New Jersey Department of Education, Office of Charter Schools

Annual Report Template
Revised May 2016

Introduction

Each year, the board of trustees of a charter school must submit an annual report on August 1 following each full school year in which the charter school is in operation. The board of trustees of a charter school shall make the annual report available to the parents or guardians of the students enrolled in the charter school. The annual report includes information regarding the school's achievement of its mission, goals and objectives and is aligned to the New Jersey Department of Education's Office of Charter School's Performance Framework.

The aim of the revised annual report is to solicit responses that focus on outcomes that are aligned with the expectations of the Performance Framework, rather than receive subjective narrative responses. This provides for consistent evaluation of charter schools using high-quality performance standards.

Annual Report Submission Guidelines

Annual Report Submission: Per N.J.A.C. 6A:11-2.2, the board of trustees of a charter school must submit an annual report to the New Jersey Department of Education. **The board of trustees of a charter school shall make the annual report available to the parents or guardians of the students enrolled in the charter school.**

Submission Process for the 2016-17 Report: This year, the Annual Report must be submitted as a word document to njcharter@DOE.state.nj.us. Each charter school must submit one email with the school name as the subject and the annual report document must be saved with the charter school name. The annual report must also be submitted with each Appendix as a separate attachment. Each appendix should be saved as listed in the report (for example Appendix A should be saved as Appendix A and added as a separate attachment).
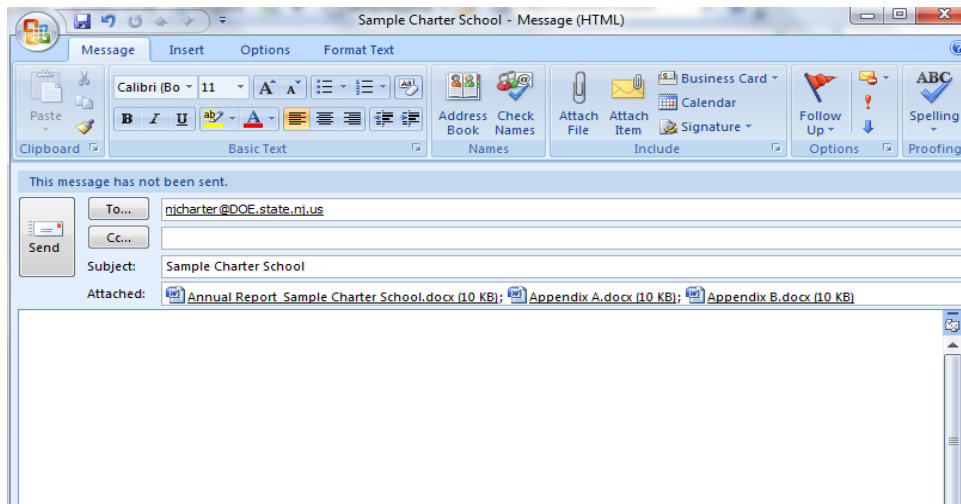
Additional Submission Requirements: A paper copy of the report must be submitted to the respective district board(s) of education of the charter school by **Monday, August 1, 2016**. The paper copies require a **cover page**, which includes the school's name and the date of the report. Paper copies are <u>not</u> required to be sent to the county office of education.

Written Comment Period: The district board(s) of education or State district superintendent(s) of the district of residence of a charter school may submit comments regarding the annual report of the charter school to the Commissioner by October 1, 2016.

ANNUAL REPORT QUESTIONS

BASIC INFORMATION ABOUT THE SCHOOL

Fill in the requested information below about the basic information of the school:

BASIC INFORMATION	
Name of School	Sussex Charter School for Technology
Year School Opened	1997
Grade Level(s) served 2016-17	6-8
Enrollment (as of June 30, 2016, or the last day of school)	225
Maximum Enrollment in 2016-17 (allowed per the school's charter)	225
Current Waiting List for 2016-17 students (as of June 30, 2016, or the last day of school)	25
District(s) / Region of Residence	Sparta Township
Website Address	http://www.sussexcharter.org
Name of Board President	Dr. Edwin Selby
Board President email address	eselby@sussexcharter.org
Board President phone number	973-984-9201
Name of School Leader	Noreen Lazariuk
School Leader email address	nlazariuk@sussexcharter.org
School Leader phone number	973-476-8735
Name of SBA	Steve Kepnes
SBA email address	skepnes@sussexcharter.org
SBA phone number	862-377-5916

SCHOOL SITE 1	
Site Name	Sussex Charter School for Technology
Year Site Opened	1997
Grade Level(s) Served at this site in 2015-16	6-8
Grade Level(s) to Be Served at this site in 2016-17	6-8
Site Street Address	385 North Church Road
Site City	Sparta
Site Zip	07871
Site Phone Number	973-383-3250
Site Lead or Primary Contact's Name	Noreen Lazariuk
Site Lead's Email Address	nlazariuk@sussexcharter.org

SCHOOL SITE 2	
Site Name	
Year Site Opened	
Grade Level(s) Served at this site in 2015-16	
Grade Level(s) to Be Served at this site in 2016-17	
Site Street Address	
Site City	
Site Zip	
Site Phone Number	
Site Lead or Primary Contact's Name	
Site Lead's Email Address	

Please add a chart for each additional school site.

Organizational Performance Areas

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

1.1 Mission and Key Design Elements

a) State the school's mission and give a brief description of the school's key design elements.

b) Some schools have a specialized concentration or theme for their educational program which are not assessed by the common measures within the Academic Performance Framework. For example, there may be schools that focus on engineering and technology, the performing arts or second language immersion. Additionally, high schools may also have additional academic goals for graduation.
 If applicable, provide information regarding school-specific academic goals related to the school's mission using the guidelines and format below. Include the goal, measure/metric, target, and outcome. ***These academic goals may have changed from the school's original charter application.***

> **Note**: Mission-specific goals are ***optional, rather than mandatory,*** and dependent on each individual school. Schools that do **not** have mission-specific academic goals may leave the below section blank in the annual report.

- 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.
- If possible, provide an explanation of whether or not the school has met these goals and how the school is progressing towards the goal attainment.

Goal	*Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.*
Measure/Metric	*Ex: Year over year growth in the pass rate on AP tests*
Target	*Ex: Increase the percentage of students passing AP tests by 10% from SY 2012-13 to 2013-14*
Actual Outcome	*Ex: in 2014-15, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50).* *In 2015-16, 54 AP exam were taken, and 40 were passed, giving us a pass rate of 74% (40/54), which is 14% increase.* ***GOAL HAS BEEN MET.***

1.1

Sussex County Charter School for Technology (SCCST) is committed to fulfilling its mission by providing's (SCCST) commitment to educational excellence can be witnessed through its providing of an educational environment which enhances learning opportunities through the integrated use of technology. We provide a learner-centered, technology-infused program that is designed to achieve college and career readiness for our students, creating the building blocks they will need to be competitors in the global market.

While SCCST is always working to remain current with the hardware and software offered to our students, the school is designed with the understanding that knowledge of the newest technology will only be a fraction of what sets our students apart in their future. All of our teachers take a learner-

centered approach to their lessons, always infusing technology into those experiences. SCCST believes that, when used optimally, technology not only enhances differentiation possibilities for all students, but can also create a more active classroom with greater options for collaboration among teachers and students, both during the school day, as well as outside the walls of our school.

In addition to the importance SCCST places on technology integration within the classroom, it also prioritizes the use of student-driven technology to reach the community at large. We piloted a program based on the "20Time Project" where students are given time in their day to work on independent projects that are focused on technology-based, real world challenges. This allowed students the opportunity to take ownership of the school's curricula and apply it to situations that are meaningful to them.

SCCST is committed to creating students who are thinkers and collaborators in an ever-changing job market. While the constant evolution of technology makes it impossible to prepare students for jobs that do not yet exist, SCCST is working to develop leaders who will be prepared to face the complex challenges of a technology-driven society.

1.2 Curriculum

All charter schools are required to adapt and implement their curriculum to align with the Common Core State Standards (NJ Student Learning Standards).

   a) Please submit Appendix A.

       a) Describe the school's curriculum and how it is aligned to the state standards.

Sussex County Charter School for Technology's (SCCST) curriculum is fully aligned with Common Core Standards. All subject area curricula were revised in 2015 to maximize this alignment. All curricula site the common core standards to establish cohesion from standards to lessons in the classroom. By doing so, this ensures preparedness for any high school placement, whether academic or trade-based.

       b) Describe the school's process for selecting, developing, reviewing and revising the curriculum. Be sure to include a rationale for this process.

It was determined that in order to continue providing technology-infused classrooms, teachers would be instrumental in the process of revising SCCST's curriculum. Each curriculum was written by a team of teachers certified in the relevant subject area. Upon completion, peer review was utilized to maximize teacher ownership. Particular attention was placed on the English Language Arts Curricula as a result of changes to SCCST's delivery of this subject area. The original model of delivery allowed for generalization of skills between ELA and Social Studies through a Humanities class. Based on the data provided from standardized test results, as well as faculty input, it was determined that our students would benefit from a more direct approach to the Common Core Standards by separating Reading, Writing and Social Studies.

c) Describe how the school's curriculum supports teachers in their instructional planning. In what ways does the school's curriculum meet the academic needs of all students, including but not limited to, students with disabilities and English language learners?

The curriculum serves as a foundation for teachers to write lesson plans that reflect the Common Core standards. By including components such as essential questions and unit objectives, teachers are provided with a common scope and sequence from which to base their individualized lesson plans. Each curricula includes a section for Modifications/Differentiation for both students with disabilities and accelerated learners. In addition to this, all curriculum provides a list of suggested materials and technology that could be beneficial for various learning styles. These components serve as a guide for teachers to tailor their planning for the needs of these students.

1.3 Instruction

a) Provide a brief description of the school's instructional practices and how the school defines high quality instruction.

In keeping with its goal of educational excellence and the development of leaders in the field of technology, Sussex County Charter School for Technology (SCCST) expects instruction to be learner-centered and technology infused. Teachers guide and facilitate students through the learning process, rather than demanding that students follow their lead at all times. The Common Core Standards dictate what is taught at SCCST, but the options for the delivery of these standards are is limitless, bound only by how far a student is willing to take his curiosity.

SCCST believes that it is our obligation to provide rigorous, technology-based instruction that gives students a place to explore and to push their thinking and problem-solving skills to their maximum potential. This is achieved through a focused approach to lesson-planning where teachers use data from benchmarking, as well as formal and informal formative assessments, in order to achieve differentiation of the curriculum at all levels. Instruction is expected to be fluid, changing and evolving with the needs of our students.

Class size in Reading, Writing and Math have been lowered to 15 students through a reduction in force of   An additional STEM class has been added meeting five days per week reinforcing Math in project based learning.

1.4 Assessment
a) Discuss the school's 2014-15 statewide assessment results (PARCC) with regard to absolute, comparative and growth measures.
b) Provide a list of diagnostic, formative, and summative assessments by grade level administered during the 2015-16 year and describe how results from these assessments are used to improve instructional effectiveness and student learning.

1.4   Assessment

a) Describe the school's assessment system and how it is used to improve instructional effectiveness and student learning.

In acknowledging our need to improve our students' performance on standardized tests, Sussex County Charter School for Technology (SCCST) has adopted Study Island benchmarking as our school's assessment system. This software program mimics the PARCC and is designed to provide data on anticipated student performance on this evaluation tool. Quarterly, Math and ELA teachers administer the benchmark assessment to develop a baseline and track progress. Based on the results each quarter, lesson plans and student goals were adjusted to augment the students' learning of the curriculum. These quantitative results were used as criteria in planning differentiated instruction.

b) Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

a) SCCST used the following quantitative and qualitative assessments to evaluate the effectiveness of our academic programs:

- **Scholastic Math Inventory:** This program is a computer adaptive, research-based math assessment that measures students' readiness for instruction at each level and tracks their progress toward Algebra II and college and career readiness. The program is designed to determine students' readiness for grade level instruction, and provide information in order to differentiate instruction. This program is aligned with the Common Core State Standards.

- **DRA**: This assessment tool, through a three sectioned rubric, accurately and objectively assesses at specific grade levels, words read per minute, fluency, and accuracy percentage after a timed read aloud session. The reading comprehension section of the rubric breaks the written response assessment down into seven categories to analyze very specific weaknesses. In addition, student reading engagement level is assessed through a student survey. Goals are listed for each and every category of the rubric, so when weaknesses are discovered, teachers are able to target and trouble-shoot through a specific goal now assigned to the student. Whether the student is new or just recently showing weakness, this assessment allows teachers to see the whole picture. The ultimate goal is to give each of these students the tools to become engaged, on-level, active readers.

- **Formative Assessments:** Qualitative assessments are ongoing at the SCCST. It is how teachers determine the impact of instruction on improving student learning. It is through journal entries, concept mapping (both individually and in groups, students must first identify the key concepts that were covered and then indicate the relationships between concepts), "minute-papers" (usually done at the end of class on post-its or index cards, where students are frequently asked to list or briefly write about the one or two most important concepts covered that day), student surveys and

interviews, etc. that truly allow teachers to identify dramatic shifts in understanding. Quality questioning and challenges are what breed inference, interest, and curiosity, and that is what breeds life into education.

1.5 Organizational Capacity - School Leadership/Administration

a) Fill in the requested information below regarding school leadership:

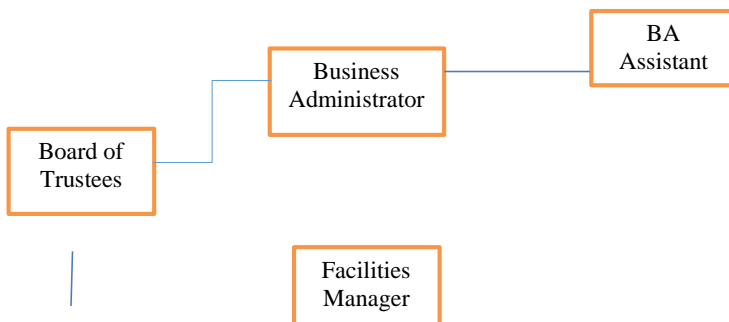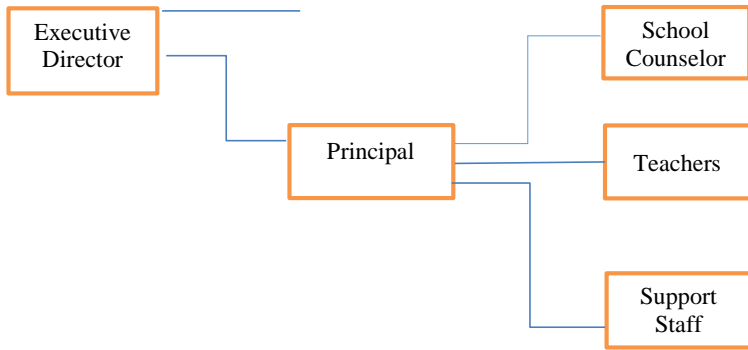| School Leadership / Administration Information		
School Leader / Administrator Name	**Title**	**Start Date at School**
Noreen Lazariuk	Executive Director	Aug. 3, 2015
Deirdre Mastandrea	Principal	August 24, 2015

1.5   Organizational Capacity
a) Describe the school's organizational structure and roles of responsibilities of key personnel. Be sure to include the following in your response:
- Process and system for decision-making.
- Process and system for evaluating school leaders.
- Process and system for evaluating and coaching teachers.
- Process and system for staff professional development.

Organizational Structure

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┌──────────┐                          ┌──────────┐
│ Executive│──────────┐               │  School  │
│ Director │          │               │ Counselor│
└──────────┘          │               └──────────┘
                 ┌──────────┐         ┌──────────┐
                 │ Principal│─────────│ Teachers │
                 └──────────┘         └──────────┘
                      │
                      │               ┌──────────┐
                      │               │ Support  │
                      └───────────────│  Staff   │
                                      └──────────┘
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Roles of Key Personnel

Board of Trustees: Governance, Policy

Executive Director: Curriculum, Human Resources, State Reporting, Professional Development, Recruitment, Ensuring of Mission and Vision

Principal: Supervision of Teachers, Staff and Students, Climate and Culture, Parent Contact and Communication, Community Involvement

Business Administrator: Finance, Budget

Facilities Manager: Maintenance of the physical property of the school.

Organizational Process and Systems

Sussex County Charter School for Technology (SCCST) utilizes a collaborative, data-informed, mission-driven model of decision-making. Budgetary, staffing, curriculum and professional development decisions all stem from the desire to achieve educational excellence through a student-centered, technology-infused classroom. While decisions are approved by the Executive Director and then, ultimately, the Board of Trustees, we strive to achieve a general consensus from relevant school and

community members, prior to the step of final approval. The process of achieving this consensus occurs through regularly scheduled Professional Learning Community meetings, post-observation conferencing, communication at PTO and Board meetings, parent surveys, and formal and informal communication between school leaders, teachers, parents and students. In this way, all stakeholders are given input into change.

Teachers and school leaders are all held to the same high standards of performance at SCCST. The Danielson Model of Evaluation is used as a formal assessment of the meeting of those standards. The Executive Director and Principal formally evaluate all teachers. The Principal is evaluated by the Executive Director. The Executive Director is overseen and evaluated by the Board of Trustees.

SCCST believes that coaching and professional development for teachers and school leaders is integral to improving academic achievement in the classroom. Professional development is goal-centered and data-informed, with student achievement indicators driving the areas in need of growth in the district. This development is both district and teacher led but is always based out of the same goal of educational excellence and high student performance. The ultimate decision on the specific direction of individualized professional development is teacher-driven. Teachers put in requests for the professional development they are seeking and this is approved by the Executive Director. SCCST believes that with specific goals in mind, teachers need to be the captain of their own professional growth. Without this ownership, professional development loses its effectiveness.

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 the school learning environment including methodology used.

Learning Environment / Professional Environment	
Learning Environment	
Attendance rate: (use the total days present divided by the total days in membership	
Elementary School	N/A
Middle School	94.5%
High School	N/A
Student - teacher ratio	9: 1
Professional Environment	
Teacher retention rate (year to year)	71%

Total staff retention rate (year to year)	
	83%
Frequency of teacher surveys and date of last survey conducted	No staff survey was conducted from 8/2015 to 6/2016
Percent of teachers who submitted survey responses	
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	
List the main positive aspects identified in the survey	
List the main school challenges identified in the survey	

Educational excellence is an expectation at Sussex County Charter School for Technology (SCCST), it is not the exception. The culture of the school delivers that message to its students every day, both in word and in action. Each member of the school community plays a role in implementing the school's culture. School leaders are greeting students every morning when they arrive off the bus. New bulletin boards throughout the building display student work and promote the educational goals that represent the school's mission of high academic achievement. "Respect, Responsibility and Resilience" is a phrase that is seen in the hallways, is repeated every day during recitation of the school pledge, and has become a common language used when teachers and administrators are communicating with students.

High academic achievement is recognized at SCCST. Achieving High Honor Roll or Honor Roll is celebrated by the entire school community through school-wide announcements, scrolling of student names on hallway monitors and presentation of certificates at Board of Trustees meetings. An announcement is made to the entire school with the names of the students who earned these achievements, presentation of certificates is made to students at the board meeting at the end of every marking period, and the names are recognized electronically through hallway monitors. Honor Roll students' name are also published quarterly in the New Jersey Herald. National Junior Honor Society is also a goal for students to work toward.

High academic achievement is rewarded through an environment which encourages independent thinking and student ownership of their success. We do not spoon-feed a culture of high expectations to our students, but create an environment where students are intrinsically motivated toward high academic achievement in the classroom. This intrinsic motivation is developed through student-centered classrooms that allow children the space to seek out higher order thinking and it is fostered in an environment where open communication among students, teachers and administrators is encouraged. Examples of this student-led participation in the mission of educational excellence include the following:

- **Student-Driven/Teacher Approved Projects, Clubs and Projects:** Students who are passing all subjects, are not missing any homework, and who do not have chronic absenteeism, are given the opportunity to explore areas of interest more deeply. This exploration could include research projects, class presentations, community service or clubs, but the possibilities are endless.

- **Student Council:** Student Council is an organization run by students in order to promote leadership skills within the school and the community. Students who wish to run for office write a speech in which they read to their peers and are voted in by the school. Student Council

strives to help students in the school with local fundraisers and creating enriching activities that promote learning and social awareness among fellow peers.

- **Project Altitude:** Altitude provides 8th grade students with a program that spans their entire school year. Encouraging students from diverse backgrounds to recognize the hidden similarities between them, Altitude participants find themselves connecting to their peers in positive and enriching ways while connecting to the schools and communities in which they thrive. Students prepare for their high school years where they are better able to make positive choices toward becoming their best and highest selves, while becoming enthusiastic contributors to their schools, to their community, and to each other.

- **National Junior Honor Society (NJHS):** Students participate in community service projects that are identified, developed and executed by the membership of the SCCST Chapter of NJHS. Students are required to attend meetings throughout the academic year to take part in the organization. The goal is for the membership to take full ownership of their chapter with the supervision of the Adviser. The NJHS develops skills in service, leadership, character, and citizenship - through these projects while working to make their school and community a better place.

- **Peace Pals:** Peace Pals is the student run anti-bullying group. While there is a teacher supervisor, it is the role of the students to design and implement anti-bullying activities within the school setting. Peace Pals is a peer oriented after school program that meets every other Thursday afternoon. Students maintain a bulletin board that focuses on a variety of middle-school topics; including the school's monthly theme of the month. The group has approximately 15 members.

  The group attends the county's anti-bullying summit. The group has led a random act of kindness program. Other activities that the students have led are mix-it-up lunches, no name calling week, peace day, peer support and collection of dress down monies to be donated to non-profit groups supporting anti-bullying organizations. The students also take responsibility for posting anti-bullying materials throughout the school's hall.

- **News and Announcements Club:** This club is run completely by students, with minimal monitoring by administration. The club is in charge of communicating with teachers and students about news that is important to share with the entire school community. They do this communicating through email and a Google Document. The students create their own schedule for every morning where there make announcements and lead the Pledge of Allegiance over the school loudspeaker system.

  a) How does the school support the social and emotional health of its students?

SCCST believes that its mission of educational excellence is not only achieved in the classroom. Because of this, it makes meeting the social and emotional needs of its students a priority. The American School Counseling Association recommends a ratio of one school counselor per 250 students to provide optimal support, and while the average school exceeds this ratio, we are below it with 225 students and a full-time counselor on staff.

Identification of At-Risk Students:

- At-risk students are identified through a Department of Education endorsed staff activity which helps to identify students who have not made any connections with any of the adults at the school. Students who have not made any adult connections are identified to staff, and are also reached out to by the school counselor to see if any other risks exist, as well as to encourage more involvement in the school community (i.e. encouraged to join clubs or counseling groups).

- The counselor attends monthly Anti-Bullying Specialist/School Support Network meetings, which are hosted by The Center for Prevention and Counseling. Counselors from all over Sussex County attend these meetings for continual professional development and networking opportunities on school climate and bullying. Support for

Support for All Students:

- The school counselor provides daily "walk-in" hours so that any student can visit the counseling office easily during the Lunch/Enrichment block in the middle of the school day.

- The school counselor provides short-term supportive counseling, crisis counseling, IEP mandated counseling and 504 counseling. Counseling issues include: depression, anxiety, peer issues, bullying, social skills, low self-esteem, behavior issues, self-mutilation, academic performance, self-management, responsible decision making, social awareness, etc.

- The school counselor also runs counseling groups throughout the school year, such as Divorce Group, Stress Management Group, Anger Management Group, Boys' Social Group, Girls' Social Group and Grief Group.

Recognition
- Staff is encouraged to nominate students who are caught doing something great and give that student a Shout Out! Shout Outs are made during the morning announcements and names are also displayed on a designated bulletin board and on the hallway monitors. These students are also entered into a quarterly raffle for Laser Tag passes.

Staff and Student Education:

- The school counselor provides support to staff to help them understand mental health issues and how they impact students in the classroom setting. This occurs on an individual case by case basis, as well as during PLCs.

- Every year, the school schedules an assembly with a speaker who provides a positive message. Speakers who have come to the school (some more than once) in the past are: Mr. Keith Hawkins, Dr. Michael Fowlin & Dr. Paul Wichansky. Mr. Hawkins also has facilitated Leadership Workshops with students. Parents are always invited to attend assemblies.

- The counselor attends monthly Anti-Bullying Specialist/School Support Network meetings, which are hosted by The Center for Prevention and Counseling. Counselors from all over Sussex County attend these meetings for continual professional development and networking opportunities on school climate and bullying.

2.2. Family and Community Engagement

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

Parent Satisfaction	
Frequency of parents surveys and date of last survey conducted	After School Activity Survey to Parents (one time)
Percent of families completing a survey (considering 1 survey per family)	167
Percent of parents who expressed satisfaction with the overall school environment	The survey was to see how many students were interested in after school activities and would be interested in a late bus after school.
List the main positive aspects identified in the survey	Parents did not feel the after school bus was needed
List the main school challenges identified in the survey	The school was concerned that students would not be able to participate in after school activities if we did not have the late bus
Parent Involvement at the School	
Number of parents currently serving on the Board of Trustees out of total Board Membership	2 out of 7
Major activities/events offered to parents during 2015-16 school year (For Example: Monthly Parent University. Topic include…)	Back to School Night Parent Teacher Conferences Sussex Tech HS Parent Night Cyberbullying Workshop *Nitroball* Tournament for families Oncourse (student information system) Training
Major activities/events conducted by the parents to further the school's mission and goals, such as fundraising, volunteering, etc.	Monthly PTO Meetings

Sussex County Charter School for Technology (SCCST) believes that the mission of educational excellence is not one dimensional, but that it requires participation from the students, school staff, parents and community. Fostering a relationship with all of those parties is critical to achieving academic success.

Since the start of the 2015-2016 school year, SCCST has been working even harder to strengthen relationships between families, board members, school staff and the community.

- The Executive Director reached out to all sixth grade parents before the beginning of the school year.
- There has been a notable increase in participation by parents, students and teachers at board meetings.
- The decision has been made to alternate board meeting times between 4 PM and 7 PM so as to accommodate the various schedules and needs of the participants.
- SCCST's board president is now attending all PTO meetings.
- Administrators have participated in local events to help recruit new students.
- The superintendent of the local technical high school held a parent meeting to discuss their admission policy.
- A parent survey was conducted to collect information about SCCST's after-school program.

b) Provide a list of the partnerships with other educational or community institutions.

Community Involvement		
Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
EDUCATIONAL INSTITUTIONS:		
None		
COMMUNITY INSTITUTIONS:		
None		

The Board of Trustees and the Administration are planning to form partnerships with Educational and Institutional Organizations in the 2016-2017 School Year.

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 the Board of Trustees:

Governance	
# of Board Members required as per charter by-laws	7
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as a **Appendix B**)	June 13, 2016
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as a **Appendix C**)	June 13, 2016
Provide a list of amendments to the bylaws of the board of trustees adopted during the 2015-16 school year.	Additional Board Members
Critical Policies adopted by the Board during 15-16 academic year (list in bullets)	Homework Policy

3.2 Board Compliance

a) Fill in the requested information below regarding the Board of Trustees:

Board of Trustees						
Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Dr. Edwin Selby	2009	2019	President	eselby@sussexcharter.org	9/2011	2016
Charles Teufert	2010	2019	Vice President	cteufert@sussexcharter.org	12/2011	2012
Dr. Rapuano	2011	2018	Member	mrapuano@sussexcharter.org	8/1999	2013
Michael Nelms	2004	2017	Member	mnelms@sussexcharter.org	12/2011	2012
Wendie Blanchard	1997	2017	Member	wblanchard@sussexcharter.org	12/2011	2012
Jason Apter	2016	2019	Member	japter@sussexcharter.org	7/2016	7/2016

Michelle Syre	2016	2019	Member	msyre@sussexcharter.org	7/2016	7/2016

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)   Provide information regarding the school's suspension/expulsion/attrition/backfilling rate

School Suspensions / Expulsions 2015 - 2016			
	Total # Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
K			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	75	2	0
Grade 7	75	6	0
Grade 8	75	9	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total			

Student Mobility and Retention Rates 2015 - 2016			
	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year	Total # of students not promoted (retained) in the same grade for SY 2016-17
K			
Grade 1			
Grade 2			
Grade 3			

Grade 4			
Grade 5			
Grade 6	4	14	0
Grade 7	12	7	0
Grade 8	8	3	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total			

b) Provide information regarding the school's recruitment, application, admissions, lottery and enrollment numbers for the 2015-2016 school year:

Application/Admissions/Lottery/Enrollment	
Provide the URL to the school's application. If the application is not available online, then, as **Appendix D**, provide a copy of the schools current application in as many languages as available	**http://www.sussexcharter.org/**
List all of the ways the application is disseminated	**Website and Mailing to all Sussex County grade 5 – 8 grade age students in the household**
List all languages in which the application is available	**English and Spanish**
Provide the date on which the initial application for prospective students for the school year 2016-17 was made available.	**November 6, 2016**
What was the deadline for prospective students for school year 2016-17 to return the initial application to the school? Please provide the exact date.	**December 1, 2015**
List all of the ways in which initial applications are accepted.	**Online, email and in person**
Provide the date and location of the lottery held in the 2015-16 school year for prospective students for the 2016-17 school year. If the school did not have a lottery, provide a brief explanation why.	**Monday December 7, 2015** **The Sussex Charter School for Technology Gymnasium**
List the public avenues that the school utilized to advertise that initial applications are available to enter the	**Website and the NJHerald (Sussex County paper)**

school's lottery (e.g. local newspapers, school website).	

5.1 Compliance

a) Every charter school must develop and implement a high-quality, rigorous educator evaluation system, which must be approved by their board of trustees. Provide the following:

- Provide a description of the teacher evaluation system and school leader evaluation system that aligns with Department guidance; and
- **As Appendix E**, provide a board resolution approving the teacher and school leader/principal evaluation systems.

Note: You may use http://www.nj.gov/education/chartsch/info/evaluation.pdf for guidance.

Appendices	
Appendix A	Statements of Assurance
Appendix B	Board Self-Evaluation Tool
Appendix C	School Leader Evaluation Tool
Appendix D	Admissions Application (all languages)
Appendix E	Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	2016 – 17 School Calendar
Appendix G	Organizational Chart
Appendix H	Promotion/Retention Policy
Appendix I	Student Discipline Policy
Appendix J	Graduation Policy (if applicable)

Submit each appendix as a separate attachment to the submission email saved by the appendix name. If necessary, submit all appendices and annual report in one zip folder.

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

Please print this page. Submit this signed page as an attachment to the emailed saved as Appendix A

By checking each of the boxes and signing below each school is confirming compliance with each of the statements listed.

☐ 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 charter schools, or who are otherwise qualified to teach under section 6A:9 et seq. of the Regulations, and applicable federal law. For 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 18A:6-7.1, et seq., and 18A:30-19.1.

☐ 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 18A:46-1 *et seq*. and section 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.

☐ Facility; Location. The School currently has all required facility documentation for all school locations including the following:

- The certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:23-2;
- The sanitary inspection report with satisfactory rating;
- The fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4

Signature of School Official (School Lead):

_____ Date: __7-26-16_____

Print Full Name: __Noreen Lazariuk_____ *Institutional Title*: ___Executive Director

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

_____ Date: ____7-26-16___

Print Full Name: ___Dr. Edwin Selby____ *Institutional Title*: Board of Trustee President