board meetings, board operations, and finance were its main strengths. The meetings started and ended on time, were always attended by Trustees with few exceptions, and were run in accordance with the Open Public Meetings Act. The business administrator was able to report the school’s positive cash position this school year.

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

Trustees identified a few challenges and have already identified ways of remediating these challenges over the course of the upcoming school year. The trustees have named developing a robust policy manual as a goal and has already contracted with Strauss Esmay Associates, LLP to review our current polices and create a manual that will be available on our website. Strauss Esmay’s policy updating service will also be the primary mechanism by which the board updates policies, among other sources.

The trustees have also made plans to contract with a consultant to do additional work to support the board’s goals to help develop and drive the workplan to address the development of 1) a robust goals-based evaluation for the Lead Person, 2) growing board membership, as well as 3) starting the strategic planning process (inclusive of succession planning). These are the goals that the trustees have named for the 2020-2021 school year.

3.2 Board Compliance

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

Table 12: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Ms. Imebet Stewart, CICA, CRISC	3/1/18	3/1/23	Chairman	imebetd@verizon.net	Yes	Gov. 1 6/25/2019
Mr. Mayokun Oshin	3/1/19	3/1/23	Trustee	mayokun.oshin@gmail.com	Yes	Gov. 1 7/31/2020
Ms. Lindiwe Ashton	3/1/18	3/1/23	Trustee	ashtonstar@gmail.com	Yes	Gov. 1 6/30/2019
Mr. Lawrence Patton	3/1/18	3/1/23	Trustee	lpatton@princetoncharter.org	Yes	Gov. 1 6/6/2019 Gov. 2 11/21/2009 Gov. 3 10/9/2019 Gov. 4 Registered
Mrs. Zachyra Rodriguez, CMS	5/1/20	3/1/23	Trustee	zrodriguez26@comcast.net	Yes	Pending

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.

Please find all of the school’s minutes posted here: <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.

The last meeting of the Board of Trustees, as the time of this report, was July 8, 2020.

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

Please see Appendix D.

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 below regarding the timeline of the school’s application process for prospective students for school year 2019-2020.

Table 13: School Year 2019-2020 Application Process Timeline

Application Process Timeline	
Date the application for school year 2019-2020 was made available to interested parties	12/20/2019
Date the application for school year 2019-2020 was due back to the school from parents/guardians	06/19/2020
Date and location of the lottery for seats in school year 2019-2020	3/6/2020

- b) Provide the URL to the school’s application for prospective students for school year 2019-2020. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.

Not applicable. The application is available online in English and Spanish.

- c) List all the venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2019-2020.

The application is only available on the electronically; however, enrollment flyers were made available at local grocery stores, the Boys and Girls Club, Catholic Youth Organization, Trenton Music Makers, and at small businesses along the South Broad Street corridor. Families that called the school were able to engage in pre-registration online, from their cellphone, or could make an appointment to come to the school for assistance or a tour.

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

Achievers Early College Prep Charter School’s application is available in English and Spanish.

- e) List all the ways in which the school advertised that applications for prospective students for school year 2019-2020 were available prior to the enrollment lottery.

Prior to the lottery in the 2019-2020 school year, prospective families received Achievers Every Door Direct postcard mailers, saw school flyers and lawn signs around their communities, and met with the school’s operations team during canvassing in the evening and on weekends at in the neighborhood of our school sites new location in Chambersburg in late February and early March. Our Lady of Angels invited Achievers to speak with families before and after church services prior to the pandemic and shutdown.

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2019-2020.

Table 14: 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 2019-2020	Number of students retained in 2019-2020 for the 2020-2021 school year
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A
4	N/A	N/A	N/A
5	N/A	N/A	N/A
6	05	85	01
7	10	80	0
8	N/A	N/A	N/A
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

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

Please see Appendix A within.

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

Table 15: School Site Facility Information

School Site Facility Information	
Site name	Achievers Early College Prep Charter School
Facility lease information	544 Chestnut Street, Trenton, NJ 08611
Landlord name	Our Lady of the Angels, 21-23 Bayard Street, Trenton, NJ 08611
Lease commencement date	July 15, 2020
Lease termination date	July 15, 2025* Contingent Upon Renewal
2020-2021 annual lease cost	\$198,119.25

School Site Facility Information	
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2020	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

Table 16: School Site Facility Information Lease Summary

School Site Facility Information Lease Summary	
Total number of leased facilities	01
Total annual cost of all leases	\$198,119.25
Total lease amount budgeted for 2020-2021	\$198,119.25

Table 17: School Site Facility Information Mortgage/Bond Summary

School Site Facility Information Lease Summary	
Total number of mortgaged facilities	0
Total mortgage/bond amount	0
Mortgage principal budgeted for 2020-2021	0
Mortgage payment interest budgeted for 2020-2021	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.

Please see Appendix A.

5.3 Other Compliance

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

Achievers strives to support the professional capacity of every teacher to further successful academic outcomes of scholars. Achievers values the contributions of all. Therefore, the goal is that 100% of Achievers staff receive strategic support throughout the 2019-2020 school year through use of the Teacher Development structures summarized below.

At a minimum, every teacher receives weekly or bi-weekly Planning Meetings with their direct manager or Instructional Coach, follow-up observations, and feedback that highlights glows, grows, and next steps from the visit. As an additional measure of support, Achievers provides Instructional Coaching to provide a specialized focus of support.

The Big Picture

Instructional Coaching at Achievers embodies a high level of wraparound support. Below is a list of Instructional Coaching activities that are aligned and present across coaching cycles.

Before	During	After
<ul style="list-style-type: none"> Initial Data Collection (including observations and student work analysis) Initial Coaching Kick-Off Meeting Establish Student Outcome Goal(s) 	<ul style="list-style-type: none"> Establish Weekly/Bi-Weekly Teacher Action Goals Pre-Observation Meetings Observations Written & Verbal Feedback 	<ul style="list-style-type: none"> Goal Reflection & Data Analysis Post-Coaching Survey

At Achievers Early College Prep, it is our honor and responsibility to seek continuous improvement and growth in our practice. As a result, our approach toward the evaluation process is anchored in transparency, rapid development, and student outcomes.

- Transparency:** Achievers' strongly believes that the essentials rubric is a tool that creates a common language around our community goals, expectations, and commitments. We know the importance of creating a trusting culture where we can freely discuss our strengths and areas of growth begins with being fair, transparent, and open. As a result, we are invested in candidly sharing the essentials rubric, evaluation process and calendar up front and consistently rooting our conversations and actions in the rubric.
- Rapid Development:** The overall evaluation process prioritizes our commitment to expanding the skills and expertise of our staff and scholars in an ambitious but feasible manner. In other words, we feel a deep level of urgency around ensuring that our scholars have the skills, habits, and knowledge to excel and thrive in college. For this level of preparation to occur, we must work expediently to refine our craft and develop ourselves.
- Student Outcomes:** As a member of the AECPP community, it is evident that you are here because you have an unequivocal belief in our scholars' abilities to succeed. That belief comes with an inherent responsibility to ensuring that our scholars achieve at the highest levels, allowing them to compete with their more affluent peers.

Evaluation Measure	Detailed Description
Student Outcomes	<p>What outcomes will be measured? Each scholar will take the NWEA Map Assessment three times a year. The MAP assessment is an interim, adaptive assessment that both identifies skills that scholars have already mastered as well as what they are ready to learn. Based upon the skills that were mastered, each student receives an assessment score and a growth goal. To ensure that growth goals are ambitious and feasible, NWEA uses anonymous assessment data from over 10 million students to determine how much a student can expect to grow <u>in a given</u> period of time based on their assessment score.</p> <p>What does this mean for the evaluation process? <u>In order to</u> determine if we are meeting student outcomes in an ambitious but feasible manner, we will use the MAP growth goals to assess our progress. The growth goals provided by the MAP assessment are statistically proven to be realistic and an accurate predictor of a scholars' performance on normed assessment. In other words, the evaluation process will rely heavily on whether students meet their growth goals during each assessment cycle.</p>

Essentials Rubric	<p>What is the essentials rubric?</p> <p>The essentials rubric was crafted based upon educational research and the best practices from notable education pioneers such as Charlotte Danielson and Uncommon Schools. Additionally, we took the additional but critical step of observing the classrooms of dozens of teachers in our region to determine the habits and skills that have led to the greatest educational outcomes for students.</p> <p>The essentials rubric was designed to set our teachers up for success by explicitly naming and outlining the most effective practices in teaching and professionalism.</p> <p>How will be rated on the essentials rubric?</p> <p>The essentials rubric is composed of 4 categories. Based upon weekly observations, coaching and management of workplace responsibilities you will receive a rating of developing, working towards, proficient or advanced in each category.</p> <p>Once all areas of the rubric have been rated, your category scores will be averaged <u>in order to</u> produce an overall rating. It is our expectation and commitment that all members of our community are proficient.</p> <p>Where can I find the essentials rubric?</p> <p>The essentials rubric can be found in our instructional guide. We will review the rubric as a community during summer professional development and individually through consistent touchpoints including <u>planning, staff and/or coaching meetings.</u></p>
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b) Provide a description of the school leader evaluation system that the school has implemented.

Middle School Principal Evaluation (For 2020-2021 School Year)

Our middle school principal evaluation is the Leverage Leadership Performance Model. This model is built on eight levers that we believe will be the drivers for student academic success.

1. DATA-DRIVEN INSTRUCTION/WEEKLY DATA MEETING – Define the roadmap for rigor and adapt teaching to meet the students’ needs
2. OBSERVATION AND FEEDBACK– Coach teachers to improve the learning
3. PROFESSIONAL DEVELOPMENT – Strengthen culture and instruction with hands-on training that sticks
4. PLANNING/INSTRUCTIONAL CULTURE– Prevent problems and guarantee strong lessons
5. STUDENT CULTURE – Create a strong culture where learning can thrive
6. STAFF CULTURE – Build and support the right team
7. MANAGING SCHOOL Instructional Leadership – Train instructional leaders to expand your impact
8. 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 (i.e. student culture and adult culture).

Lead Person Evaluation

For the 2019_2020 school year, our Lead Person evaluation rubric is based largely on the principal evaluation policy and policy regarding “duties of the principal” from the NJ School Boards Critical Policy Manual. The rubric covers 15 criteria across several domains that include, but are not limited to, educational leadership, Program and Curriculum Development, and Compliance and Operations. The scale ranges from exemplary (4) to unsatisfactory (1) and requires that the Lead Person accompany their self-ranking with evidence.

After the lead person undergoes her self-evaluation, a trustee, on behalf of the board, then evaluates

the lead person based on the data, artifacts shared and other data points collected throughout the school year and the evaluation process.

The rubric is then scored and with the expectation that the school leader averages a (3) proficient overall. The lead person then develops goals with the board to work on the trustees over the upcoming school year, prioritizing areas of weakness, especially where these areas of weakness impact student achievement, faculty and staff, or culture. Achievers Early College Prep intends to move toward a goal-based lead person evaluation system to provide a more robust evaluation system as this evaluation system is an adequate interim measure but not the most ideal tool. The Board of Trustees looks forward to developing a goals-based tool in the upcoming year and has named this as one of its goals.

- c) As **Appendix F**, 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 15: 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 Board policy for the establishment of a grievance committee
Appendix E	Appendix E Admissions Application (Language)
Appendix F	Appendix F Board resolution approving the teacher and school leader/principal evaluation systems
Appendix G	Appendix G 2020 – 2021 School Calendar
Appendix H	Appendix H Organizational Chart
Appendix I	Appendix I Promotion/Retention Policy
Appendix J	Appendix J Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2020.” Save each appendix by the file naming convention provided in the second column of the above table.

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.

- Instructional Providers.* The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *N.J.A.C. 6A:9 et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.
- Background Checks; Fingerprinting.* The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A. 18A:6-7.1, et seq.*
- Educational Program.* The School shall implement and provide educational programs that 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 polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section *N.J.S.A. 18A:46-1 et seq.*, and section *N.J.A.C. 6A:11-4.8* of the Regulations concerning the provision of services to students with disabilities.
- Facility; Location.* The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to *N.J.A.C. 6A:11-2.2*, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a

valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at *N.J.A.C. 5:32-2* (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at *N.J.A.C. 5:70-4*. Current copies of requisite documents shall be maintained in the document repository identified by the Department.

Signature of School Official (School Lead):

Date: 7/23/20

Print Full Name: Efe Odeleye

Title: Co-Director, Lead Person

Signature:



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

Date: 7/29/20

Print Full Name: Imebet Stewart

Title: President, Board of Trustees

Signature:





SCHOOL BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

DIMENSION I: CONTEXTUAL												
This action occurs:	Frequently			Occasionally			Rarely			Never		
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	10	9	8	7	6	5	4	3	2	1	0	
2. Board discusses and researches events and trends in the larger community that may affect schools.	10	9	8	7	6	5	4	3	2	1	0	
3. Board reviews district's mission statement.	10	9	8	7	6	5	4	3	2	1	0	
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	10	9	8	7	6	5	4	3	2	1	0	
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	10	9	8	7	6	5	4	3	2	1	0	
6. Board communicates its decisions to all affected by them.	10	9	8	7	6	5	4	3	2	1	0	
7. Board keeps abreast of policies mandated by state and federal law, Department of Public Instruction, attorney general opinions, and the courts.	10	9	8	7	6	5	4	3	2	1	0	

8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	10	9	8	7	6	5	4	3	2	1	0
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9. Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	10 9 8 7 6 5 4 3 2 1 0				
10. Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve.	10 9 8 7 6 5 4 3 2 1 0				
DIMENSION I SCORE:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">_____ /100</td> <td style="width: 50%;">* GRADE:</td> </tr> <tr> <td style="text-align: center;">_____ %</td> <td></td> </tr> </table>	_____ /100	* GRADE:	_____ %	
_____ /100	* GRADE:				
_____ %					
* Use one of your school's grading scales to determine this.					

DIMENSION II: EDUCATIONAL

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board assigns new members a mentor to help them learn the ropes and provides new members with detailed explanation of the board’s mission.	10 9 8	7 6 5	4 3 2	1 0
2. Board requests a decision be postponed until further information can be obtained.	10 9 8	7 6 5	4 3 2	1 0
3. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	10 9 8	7 6 5	4 3 2	1 0
4. At least once every two years, the board has a retreat or special session to examine its performance.	10 9 8	7 6 5	4 3 2	1 0
5. Board is given and reads the agenda and background materials well in advance of meeting.	10 9 8	7 6 5	4 3 2	1 0
6. Board participates in in-service programs at regional, state, and national levels.	10 9 8	7 6 5	4 3 2	1 0
7. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	10 9 8	7 6 5	4 3 2	1 0
8. Board leadership goes out of its way to make sure that all members have the same information on important issues.	10 9 8	7 6 5	4 3 2	1 0
9. I read through the board’s policies, procedures, and employee contracts.	10 9 8	7 6 5	4 3 2	1 0
10. Board has discussions about the effectiveness of its performance.	10 9 8	7 6 5	4 3 2	1 0

DIMENSION II SCORE:	_____ /100	GRADE:
	_____ %	

DIMENSION III: INTERPERSONAL

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board’s split decisions do not result in a split board.	10 9 8	7 6 5	4 3 2	1 0
2. Board members are able to hold confidential items in confidence.	10 9 8	7 6 5	4 3 2	1 0
3. Board president and superintendent confer so that differences of opinion are identified.	10 9 8	7 6 5	4 3 2	1 0
4. Board members are able to speak their minds without fear of being ostracized.	10 9 8	7 6 5	4 3 2	1 0
5. I have discussed with fellow members common interests we share outside the boardroom.	10 9 8	7 6 5	4 3 2	1 0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	10 9 8	7 6 5	4 3 2	1 0
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	10 9 8	7 6 5	4 3 2	1 0
8. Board has adopted some explicit goals for itself, distinct from district goals.	10 9 8	7 6 5	4 3 2	1 0
9. Board provides biographical information that helps members get to know one another better.	10 9 8	7 6 5	4 3 2	1 0
10. Board handles conflict openly and constructively.	10 9 8	7 6 5	4 3 2	1 0

DIMENSION III SCORE:	_____ /100	GRADE:
	_____ %	

DIMENSION IV: ANALYTICAL

This action occurs:	Frequently	Occasionally	Rarely	Never
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	0 1 2	3 4 5	6 7 8	9 10
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	10 9 8	7 6 5	4 3 2	1 0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	10 9 8	7 6 5	4 3 2	1 0
4. Board is attentive to how it reaches conclusions.	10 9 8	7 6 5	4 3 2	1 0
5. Decisions of the board on one issue tend to influence how it handles other issues.	10 9 8	7 6 5	4 3 2	1 0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	10 9 8	7 6 5	4 3 2	1 0
7. Board seeks outside assistance from consultants or other districts when considering its work.	10 9 8	7 6 5	4 3 2	1 0
8. Board does not present new issues of a complex nature for immediate action.	10 9 8	7 6 5	4 3 2	1 0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	10 9 8	7 6 5	4 3 2	1 0
10. Board handles issues that are ambiguous and complicated by appointing committees to conduct in-depth research.	10 9 8	7 6 5	4 3 2	1 0
DIMENSION IV SCORE:	_____ /100			GRADE:
	_____ %			

DIMENSION V: POLITICAL

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board shows an awareness of the impact its decisions will have on the community.	10 9 8	7 6 5	4 3 2	1 0
2. Board encourages the public to attend board meetings.	10 9 8	7 6 5	4 3 2	1 0
3. Board actively cooperates with the news media to spread information about schools programs.	10 9 8	7 6 5	4 3 2	1 0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	10 9 8	7 6 5	4 3 2	1 0
5. Board offers committees referenced in #4 opportunities to report at meetings.	10 9 8	7 6 5	4 3 2	1 0
6. Board and its members maintain channels of communication with key community leaders.	10 9 8	7 6 5	4 3 2	1 0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	10 9 8	7 6 5	4 3 2	1 0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	10 9 8	7 6 5	4 3 2	1 0
9. Board withstands the pressure of special interest groups.	10 9 8	7 6 5	4 3 2	1 0
10. Board is actively involved in state and federal education legislation.	10 9 8	7 6 5	4 3 2	1 0

DIMENSION V SCORE:	_____ /100	GRADE:
	_____ %	

DIMENSION VI: STRATEGIC

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board devotes more time to putting out fires than it devotes to preparing for the future.	0 1 2	3 4 5	6 7 8	9 10
2. Board sets clear organizational priorities for the year ahead.	10 9 8	7 6 5	4 3 2	1 0
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	10 9 8	7 6 5	4 3 2	1 0
4. Board discusses where the school district will be five years from now.	10 9 8	7 6 5	4 3 2	1 0
5. Within the past year, board has reviewed school district strategies for attaining long-term goals.	10 9 8	7 6 5	4 3 2	1 0
6. I have been at board meetings where discussion focused on identifying or overcoming school district weaknesses.	10 9 8	7 6 5	4 3 2	1 0
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	10 9 8	7 6 5	4 3 2	1 0
8. Board compares reports on schools' progress with the district's long-term goals.	10 9 8	7 6 5	4 3 2	1 0
9. Board has a procedure in place for conducting superintendent evaluations.	10 9 8	7 6 5	4 3 2	1 0
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	10 9 8	7 6 5	4 3 2	1 0
DIMENSION VI SCORE:	_____ /100			GRADE:
	_____ %			



Achievers Early College Prep Charter School_2019_2020

Lead Person Evaluation Rubric

Criteria	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Students and Families					
1. Be the primary advocate for the students and parents of the school;	Develop and implement initiatives that engage students in sharing the mission and vision of the school. Promote programs and practices that are aligned with student and family needs and interests. Empower students and families to be heard in important community issues. Express to the Board the needs and interests of students and families as revealed through evidence and data.	Develop and implement initiatives that engage students in sharing the mission and vision of the school. Promote programs and practices that are aligned with student and family needs and interests. Express to the Board the needs and interests of students and families as revealed through evidence and data.	Promote programs and practices that are aligned with student and family needs and interests. Express to the Board the needs and interests of students and families as revealed through evidence and data.	Lack of clearly defined initiative to advocate for students and parents. Feedback from parents on Climate Surveys that indicate they do not feel heard or represented within the school.	Oral and written reports that demonstrate advocacy. Survey responses from School Climate Survey showing that parents feel heard and represented.
2. Assure the students expected academic growth;	Students meet targeted growth in all or almost all grades and assessments, including State assessments.	Students meet targeted growth in most grades and assessments, including State assessments.	Students meet growth targets in some, but not most, grades and assessments, including State assessments.	Students generally do not meet targets for growth in assessments. Growth targets are not clearly defined.	Internally administered assessments. State mandated tests.
3. Create and maintain a community environment that is student centered, inspiring and empowering;	Curriculum, materials, and classroom environments are aligned with student	Many aspects of the curriculum, materials, and classroom environments are	Curriculum, materials, and classroom environments meet	Curriculum, materials, and classroom environments do not	Classroom observations documenting student centric practices.



Achievers Early College Prep Charter School_2019_2020

Lead Person Evaluation Rubric

Criteria	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
	needs and interests. Students are fully engaged in lessons, extra-curricular, and recreational activities.	aligned with student needs. Students show significant interest and enthusiasm for lessons and other activities.	minimal standards for student engagement. Students show some interest and enthusiasm for lessons and activities.	consistently meet minimal standards for student empowerment and engagement. Extra-curricular activities are lacking.	Classroom observations documenting student engagement. Artifacts from professional development supporting student centric practices. Scheduling of events and activities that enhance student engagement and empowerment.
4. Communicate with parents and guardians;	Regular lines of two-way communication are established with parents and guardians. Different types of messages about student progress and experience—positive, negative, neutral—are communicated. General information about school and classrooms are routinely shared.	Necessary communication with parents and guardians takes place as needed. Parents are generally well informed about what is going on with their students and in the school.	Some communication with parents and guardians takes place about key issues. Student progress is shared periodically.	Insufficient communication with parents and guardians leads to lack of understanding and collaboration with parents/guardians. Only negative issues about individual students are shared.	Documentation of written communications such as newsletters, emails, and web pages. Documentation of calls and meetings with parents and guardians. Parent responses regarding communications in school climate survey. Parent handbook describes communications procedures and provides contact information.
Educational Leadership					



Achievers Early College Prep Charter School_2019_2020

Lead Person Evaluation Rubric

Criteria	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
5. Assure implementation of the vision and mission of the Charter;	Clear evidence of mission/vision alignment is readily visible in all classrooms, both academically and socially.	Substantial evidence of mission/vision alignment is visible in most classrooms; plans are in place to address deficiencies.	Some evidence of mission/vision alignment is present in most classrooms; plans are in progress to address deficiencies.	Insufficient evidence of vision and mission alignment is visible in many classrooms. Academic and social practices are not broadly implemented.	Classroom observations that confirm implementation of instructional practices and school culture that is aligned with mission and vision. Review of communications to confirm alignment with cultural vision of Charter.
6. Assure that the school community reflects the goals and objectives for the school and that plans and programs are in place to meet the specified objectives;	Well defined goals and objectives are socialized throughout the school. Clear evidence of progress is in place, as are routine mechanisms for reporting progress and addressing challenges.	Well defined goals and objectives are in place and socialized with the faculty and staff. Clear evidence of progress is in place; reporting is generally consistent.	Goals and objectives are in place and socialized with most faculty and staff. Evidence of progress can be found. Reporting is present but irregular.	Goals and objectives are not always clearly defined. Stakeholders are generally not aware of them. No systematic reporting is in place.	Budgets that demonstrate prioritizing of materials and equipment that support the mission and vision. Documentation of goals, objectives, and action plans, and evidence of their implementation. Teacher and parent survey data that indicate that goals and objectives are well known throughout the school.



Achievers Early College Prep Charter School_2019_2020

Lead Person Evaluation Rubric

Criteria	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
7. Motivate teaching staff;	All teachers demonstrate high level of engagement and initiative, bringing creativity and purpose to their lessons and classroom environments. Strongly positive responses from teachers on surveys; high level of teacher renewal and retention.	Most teachers demonstrate high level of engagement and initiative, bringing creativity and purpose to their lessons and classroom environments. Strongly positive responses from teachers on surveys; high level of teacher renewal and retention.	Some teachers demonstrate high level of engagement and initiative, bringing creativity and purpose to their lessons and classroom environments. Generally positive responses from teachers on surveys; level of teacher renewal and retention allows stability among faculty.	Few teachers demonstrate high level of engagement and initiative; few teachers bring creativity and purpose to their lessons and classroom environments. Neutral or negative responses from teachers on surveys; level of teacher renewal and retention undermines stability among faculty	Teacher evaluations that demonstrate level of instructional practice and fidelity to mission. Teacher retention. Teacher morale as evidenced by school climate survey.



Achievers Early College Prep Charter School_2019_2020

Lead Person Evaluation Rubric

Criteria	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
8. Develop and implement a Professional Development Plan that meets the needs of the teaching staff and support personnel;	A detailed comprehensive Professional Development Plan is closely tied to the school's goals and objectives, is aligned with the instructional mission/vision, and is formally presented to and adopted by the Board. The Plan allows for targeted PD for individual staff.	A detailed Professional Development Plan is mostly closely tied to the school's goals and objectives, is aligned with the instructional mission/vision, and is formally presented to and adopted by the Board. The Plan allows for targeted PD for individual staff.	A minimally acceptable Professional Development Plan is somewhat tied to the school's goals and objectives, is aligned with the instructional mission/vision, and is formally presented to and adopted by the Board.	The Professional Development Plan is not clearly tied to the school's goals and objectives, and does not adequately align with the instructional mission/vision of the school. Or the Plan is not formally presented to and adopted by the Board.	Documentation of plan and the process by which selected professional development was informed by staff needs.
9. Evaluate all teaching staff and support personnel;	All evaluations are complete for all staff requiring them in accordance with the school's policies and procedures. Status of the evaluation process is routinely shared with the Board. Staff generally find the process a positive, productive experience as demonstrated through survey results.	All evaluations are complete for all staff requiring them in accordance with the school's policies and procedures. Staff generally find the process positive and productive.	All evaluations are complete for all staff requiring them in accordance with the school's policies and procedures.	Evaluations are not completed for all staff requiring them in accordance with school policies and procedures.	Written evaluations of teachers and support personnel utilizing established instrument(s). Survey responses from staff related to the evaluation process.



Achievers Early College Prep Charter School_2019_2020

Lead Person Evaluation Rubric

Criteria	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
10. Work with teaching staff to monitor lesson planning and implementation;	A system for submission and review of unit and lesson plans, with related assessments, is in place and fully implemented. There is productive feedback regarding plans between administration and faculty.	A system for submission and review of unit and lesson plans, with related assessments, is in place and generally implemented. There is some feedback regarding plans between administration and faculty.	A system for submission and review of unit and lesson plans, with related assessments, is in place and partly implemented.	There is no system in place for routinely submitting and reviewing lesson plans. There is a lack of feedback between administration and faculty regarding the planning process.	Documentation of unit and lesson plans in the school's planning system (hardcopy or online). Documentation of policy and procedures regarding submission and implementation of lesson plans (in Staff Handbook). Classroom observations that demonstrate implementation of lesson plans.
11. Assure adherence to the curriculum, effective teaching and implementation of the assessment program;	Direct evidence of lesson plan implementation in classroom observations. Assessments completed as planned; data is available and used to inform instruction.	Strong evidence of lesson plan implementation in classroom observations. Assessments completed as planned; data is available and used.	Periodic checks show inconsistent evidence of lesson plan implementation. Assessments inconsistently completed as plans; data is not consistently available and used.	Lack of evidence of implementation in revealed in classroom observations. Assessments not consistently completed. Assessment data lacking.	Classroom observations that assess fidelity to curriculum scope and sequence. Timely administration of assessments. Assessment data analysis. Impact of assessments on instructional planning.
Program and Curriculum Development					



Criteria	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
<p>12. Participate in the development and implementation of the curriculum and assure correlation with the Core Curriculum Content Standards and with the Goals and Objectives of the school;</p>	<p>A well defined curriculum plan, which aligns with the goals, objectives, mission, and vision of the school, is in place and has been implemented. An internal team and other resources are in place to develop curriculum. The curriculum is periodically approved by the Board as required.</p>	<p>A well defined curriculum plan, which aligns with the goals, objectives, mission, and vision of the school, is in place and has been implemented. Resources are available for curriculum development. The curriculum is periodically approved by the Board as required.</p>	<p>Curriculum planning is ongoing and is generally aligned with the mission and vision of the school. Resources are available for curriculum development.</p>	<p>There is a lack of a formal curriculum planning process; or the process is intermittent and inconsistently aligned. There is a lack of resources available for the timely development of an effective curriculum.</p>	<p>Documentation of curriculum, including scope and sequence, evidence of alignment with state standards, evidence of alignment with school mission and vision, and listing of resources and materials to guide lesson plan development. Curriculum Development Plan Active Curriculum Development Committee</p>



Achievers Early College Prep Charter School_2019_2020

Lead Person Evaluation Rubric

Program Evaluation					
<p>13. Work with the board of trustees in the evaluation of the school and the development and implementation of Action Plans needed to ensure effective execution of the Charter for the school;</p>	<p>The Lead Person oversees a regular program evaluation process, driven by data, in accordance with the school's policies and procedures. There are well defined goals and objectives that inform the program evaluation. Action Plans are in place to address high priority areas of need.</p>	<p>The Lead Person oversees a regular program evaluation process in accordance with the school's policies and procedures. There are well defined goals and objectives that inform the program evaluation. Action Plans are under development to address high priority areas of need.</p>	<p>The Lead Person oversees a program evaluation process that is mostly in accordance with the school's policies and procedures. Goals and objectives inform the program evaluation. Action Plans are under development to address high priority areas of need.</p>	<p>There is a lack of a systematic process for program evaluation and the development of Action Plans. High priority needs are not being addressed.</p>	<p>Strategic Plan Action Plans aligned with Strategic Plan. Schedule for review of goals and objectives. Reports on school progress presented at Board meetings. Board retreat agendas and minutes.</p>



Achievers Early College Prep Charter School_2019_2020

Lead Person Evaluation Rubric

<p>14. Analyze, review and make recommendations regarding assessments and student achievement on the NJASK [NJSLA] series.</p>	<p>A regular schedule of multiple interim assessments has been established to provide consistent data on student achievement. This data is analyzed and used to inform curriculum planning and instruction. The Lead Person regularly reports assessments results and recommendations to the Board. The Lead Person analyzes NJSLA results and reports to the Board.</p>	<p>Interim assessments have been established to provide consistent data on student achievement. This data is analyzed and used to inform curriculum planning and instruction. The Lead Person regularly reports assessments results and recommendations to the Board. The Lead Person analyzes NJSLA results and reports to the Board.</p>	<p>Interim assessments have been established to provide data on student achievement. This data is analyzed and used to inform lesson planning and instruction. The Lead Person analyzes NJSLA results and reports to the Board</p>	<p>Interim assessments are not established adequately to provide actionable data to drive instruction. NJSLA results are not analyzed adequately to inform planning. Or the Lead Person does not keep the Board informed of assessment results.</p>	<p>Report on NJSLA results, including analysis and action plan.</p>
<p>Compliance</p>					



Achievers Early College Prep Charter School_2019_2020

Lead Person Evaluation Rubric

<p>15. Complete and submit all required reports to the NJ DOE in a timely fashion</p>	<p>All mandated reports are up to date. Enrollment data is up to date internally and in NJDOE systems (NJSMART, CHE). A replicable process and the necessary systems are in place to support the creation and submission of these reports in an efficient manner. All revenues to which the school is entitled are received in a timely way.</p>	<p>All mandated reports are up to date. Enrollment data is up to date internally and in NJDOE systems (NJSMART, CHE). Systems are in place to support the creation and submission of these reports in an efficient manner. All revenues to which the school is entitled are received in a timely way.</p>	<p>All mandated reports are up to date. Enrollment data is up to date internally and in NJDOE systems (NJSMART, CHE). Systems are in place to support the creation and submission of some of these reports in an efficient manner. All revenues to which the school is entitled are received, although some may be delayed.</p>	<p>Mandated reports are sometimes submitted late. Enrollment data is not up to date internally and may not agree with NJDOE systems (NJSMART, CHE). Systems in place to support the creation and submission of some of these reports are not properly or fully utilized. Revenues to which the school is entitled are sometimes missed or delayed.</p>	<p>List of required reports, due dates, and status. Complete Annual Report. Completed Charter Renewal Application (every five years) Completed Annual Audit Submission of school budget. Evidence of systematic processes and procedures for inputting, tracking, and reporting enrollment data, FICA reimbursements, federal grant reimbursement, charter aid disbursements.</p>
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Comments

What are some performance areas of strength that can be leveraged to improve outcomes?

What are some performance areas most in need of growth?



Achievers Early College Prep Charter School_2019_2020

Lead Person Evaluation Rubric

Other comments or observations:

COMMUNITY COMPLAINTS AND INQUIRIES

The Achievers Early College Prep Board of Trustees welcomes inquiries about and constructive criticism of the school's programs, equipment, and personnel.

The school director shall develop procedures to investigate and solve problems promptly, and to provide accurate factual information in answer to inquiries. Such procedures shall conform to state law and applicable negotiated agreements.

Parents/guardians and students will be informed of the proper avenues to follow in the school.

When a board member is confronted with an issue, he/she will withhold comment, commitment and/or opinion and refer the complaint or inquiry to the school director.

Only in those cases where satisfactory adjustment cannot be made by the school director and the staff shall communications and complaints be referred to the board of trustees for resolution.

Complaint Regarding Potential Violations of the Charter School Law

Any individual or group may bring a complaint to the board of trustees alleging a violation of the provisions of the Charter School Law, N.J.S.A. 18A:36A-1 et seq. The board shall establish an advisory grievance committee consisting of both parents and teachers who are selected by the parents and teachers of the school to make nonbinding recommendations to the board concerning the disposition of a complaint.

The contact information and information regarding the grievance procedure will be available in the main school office and/or the student/parent and staff handbooks.

Complaints shall be submitted in writing with copies distributed to the grievance committee, school director and to the board of trustees. The grievance committee shall review the complaint according to board procedures and present nonbinding recommendations concerning the disposition of the complaint to the board of trustees. After consideration of the recommendations of the advisory grievance committee the board shall render a decision. All parties to the grievance shall be promptly notified of the board decision.

The decision of the board may be appealed to the Commissioner of Education.

All signed complaints shall be acknowledged promptly.

Adopted:

Key Words

Community Complaints and Inquiries, Complaints, Inquiries

Legal References: N.J.S.A. 10:4-6 et seq.
N.J.S.A. 18A:11-1
N.J.S.A. 18A:36A-15 et seq.
N.J.S.A. 47:1A-1 et seq.

Open Public Meetings Act
General mandatory powers and duties
Complaints to board of trustees
Examination and copies of public records (Open Public Records Act)

COMMUNITY COMPLAINTS AND INQUIRIES (continued)

Possible

<u>Cross References:</u>	*1120	Board of trustees meetings
	*3570	School records and reports
	*4112.6	Personnel records
	*4116	Evaluation
	*4212.6	Personnel records
	*5145.6	Student grievance procedure
	*6144	Controversial issues
	*6161.1	Guidelines for evaluation and selection of instructional materials
	*6161.2	Complaints regarding instructional materials
	*6163.1	Media center/library
	*9010	Role of the member
	*9020	Public statements

*Indicates policy is included in the Critical Policy Reference Manual.

Achievers Early College Prep Charter School

Will you be in **6th, 7th or 8th** grade in the upcoming school year? Join New Jersey's first early college middle and high school- apply today!

¿Estará en 6to, 7to o 8to grado en el próximo año escolar? ¡Únase hoy mismo a la primera escuela secundaria y preparatoria de la universidad temprana de Nueva Jersey!

[Pre-Register a Student](#) (prereg_student.cfm?school=&year=)

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Select Language | ▼

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(prereg_student.cfm?
Student Information
preRegID=&langID=en)

2

Contact Information

3

Surveys and Questions

4

Submit To District

Student Information

New Student Interest Form

Achievers Early College Prep admits students without regard to race, income, or academic ability. If Achievers receives too many applications for its 90 available seats, the school will hold a lottery. Applicants for the lottery need not be residents of Trenton. Siblings of current students are invited first to fill available positions.

We encourage you to submit your application soon. If the school receives too many applications, a lottery will be held on Friday, March 6, 2020.

The link below will bring you to the district pre-registration portal, complete all the required data for your student. Please note the school only has 6th, 7th and 8th-grade seats available for the 2020-2021 school year and enrollment for these grades is based on student address. If you have enrollment questions, please contact Ms. Canastuj at 609-429-0279 for guidance.

Registration (**the sole purpose of which will be document collection**) is held at the school your child will attend. In order to register your child for 6th, 7th, or 8th grade with us, please call the schools main office.

Solicitud de nuevo estudiante

Achievers Early College Prep admite estudiantes sin distinción de raza, ingresos o capacidad académica. Si Achievers recibe demasiadas solicitudes para sus 90 asientos disponibles, la escuela tendrá una lotería. Los solicitantes de la lotería no necesitan ser residentes de Trenton. Los hermanos de los estudiantes actuales son invitados primero a ocupar los puestos disponibles. Luego, el resto de las posiciones se llenan en un sorteo público para garantizar la transparencia y la imparcialidad.

Le animamos a enviar su solicitud pronto. Si la escuela recibe demasiadas solicitudes, una lotería se llevará a cabo el viernes 1 de marzo de 2019.

El siguiente enlace lo llevará al portal de preinscripción del distrito, complete todos los datos requeridos para su estudiante. Tenga en cuenta que la escuela solo tiene vacantes de 6º, 7º, o 8º grado para el año escolar 2019-2020 y la inscripción para estos grados se basa en la dirección del estudiante. Si tiene preguntas sobre la inscripción, comuníquese con la Sra. Canastuj al 609-429-0279 para recibir orientación.

La inscripción (cuyo único propósito será la recopilación de documentos) se lleva a cabo en la escuela a la que asistirá su hijo. Para inscribir a su hijo en el 6º , 7º , o 8º grado con nosotros, llame a la oficina principal de la escuela.

* - Indicates a required field.

* Pre Registration for School Year:	
2020-2021 	
* First Name:	
First Name	
Middle Name:	
Middle Name	
* Last Name:	
Last Name	
Generation: (i.e. Sr, Jr, II)	
* Date of Birth:	* Gender:
mm/dd/yyyy	Please Select 

* Birth Country
Please Select 
Birth City
Birth City

*** Ethnicity:**

Not Hispanic 

***Race:**

-  American Indian/Alaskan
-  Asian
-  Black
-  Pacific Islander/Hawaiian
-  White

*** Home Language:**

English 

*** Native Language:**

English 

*** Can pictures of your child be released to the media?**

Please Select 

*** Internet Use:**

Please Select 

*** Military Connected:**

Please Select 

School Information

Registering For School:

Achievers Pre-Reg/Lottery 

Registering For Grade:

Please Select 

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July 21, 2020

Board Meeting: November 7, 2019

RESOLUTION:

1. Policy/Miscellaneous

- a. To approve the NJSCA School Leader Evaluation for FY20.
- b. To approve the AECPCS Board Self Evaluation Tool for FY20.

ROLL CALL:

Voting Members	Motion	Yays	No	Abstain	Absent	Voting Members	Motion	Yes	No	Abstain	Absent
Lindi Ashton	2 nd	X				Christina Tapper			X		
Larry Patton	1 st	X				Mayokun Oshin		X			
Imebet Stewart		X									

I, Michael Falkowski, Business Administrator/Board Secretary of Achievers Early College Prep Charter School in the County of Mercer, State of New Jersey, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the Board duly called and held on November 7, 2019 has been compared by me with the original minutes and is a true, complete and correct copy thereof and of the whole of the original minutes so far as they relate to the subject matters referred to in the extract.

IN WITNESS WHEREOF, I have hereunto set my hand this 21st day of July 2020.

Regards,

Michael Falkowski
Business Administrator/Board Secretary



Achievers Early College Prep CS Calendar 2020-21 Hybrid (A/B) Schedule Calendar through Dec 2020 (Three Trimesters) (188 School Days) A Day B Day All School Virtual

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July
4: Independence Day (Public Holiday)
8: Board Meeting
24: Reopening Plan Available to Families

January (19 School Days)
1: New Year's Day
4: Return from Winter Break
14: Board meeting
18: MLK Day (Public Holiday)
#####

JANUARY						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August (3 School Days)
10-14: Virtual Parent Orientation
17-18: New Teacher Orientation
19-25: All Staff PD (Returners)
26: 6th Grade Orientation/Reopening (Early Release)
27: 7th Grade Orientation/Reopening (Early Release)
28: 8th Grade Orientation/Reopening (Early Release)

February (18 School Days)
3: Q2 Parent Teacher Conferences
4: Board meeting
12-15: Mid-Winter Break

FEBRUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

September 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September (21 School Days)
2: Full Days Begin
3: B Cohort Resumes In Building
7: Labor Day (School Closed)
17: Back to School Night
15: Hispanic Heritage Month Begins
28-2: Hispanic Heritage Week @ Achievers

March (23 School Days)
4: Board meeting

MARCH						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	28	30	31			

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October (21 School Days)
1: Board meeting
5-9: Week of Respect (Anti-Bullying)
4: Trimester Progress Report
12: Indigenous People Day (Pub. Holiday)
14: Unity Day-National Bullying Prevention

April (16 School Days)
2: Good Friday
6: Trimester Progress Report
8: Q3 Parent Teacher Conferences
2-9: Spring Break
26-30: Testing Window Begins

APRIL						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November (18 School Days)
5: Board meeting
12-13: Report Card Conferences
20: Trimester 1 Ends
25: Thanksgiving Break Early Release
26-27: Thanksgiving (Public Holiday)

May (20 School Days)
6: Board meeting
3-12 State Assessment Window
31: Memorial Day (Public Holiday)

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	12	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

December (14 School Days)
5: Board meeting
11: Q2 Progress Report
21-31: Winter Break
26: Christmas Day Obs. (Public Holiday)

June (15 School Days)
4: Board meeting
1-11: Final projects
12: Last day of school
12: Eighth Grade Graduation

June						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- Legend**
- School Closed
 - Early Dismissal
 - Progress report
 - First and Last Days of School
 - Marking Period Ends
 - Parent Teacher Conferences
 - State Testing

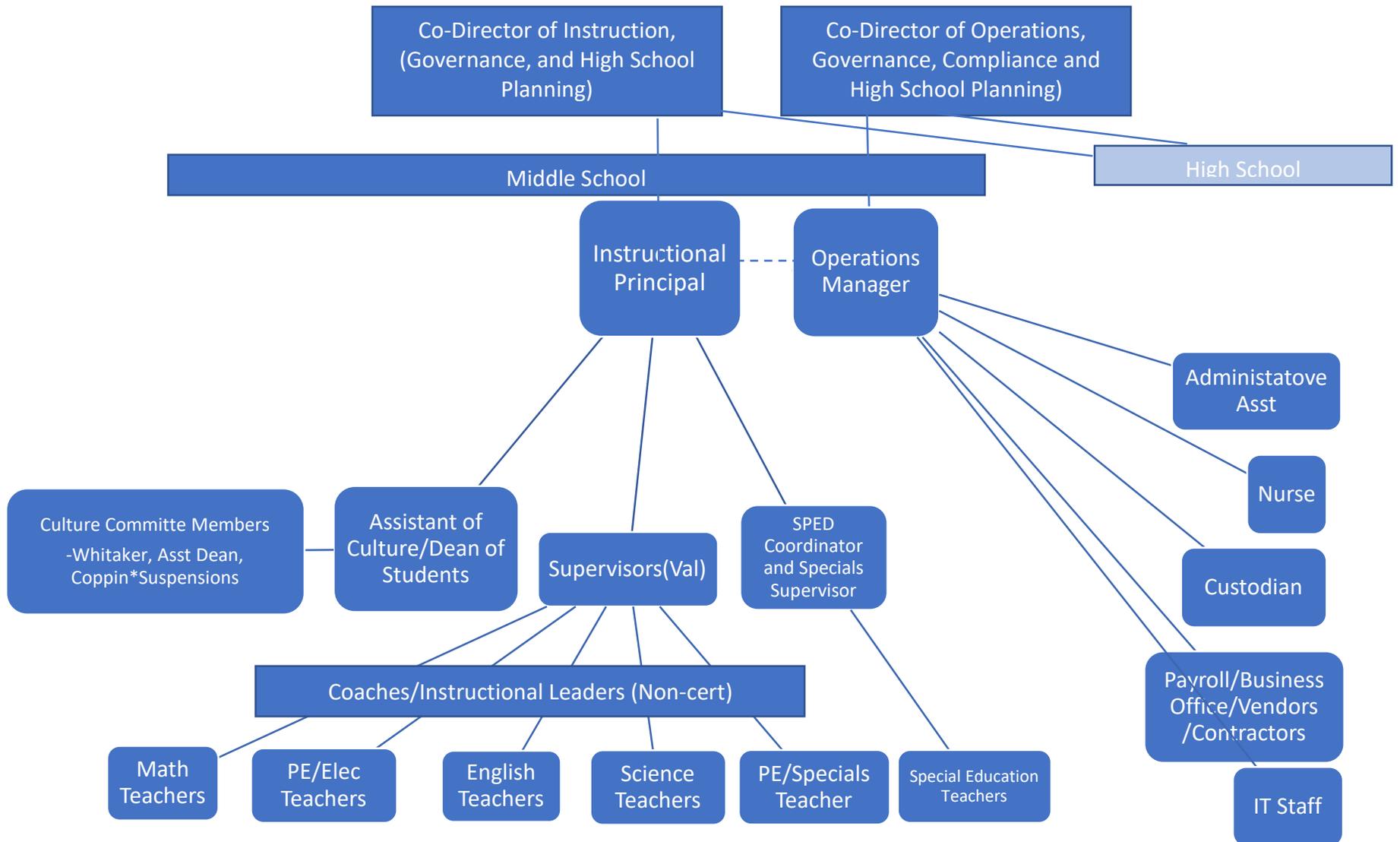
Delayed Openings & Early Dismissals

AchieversECP may call a delayed opening or an early dismissal because of an emergency or winter inclement weather. For winter inclement weather, we will follow the direction of Trenton Public Schools. In most cases, a delayed opening will mean our school will start two hours later than its regular start time and early dismissal will mean the school day ends two hours earlier than regular dismissal time. The calendar allows for 12 school days to be missed due to emergency or winter inclement weather. Any school cancellation in excess of 12 days will be made up accordingly by adding school days to the end of the school year.

School Time

Doors Open: 7:30am
Students who arrive earlier will have to wait outside until building opens

ACHIEVERS MIDDLE SCHOOL ORG CHART



Prep scholar for college, competitive STEM studies and lives of good character.

Family/Scholar/Faculty Accountability Contract

The Family/Scholar/Faculty Accountability Contract represents the key ideals and most important responsibilities for being a member of the Achievers Early College Prep community.

● Attendance

- I understand that a AchieversECP.scholar comes to school every day on time to begin school at 7:30 AM.
- I understand that if a AchieversECP.scholar is absent more than 12 days of the school year, he or she may have to repeat his or her current grade.
- I understand that it is the responsibility of a AchieversECP.scholar to alert teachers of absences in advance when possible, and to promptly make up missed work after absences.
- I understand that an absence is excused if the school has been contacted and provided with a written detailed note regarding scholar illness (from a doctor), documented family emergency (such as a death in the family), or religious observation.
- I understand that a AchieversECP.scholar will not earn full credit for work missed after unexcused absences, including but not limited to family vacations and attendance at entertainment events.
- I understand that a AchieversECP.scholar is not permitted to enter school before 7:30 AM.

● Homework

- I understand that a AchieversECP.scholar will receive about 60 min to 90 min. of homework each night. This includes an expectation that scholars will read

independently for 20 minutes per evening.

- I understand that a AchieversECP.scholar may receive failing grades for any missed or incomplete homework that does not meet classroom standards.
- I understand that a AchieversECP.scholar may be required to attend tutoring if he or she is earning less than a 75 cumulative average in all classes.
- I agree to communicate frequently with AchieversECP.faculty members, practice scholar advocacy, and do whatever it takes to ensure learning and achievement.

● Code of Conduct

- I agree to promote and support the rules of behavior as outlined in the school's handbook, and accept responsibility as a partner in scholarly learning.
- I understand that a AchieversECP.scholar will be required to sit in detention if he or she commits a detention-level infraction.
- I understand that while a AchieversECP.scholar is in school, he or she is not permitted to use, or have out in plain sight, cell phones, iPods, music players, mp3 devices, video game players, or other electronic devices unless he or she has earned the right to use specific electronic devices at specific points in the school day through the Dollars system. Otherwise, electronics are not to be seen or heard even through a pocket, book bag, purse, locker, etc...

● Promotion Policies

- I understand that a AchieversECP.scholar needs to pass 3 of his or her core content class (Which must include Literature and Math in order to be promoted to the next grade.
- I understand that a AchieversECP.scholar may be required to stay afterschool or during lunch for extra help or tutoring, and that he or she is urged to take advantage of

ATTENDANCE

Attendance Policy

Achievers Early College Prep believes that high academic achievement requires good attendance. Parents/guardians must ensure excellent scholar attendance.

- Scholars are expected to arrive at school each day by 7:30 a.m. Scholars will not be permitted to enter the school building before 7:30 a.m.
 - The regular school day ends at 3:45 p.m. and scholars should be picked-up promptly or have pre-arranged transportation at that time.
 - The mandatory summer session runs for two weeks in August. It is a required part of Achievers Early College Prep.'s program and mandatory for all scholars.
 - Scholars must be present in school all day in order to be eligible to participate in or attend any school event held that day or evening.
 - Scholars must be present in school all day on Friday in order to be eligible to participate in or attend any weekend school event.
 - If a scholar is going to be absent from school, the parent/guardian should call the school by 8:00 a.m. to report the reason for absence. If a scholar is absent from school and the school has not been notified of the reason for absence, the school will contact the parent/guardian immediately.
 - It is the scholar's responsibility to obtain and make up missed work following excused absences. Scholars requesting work prior to an absence must give the teacher 48 hours advanced notice.
 - Scholars who miss work due to an unexpected absence are required to request work from their teacher immediately upon their return to school. The scholar will have one day for each day of an excused absence in which to make up the work.
- ## Absences
- Scholars must attend school unless the absence is excused for one of the following reasons:
 - Illness or injury documented by a doctor note
 - Required court appearance documented by court subpoena
 - Death in the family documented by an obituary
 - Religious observance documented by a parent note
 - Participation in a school-sponsored or school-related activity (e.g. college tours or college interviews)
 - Suspension
 - Absences for reasons not listed above or absences that are not accompanied by the required documentation immediately upon the scholar's return to school are considered unexcused.
 - **If a scholar accumulates more than 12 unexcused absences during the school year (including the summer session), he or she will be considered a truant and is at risk of not being promoted to the next grade level.**
 - **Scholars are responsible for coordinating the immediate making up of any work (including tests and quizzes) upon the first day back following an absence. This applies regardless of whether the absence is excused or unexcused.**
 - Parents/guardians will be notified as scholars become at risk of retention for excessive absences. When a scholar accumulates more than 12 unexcused absences, the parent/guardian will be notified that the scholar may be retained.
 - The parent/guardian has the right to appeal a retention decision under this policy to the Co-Directors. The appeal must be made in writing, must state the basis for the appeal, and must be made within ten (10) school days of being notified by the school that the scholar will be retained.
 - Continued failure to maintain regular attendance may result in a referral to the court system.

Punctuality

School begins promptly at 8:00 a.m. in order to ensure a smooth start to the school day students are expected to enter the building by 7:30 am. If he/she plans to eat breakfast. Punctuality is expected of all scholars.

- The tardy will be considered unexcused except for the following reasons:
 - Medical or dental appointments which cannot be scheduled outside of school hours documented by a doctor note
 - Medical disability documented by a doctor note
 - Death in the family documented by an obituary
 - Court appearance documented by a court subpoena
 - School-related or school-based activity
- **All punctuality documentation should be submitted within five days following the return to school in order for it to be considered for excusing the scholar**
- Tardiness for reasons not listed above or tardiness that is not accompanied by the required documentation immediately upon the scholar's arrival to school is considered unexcused until the appropriate documentation is presented to the school.
- Three (3) unexcused tardies will be equivalent to one (1) unexcused absence.
- If a scholar is late for school without a school-approved excuse, he or she will serve after-school detention that same day.
- **Every three unexcused tardies will be recorded as an unexcused absence and will put the scholar at risk of retention.**

Early Dismissal Policy

The regular school day ends at 3:45 p.m. and scholars are expected to be present until that time. However, we understand that occasional circumstances may make it necessary for a scholar to be dismissed early.

No scholar shall be permitted to leave the school before the close of the school day unless he or she is met in the school office by his or her parent/guardian or a person authorized in

writing by the parent/guardian to act on his or her behalf.

ACADEMICS

Academic Requirements

Scholars are required to take a minimum of thirty-five (35) credits per year. In addition to the standard schedule, scholars may take courses at local colleges or partake in independent study courses arranged through specific departments. Courses taken at schools other than Achievers Early College Prep (high school or college) or courses taken prior to full-time enrollment are not acknowledged on the official transcript. However, scholars may request to have this information accompany the official transcript. These courses may also be considered in determining course placement, but will not be included in the scholar's Grade Point Average without request. Enrollment in Achievers Early College Prep sponsored pre-college or college-level courses will be recognized on the official transcript and will be included in determining the scholar's Grade Point Average.

Grade Point Average

Grade Point Averages are based on all of the scholars' courses taken at Achievers Early College Prep in which letter grades are earned. Computation is based on a simple 4.0 scale with no honors points. Grade Point Averages are computed at the end of each semester based on the grading rubric provided below.

Scholar Assessment

The school year is broken into four marking periods (quarters). The quarters are long enough to allow scholars multiple opportunities to demonstrate mastery of specific skills. At the end of each quarter, scholars will receive grades in all classes. Each of the four quarterly grades in each subject area will be based on the following grading distribution:

	English, Mathematics, Science,	P.E., Art; Health,
Tests	25%	30%
Interim formative assessments	20%	--
Quizzes	10%	15%
Major Writing Assignments/Projects	15%	10%
Classwork and Participation	15%	30%
Homework		15%

Tests

A test refers to a cumulative assessment, which requires a full class period (48 minutes or longer) to complete. Scholars may be tested during any period of the regular school day. However, it is expected that scholars will not have more than two tests in any one school day. In addition, in order to provide scholars with ample preparation time, scholars will be given at least one week's notification for tests. If a scholar finds that a conflict with this policy arises, the scholar(s) should speak to the subject teacher first to resolve the conflict.

Midterms

Achievers Early College Prep Charter School administers its own Midterm Exams every six to eight weeks. These assessments are a reflection of the skills and knowledge that a scholar should be able to demonstrate at his or her grade level and are important in determining the effectiveness of our teaching and instructional planning. Scholars will take the midterm assessments according to the schedule specified in the school calendar.

Standardized Testing

Since our mission is to prepare scholars for college, rigorous and comprehensive course examinations as well as standardized college application assessments are an important part of scholar preparation. Achievers Early College Prep requires all scholars to take the following school-wide and standardized assessments:

Achievers Early College Prep & State of New Jersey Assessments

- Midterm –Interim Formative Assessments (Quarterly and a Final Exam)

Annually, the school will present the school-wide results of these tests. Results of the midterms will be incorporated into scholar's quarterly grades, while End-of-Course Examination results will be transmitted to parents when they are scored.

Homework

Achievers Early College Prep faculty will assign 60 mins to 90 mins of homework each school day. Scholars must remember that homework is a form of responsibility designed to further the scholar's understanding of concepts that are taught in school.

- Homework will be checked and graded each day first thing in the morning.
- Scholars are responsible for recording all homework assignments.
- Scholars are responsible for making sure homework gets home, is completed, and is returned on time.
- Scholars will not receive full credit for assignments that are not handed in on time.
- Scholars will receive one of the following four scores on a homework assignment: 100%, 70%, 50% or 0%. Scholars who partially complete a homework assignment but exhibit best effort may earn a 70% and may be assigned a working lunch or tutoring session in order to improve the homework assignment. Students who earn 0% for not completing the homework assignment or not completing it to classroom standards will be assigned a homework detention.
- Scholars will serve a same-day after-school detention if homework is not completed or is not completed to classroom standards.

Quizzes

Achievers Early College Prep views quizzes as short assessments that generally take 30 minutes or less to complete. There is no limit to the number of quizzes that scholars may take daily. Advanced notice is not required for pop quizzes.

Make-Up Work / Re-Take Policy

When Scholar miss school it is very important for them to check in with their teachers to see what they missed. If a scholar is proactive while he/she is out of school and is able to complete the assignment and turn it in during Brain Breakfast he/she will receive up to an “A” Scholars may submit homework assignments the day they return before the end of day for partial credit up to a “B”. Scholars that turn in Homework the day after their absence and submit the assignments the following school day during Brain Breakfast may earn up to a “C”. If scholar have misses the deadlines on other assignments, such as a project, have up to five school days to submit the missing assignment, but will lose points each day that the assignment is late. After five school days, assignments will not be accepted. Scholars are permitted to re-take one quiz or test per marking period, per subject.

Extension Policy

Because we are committed to helping all of our scholars become responsible people, communication is an integral part of our school. We recognize that under certain circumstances (e.g. sudden illness, family emergencies, natural disasters, etc.) scholars may need to request an extension on a major assignment without academic penalty. In those *rare* cases, scholars must contact the teacher to ask for an extension prior to the date it is due. Extensions are not automatic; teachers may use their discretion to grant or not grant the extension.

Final Grades

The final, year-end grade for a course will be determined as follows:

- Quarter 1 = 25% of final grade
- Quarter 2 = 25% of final grade
- Quarter 3 = 25% of final grade
- Quarter 4 = 25% of final grade

Grades are rounded to the nearest whole number. If a scholar receives a yearly grade lower than 75%, he or she fails that course for the year.

However, since Achievers Early College Prep focuses on cumulative academic skills and knowledge, scholars that fail both the 4th marking

period and the Final Exam may automatically fail the course for the year, regardless of whether or not the final average is a 74% or higher.

Weekly Progress Reports

Every week, academic progress reports will be given to Scholars that reflect the most up-to-date progress of that Scholar. Progress reports will be distributed with paychecks on Fridays.

Quarterly Progress Reports

At the mid-point of each quarter, teachers will prepare and distribute Mid-Quarter Reports. The Mid-Quarter Report is an opportunity to communicate with parents/guardians about how their child is doing at the halfway point in the marking period. We encourage parents/guardians to call teachers at any time for further updates.

Student/Parent Portal

Parents and scholars also have the ability to see a Achievers Early College Prep scholar's grades on a “real-time” basis. Information will be provided in the first few weeks of school, in order to obtain a log-in and password to access this information. Parents are encouraged to visit this website frequently to stay up-to-date with regard to scholar grades, conduct and bills. Students are encouraged to visit the website regularly in order to maintain an accurate understanding of his or her academic progress and Grade Point Average.

Physical Education

All Scholars will receive comprehensive health and physical education classes in accordance with the New Jersey state standards.

Due to the nature of physical education classes, parents and Scholars are asked to notify the physical education teacher of any circumstance(s) that may limit a child's ability to participate in class (for example, if a Scholar has asthma or a broken arm). If a Scholar has a particular medical condition that would prevent him or her from participating in physical education classes for the entire year or for a short period of time, parents must bring a signed statement from a physician to the physical education teacher.



Attachment 5 – Graduation and Exit Requirements

NJ HIGH SCHOOL GRADUATION REQUIREMENTS

Student's year of entry into Grade 9	2010 & 2011 (Classes of 2014 & 2015)	2012 and on (Class of 2016, and on)
N.J. Department of Education Required Assessments	NJ HSPA (11 th grade)	Beginning in 2014 – 2015 PARCC Exam* (9 th , 10 th , 11 th)
English/Language Arts Literacy	20 credits (including English I-IV)	
Health & Physical Education	At least 3.75 credits per year in physical education, health & safety during each year of enrollment, distributed as 150 minutes per week	
Mathematics	15 credits (including Algebra I, Geometry)	
Science	15 credits (including Lab Biology; Lab Chemistry and/or Physics and/or Environmental Science; plus a third laboratory/inquiry-based science)	
Social Studies	15 credits (including Modern World History/Geography, US History I & II)	
World Languages	5 credits	
21st Century Life & Careers (Family/Consumer Science, Business Administration & Technology, Technology Education)	5 credits	
Financial, Economic, and Entrepreneurial Literacy	2.5 credits	
Visual & Performing Arts (Art, Music, Drama, Dance)	5 credits	
Electives	15 credits	
Total number of required credits	120 credits	

*The New Jersey Department of Education has not yet indicated when proficiency on the PARCC Exam will be required for graduation.