



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

**Charter School
Annual Report Template**

Updated April 2018

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.

New this year, each charter school's annual report will be made available for download on the Department's website.

Submission Process for the 2017-18 Report: This year, the annual report must be submitted via SharePoint as a Word document titled "Annual Report 2018." To submit the report, upload it to the subfolder "Annual Report 2018" located inside the folder "Annual Report" on the charter school's SharePoint 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 2018" subfolder on the charter school's SharePoint site.

Additional Submission Requirements: A paper 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 Wednesday, August 1, 2018. The paper 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, 2018.

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

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of school	Sussex County Charter School for Technology
Grade level(s) to be served in 2018-19	6-8
2017-18 enrollment (as of June 30, 2018)	225
Projected enrollment for 2018-19	225
Current waiting list for 2018-19	66
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	973-383-3250 ex. 303
Name of SBA	Steven Kepnes
SBA email address	skepnes@sussexcharter.org
SBA phone number	973-383-3250 ext. 401

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	Sussex County Charter School for Technology
Year site opened	1997

School Site Information	
Grade level(s) served at this site in 2017-18	6-8
Grade level(s) to be served at this site in 2018-19	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

Organizational Performance Areas

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.

The Sussex County Charter School for Technology seeks to provide an educational environment which will enhance learning opportunities through integrated use of technology.

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

1.1 Mission and Key Design Elements a and b	<p><i>Sussex County Charter School for Technology (SCCST) is committed to fulfilling its mission by 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.</i></p> <p><i>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. The way technology is used is stressed over the technology purchased. 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.</i></p> <p><i>Living true to our mission we implemented a daily STEM class for all students grades 6-8. The STEM classes use an inquiry-based learning approach that delivers the content and provides a deeper understanding. The STEM classes provide hands on projects that support the ELA, Math, Science and Social Studies units. Students apply scientific knowledge to solve real-world problems. Students work in groups which teaches cooperation and effective communication.</i></p> <p><i>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.</i></p>
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- 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 2014-15 to 2015-16.
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 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.

1.2 Curriculum

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

1.3 Instruction

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

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 limitless, bound only by how far a student is willing to take his curiosity.

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

SCCST employs a student centered approach to instruction. 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.

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 PARCC assessments administered by the school. Note: If 2017-18 PARCC results have not been released to schools by July 15, 2018, then leave the 2017-18 column blank.

Table 4: Proficiency Rates on PARCC assessments

Assessment	2015-16	2016-17	2017-18
ELA 3			
ELA 4			
ELA 5			
ELA 6	47.3%	58.46%	51.35%
ELA 7	52.05%	64.38%	67.95%
ELA 8	50.00%	48.05%	56.94%
ELA 9			
ELA 10			
ELA 11			
MAT 3			
MAT 4			
MAT 5			
MAT 6	35.14%	29.23%	33.78%
MAT 7	19.18%	30.14%	38.46%
MAT 8	14.55%	11.86%	20.37%
Algebra I	52.63%	61.11%	64.71%
Geometry			
Algebra II			

- 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).

i. *In the area of English Language Arts, Sussex County Charter School for Technology has seen improvement. This is because of the splitting of reading and writing classes, as well as the implementation of the program Achieve3000 and Authentic Learning Units. In order to continue to improve, SCCST will continue to utilize the tools that we have been using as well as try more effectively to reach all student subgroups that performed poorly on the PARCC assessment.*

ii. *In the area of Mathematics, Sussex County Charter School for Technology has shown improvement. This is due to a much more rigorous, PARCC-centric curriculum, technology based assessments, basic skills and enrichment periods, as well as more student-centered learning within the classroom. In addition, over the course of the school year student who were considered to be at-risk of performing poorly on the test were receiving extra help in order to properly prepare them for the assessment. Moving forward, our focus will be on improving upon all grade levels and student subgroups in instruction and preparedness for the PARCC tests.*

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2017-2018 year.

i. **ELA: Grade 6**

Each year the ELA department administers three benchmark assessments through the Achieve 3000 Reading Program for all reading classes, as well as beginning and end of year PARCC-based informative writing SGOs in all writing classes. The first reading benchmark is given to establish a baseline to inform instruction. Mid-year, the department administers the second benchmark to track the progress of each student individually in order to determine if intervention/modifications are necessary. The final benchmark is given at the conclusion of the school year to assess overall growth and yearly progress, as well as to inform teachers of efficacy of past/present practices.

Formative assessments are integral to the success of our department and are utilized daily in various forms in both reading and writing classes. These assessments include daily *do nows/exit tickets*, reading and writing response journals, task facilitation grids, peer/self/teacher conferencing and revise and edit feedback, Achieve 3000 weekly articles (covers all reading and writing standards), and websites like spellingcity.com and quill.org to reinforce standards specific skill sets.

Summative assessments come in the form of completed PARCC modeled essays and narrative writing tasks, all benchmarks and SGO assessments, and unit projects and presentations. Rubrics are utilized for clear and specific task guidelines, instruction, and grading.

ELA: Grade 7

Each year the ELA department administers three benchmark assessments through the Achieve 3000 Reading Program for all reading classes, as well as beginning and end of year PARCC-based informative writing SGOs in all writing classes. The first reading benchmark is given to establish a baseline to inform instruction. Mid-year, the department administers the second benchmark to track the progress of each student individually in order to determine if intervention/modifications are necessary. The final benchmark is given at the

conclusion of the school year to assess overall growth, yearly progress, and teacher analysis of past practices.

Formative assessments are integral to the success of our department and are utilized daily in various forms in both reading and writing classes. These assessments include daily do nows/exit tickets, reading and writing response journals, task facilitation grids, peer/self/teacher conferencing and revise and edit feedback, Achieve 3000 weekly articles (covers all reading and writing standards), and websites like vocabulary.com and quill.org to reinforce standards specific skill sets.

Summative assessments come in the form of completed PARCC modeled essays and narrative writing tasks, all benchmarks and SGO assessments, and unit projects and presentations. Rubrics are utilized for clear and specific task guidelines, instruction, and grading.

ELA: Grade 8

Each year the ELA department administers three benchmark assessments through the Achieve 3000 Reading Program for all reading classes, as well as beginning and end of year PARCC-based informative writing SGOs in all writing classes. The first reading benchmark is given to establish a baseline to inform instruction. Mid-year, the department administers the second benchmark to track the progress of each student individually in order to determine if intervention/modifications are necessary. The final benchmark is given at the conclusion of the school year to assess overall growth, yearly progress, and teacher analysis of past practices.

Formative assessments are integral to the success of our department and are utilized daily in various forms in both reading and writing classes. These assessments include daily do nows/exit tickets, reading and writing response journals, task facilitation grids, peer/self/teacher conferencing and revise and edit feedback, Achieve 3000 weekly articles (covers all reading and writing standards), and websites like vocabulary.com and quill.org to reinforce standards specific skill sets.

Summative assessments come in the form of completed PARCC modeled essays and narrative writing tasks, all benchmarks and SGO assessments, and unit projects and presentations. Rubrics are utilized for clear and specific task guidelines, instruction, and grading.

ii. Mathematics

i. Grade 6:

1. Students received 3 benchmark assessments throughout the year to properly assess their growth.
2. Formatively, students took quizzes on a weekly basis to assess their progress. In addition, students took exit tickets and homework daily to assess their progress of the topics presented to them.
3. Summatively, students completed various unit tests on Edulastic, a PARCC style (computerized) assessment platform. Students completed these assessments on once or twice per month.

ii. Grade 7:

1. Students received 3 benchmark assessments throughout the year to properly assess their growth.
2. Formatively, students took quizzes on a weekly basis to assess their progress. In addition, students took exit tickets and homework daily to assess their progress of the topics presented to them.
3. Summatively, students completed various unit tests on Edulastic, a PARCC style (computerized) assessment platform. Students completed these assessments on once or twice per month.

iii. Grade 8:

1. Students received 3 benchmark assessments throughout the year to properly assess their growth.
2. Formatively, students took quizzes on a weekly basis to assess their progress. In addition, students took exit tickets and homework daily to assess their progress of the topics presented to them.
3. Summatively, students completed various unit tests on Edulastic, a PARCC style (computerized) assessment platform. Students completed these assessments on once or twice per month.

iv. Algebra I:

1. Students received 3 benchmark assessments throughout the year to properly assess their growth.
2. Formatively, students took quizzes on a weekly basis to assess their progress. In addition, students took exit tickets and

homework daily to assess their progress of the topics presented to them.

3. Summatively, students completed various unit tests on Edulastic, a PARCC style (computerized) assessment platform. Students completed these assessments on once or twice per month.

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

i. ELA: The results of all assessments are analyzed and then employed to inform and, when necessary, guide instruction. This information is necessary when planning staff PLCs and when designating department professional development time. Lesson/unit plan collaboration and revisions are supported because of the data analysis done based on all formative and summative assessments. The curriculum in the ELA department was designed to scaffold, connect, and provide continuity of instruction from 6th grade to 8th grade.

ii. Mathematics: The results from each assessment were discussed in our weekly PLC meetings, in which we would identify next-steps in improving our instruction effectiveness as well as solutions to improve student learning.

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
Noreen Lazariuk	Executive Director	8/3/15-Present
C. Mark Edgerton II	Principal	7/13/17-Present

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)	(Indicate Total Attendance Rate Here) 94.04%
Elementary School Attendance Rate (grades K-5)	(Indicate K-5 Attendance Rate Here)
Middle School Attendance Rate (grades 6-8)	(Indicate 6-8 Attendance Rate Here) 94.04%
High School Attendance Rate (grades 9-12)	(Indicate 9-12 Attendance Rate Here)
Student - Teacher Ratio	(Indicate Student- teacher Ratio Here) 9:1

- 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 2017-18 to 2018-19)	(Indicate teacher retention rate from SY 2017-18 to 2018-19) 88%
Total Staff Retention Rate (from SY 2017-18 to 2018-19)	(Indicate staff retention rate from SY 2017-18 to 2018-19) 83%
Frequency of teacher surveys and date of last survey conducted	(Indicate frequency of teacher surveys and date of last survey conducted here) Yearly, January 31, 2018
Percent of teachers who submitted survey responses	(indicate percent of teachers who submitted survey responses here) 100%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	73%

- c) What were the three main positive aspects teachers identified in the latest survey?

School safety, being provided adequate time for planning and preparation, and allowing students to work independently

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

Size of class enrollment, professional growth opportunities, student desire for learning

- e) Fill in the requested information below regarding the school's discipline environment in 2017-18. If there was a noticeable increase or decrease in suspensions and expulsions in 2017-18 compared to 2016-17, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2017-18

Grade Level	Number of students enrolled (as of Oct. 15, 2017)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	Number of K students enrolled (as of Oct. 15, 2017)	Number of K students receiving an out-of-school suspension	Number of K students expelled

Grade Level	Number of students enrolled (as of Oct. 15, 2017)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
1	Number of 1 st grade students enrolled (as of Oct. 15, 2017)	Number of 1 st grade students receiving an out-of- school suspension	Number of 1 st grade students expelled
2	Number of 2 nd grade students enrolled (as of Oct. 15, 2017)	Number of 2 nd grade students receiving an out-of- school suspension	Number of 2 nd grade students expelled
3	Number of 3 rd grade students enrolled (as of Oct. 15, 2017)	Number of 3 rd grade students receiving an out-of- school suspension	Number of 3 rd grade students expelled
4	Number of 4 th grade students enrolled (as of Oct. 15, 2017)	Number of 4 th grade students receiving an out-of- school suspension	Number of 4 th grade students expelled
5	Number of 5 th grade students enrolled (as of Oct. 15, 2017)	Number of 5 th grade students receiving an out-of- school suspension	Number of 5 th grade students expelled
6	68	0	0
7	78	12	0
8	75	14	0
9	Number of 9 th grade students enrolled (as of Oct. 15, 2017)	Number of 9 th grade students receiving an out-of- school suspension	Number of 9 th grade students expelled
10	Number of 10 th grade students enrolled (as of Oct. 15, 2017)	Number of 10 th grade students receiving an out-of- school suspension	Number of 10 th grade students expelled
11	Number of 11 th grade students enrolled (as of Oct. 15, 2017)	Number of 11 th grade students receiving an out-of- school suspension	Number of 11 th grade students expelled
12	Number of 12 th grade students enrolled (as of Oct. 15, 2017)	Number of 12 th grade students receiving an out-of- school suspension	Number of 12 th grade students expelled

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	2 out of 7
Frequency of parent/guardian surveys	Annually
Date of last parent/guardian survey conducted	March 2018
Percent of parents/guardians completing the survey (consider one survey per household)	45%
Percent of parents/guardians that expressed satisfaction with the overall school environment	89%

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

Quality of teachers, student pride, feeling welcome

- c) What were the three main challenges identified by parents/guardians in the latest survey?
Student behavior, extracurricular activities, parent involvement
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2017-18 school year.

School Climate Team - parents served as representatives

Pin Guard Night - Parent/student teams

Assemblies - Parents were invited and attended

All Field trips - Parent Chaperones

Field Day – Parent Volunteers

Open House – Parents Invited

NHS induction - Parents are invited to come and celebrate after in a private gathering

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

School Climate Team - parents served as representatives

School Wellness Committee – parents and students served on the committee

All Field trips - Parent Chaperones

- f) 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.
New Jersey Innovation Institute	The Sussex County Charter School participated in a consortium of both public and private schools involving curriculum to share resources, facilities, professional development and curriculum	The NJ innovations institute provided a drone demonstration for the school’s stem camp. The NJ innovation institute provided a day of professional

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
		development for 15 math, science, and stem teachers.
(name education partnering organization here)	(description of partnership)	(level of involvement)
(name education partnering organization here)	(description of partnership)	(level of involvement)
(name education partnering organization here)	(description of partnership)	(level of involvement)
(name education partnering organization here)	(description of partnership)	(level of involvement)

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.
(name community partnering organization here)	(description of partnership)	(level of involvement)
(name community partnering organization here)	(description of partnership)	(level of involvement)
(name community partnering organization here)	(description of partnership)	(level of involvement)
(name community partnering organization here)	(description of partnership)	(level of involvement)
(name community partnering organization here)	(description of partnership)	(level of involvement)

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 12: Board Governance

Board Governance	
Number of board members required by the charter school's by-laws	7
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	July 9, 2018
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	July 9, 2018

- b) List the amendments to by-laws that the board adopted during the 2017-18 school year.

The board adopted an amendment to the bylaws to allow board members to attend meeting via phone conference.

- c) List the critical policies adopted by the board during the 2017-18 school year.

Revised school dress code policy.

Revised school smoking policy to include vaping.

Added Narcan policy.

3.2 Board Compliance

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

Table 13: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Dr. Edwin Selby	2009	2019	President	eselby@sussexcharter.org	9/2011	2016
Dr. Rapuano	2011	2018	Member	rapuano@sussexcharter.org	8/1999	2013
Jason Apter	2016	2019	Member	japter@sussexcharter.org	7/2016	7/2016
Stephanie DePinto	2017		Member	sdepinto@sussexcharter.org	/2017	2017
Tom Mitchell	2018		Member	tmitchell@sussexcharter.org		
Michelle Syre	2018	2019	Member	msyre@sussexcharter.org	7/2016	7/2016
Lesia McGuinness	2018		Member	lmcguinness@sussexcharter.org		

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 2018-19. **Table 14: School Year 2017-18 Application Process Timeline**

Application Process Timeline	
Date the application for school year 2018-19 was made available to interested parties	November 5, 2017
Date the application for school year 2018-19 was due back to the school from parents/guardians	December 4, 2017
Date and location of the lottery for seats in school year 2018-19	December 7, 2017

- b) Provide the URL to the school’s application for prospective students for school year 2018-19. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.

<http://www.sussexcharter.org/>

- c) List all of the venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2018-19.

Online on our Website and at the school. Hard copies of the application provided at the Open House.

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

English and Spanish

- e) List all of the ways in which the school advertised that applications for prospective students for school year 2018-19 were available prior to the enrollment lottery.

Online on our Website, Current Parent eblast, PTO Facebook page, postcards, radio, newspapers

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2018-19.

Table 15: 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 2017-18	Number of students retained in 2017-18 for the 2018-19 school year
K	Number of K student Withdrawals	Number of K students enrolled after the first day of the school year 2017-18	Number of K students retained in 2017-18 for the 2018-19 school year
1	Number of 1 st grade student withdrawals	Number of 1 st grade students enrolled after the first day of school year 2017-18	Number of 1 st grade students retained in 2017-18 for the 2018-19 school year
2	Number of 2 nd grade student withdrawals	Number of 2 nd grade students enrolled after the first day of school year 2017-18	Number of 2 nd grade students retained in 2017-18 for the 2018-19 school year
3	Number of 3 rd grade student withdrawals	Number of 3 rd grade students enrolled after the first day of school year 2017-18	Number of 3 rd grade students retained in 2017-18 for the 2018-19 school year
4	Number of 4 th grade student withdrawals	Number of 4 th grade students enrolled after the first day of school year 2017-18	Number of 4 th grade students retained in 2017-18 for the 2018-19 school year
5	Number of 5 th grade student withdrawals	Number of 5 th grade students enrolled after the first day of school year 2017-18	Number of 5 th grade students retained in 2017-18 for the 2018-19 school year
6	7	67	0
7	1	78	0
8	4	76	0
9	Number of 9 th grade student withdrawals	Number of 9 th grade students enrolled after the first day of school year 2017-18	Number of 9 th grade students retained in 2017-18 for the 2018-19 school year
10	Number of 10 th grade student withdrawals	Number of 10 th grade students enrolled after the first day of school year 2017-18	Number of 10 th grade students retained in 2017-18 for the 2018-19 school year
11	Number of 11 th grade student withdrawals	Number of 11 th grade students enrolled after the first day of school year 2017-18	Number of 11 th grade students retained in 2017-18 for the 2018-19 school year
12	Number of 12 th grade student withdrawals	Number of 12 th grade students enrolled after the first day of school year 2017-18	Number of 12 th grade students retained in 2017-18 for the 2018-19 school year

- 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.

5.1 Compliance

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

- a) Provide a description of the [educator evaluation system](#) the school has implemented.
Charlette Danielson Model
- b) Provide a description of the school leader evaluation system that the school has implemented.

**NJ School Boards Evaluation of Superintendent
Marshal for the Principal**

- c) As **Appendix E**, provide a 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 16: 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 Admissions Application (Language)
Appendix E	Appendix E Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	Appendix F 2018 – 19 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the SharePoint folder “Annual Report 2018.” Save each appendix by the file naming convention provided in the second column of the above table.

Appendix A

Assurance that the school is meeting statutory and regulatory requirements

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to SharePoint. See page 2 of the annual report template for submission details.

- Curriculum.* The School's curriculum is compliant with the New Jersey Student Learning Standards.
- 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 policies 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.

Signature of School Official (School Lead):

Date:

Print Full Name:

Title:

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

Date:

Print Full Name:

Title: