



**PASSAIC ARTS AND SCIENCE CHARTER SCHOOL  
(Passaic-ASCS)**

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**NEW JERSEY CHARTER SCHOOL  
ANNUAL REPORT 2016**

**PASSAIC ARTS AND SCIENCE CHARTER SCHOOL  
PRIMARY**

6 Wall Street Passaic, NJ 07055  
Tel: (862) 238-7800 Fax: (862) 238-7801

**PASSAIC ARTS AND SCIENCE CHARTER SCHOOL  
INTERMEDIATE**

40 Tulip Street, Passaic, NJ 07055  
Tel: (862) 225-9400 Fax: (862) 225-9399

**PASSAIC ARTS AND SCIENCE CHARTER SCHOOL  
MIDDLE-HIGH**

7 St. Francis Way, Passaic, NJ 07055  
Tel: (973) 928-5544 Fax: (973) 928-5545

**CENTRAL OFFICE**

465 Boulevard Elmwood Park, NJ 07407  
Tel: (201) 773-9140 Fax: (201) 773-9141

This report is transmitted to the Commissioner of Education, the County Superintendent and the Board of Education of the district residence

**BASIC INFORMATION ABOUT THE SCHOOL**

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

<b>BASIC INFORMATION</b>	
Name of School	Passaic Arts And Science Charter School
Year School Opened	2011-2012
Grade Level(s) served 2016-17	K-10
Enrollment (as of June 30, 2016, or the last day of school)	711
Maximum Enrollment in 2016-17 (allowed per the school's charter)	812
Current Waiting List for 2016-17 students (as of June 30, 2016, or the last day of school)	781
District(s) / Region of Residence	Passaic
Website Address	<a href="http://passaiccharter.ilearnschools.org">http://passaiccharter.ilearnschools.org</a>
Name of Board President	Ozgur Dogru
Board President email address	board@passaiccharter.org
Board President phone number	(201) 773-9140
Name of School Leader	Nihat Guvercin
School Leader email address	nguvercin@ilearnschools.org
School Leader phone number	(201) 773-9140
Name of SBA	Recep Ornek
SBA email address	ronnek@ilearnschools.org
SBA phone number	(201) 773-9140

<b>SCHOOL SITE 1</b>	
Site Name	Passaic-ASCS Primary
Year Site Opened	2015
Grade Level(s) Served at this site in 2015-16	K-2
Grade Level(s) to Be Served at this site in 2016-17	K-2
Site Street Address	6 Wall Street
Site City	Passaic
Site Zip	07055
Site Phone Number	(862) 238-7800

Site Lead or Primary Contact's Name	Durim Memedi
Site Lead's Email Address	dmemedi@passaiccharter.org

SCHOOL SITE 2	
Site Name	Passaic-ASCS Intermediate
Year Site Opened	2013
Grade Level(s) Served at this site in 2015-16	3-5
Grade Level(s) to Be Served at this site in 2016-17	3-5
Site Street Address	40 Tulip Street
Site City	Passaic
Site Zip	07055
Site Phone Number	862-225-9400
Site Lead or Primary Contact's Name	Yanivis Fragozo
Site Lead's Email Address	yfragozo@passaiccharter.org

SCHOOL SITE 3	
Site Name	Passaic-ASCS Middle High
Year Site Opened	2011
Grade Level(s) Served at this site in 2015-16	6-9
Grade Level(s) to Be Served at this site in 2016-17	6-10
Site Street Address	7 St. Francis Way
Site City	Passaic
Site Zip	07055
Site Phone Number	973-928-5544
Site Lead or Primary Contact's Name	Vahit Sevinc
Site Lead's Email Address	vsevinc@passaiccharter.org

**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.

Passaic Arts and Science Charter School aims to provide the ideal environment for the intellectual and social development of its students, utilizing the combined effort of students, educators, families, and the community as a whole by providing boundless academic and co-curricular opportunities for individual skills and talents to develop. From the inception of the school, students have been provided a multitude of opportunities extended to them that have guided them on a path to success. Our mission and vision considers the educational goals that the New Jersey Department of Education has established for *all* students.

Our mission and vision is in direct alignment with the **Science, Technology, Engineering, Arts, and Math (STEAM)** philosophy. STEAM is an **interdisciplinary educational philosophy** that is strongly grounded in, and supported by, educational research. Through challenging, project-based learning experiences, core competencies are learned and evidenced by students. **STEAM** challenges our students to not only learn the content standards, but also to apply this new knowledge of 21<sup>st</sup> century skills and discoveries to tackle evolving real-world challenges.

**The tenets of the Passaic ASCS mission statement focus on high academic achievement, to be supported by digital literacy and a variety of co-curricular activities, provided in healthy environment that encourages mutual respect and social responsibility, supported by the efforts of students, teachers, families, and the school community/community at large.** Within the academic framework, the following explains key design elements and evidence of innovative practices:

1. **Academic Achievement** - concentration is placed on providing a multidimensional curriculum, research-based "best practices" instructional strategies, and student/program assessments. Literacy objectives within the CCSS **must be met** to better prepare students for PARCC assessments, college acceptance, and workforce readiness. Summary writing, analysis of rich and varied literature and non-fiction text, critical research skills, and opinions supported by text-based evidence are the cornerstone elements of the CCSS. In mathematics, lessons are aligned to the CCSS and the content prioritized and supported with online programs for student instruction and assignments. Teachers and students have access to rich, CCSS-aligned, engaging content, and embedded assessments with instant data.

2. **Digital Learning Environment** - concentration is placed on classroom organization, integration of technology, teacher development, and effective instructional programs. This allows the district to provide the most relevant, research-based educational experience to our students. The design of the program currently embraces technological literacy and integration, and in the absence of these resources, curricula cannot be delivered as designed. The rigors of the **New Jersey Student Learning Standards** coupled with the next-generation digital assessments require us to adjust both the method and mode of instruction to prepare our students for college and careers. The design of the program currently embraces technological literacy and integration; in the absence of technological resources, curricula cannot be delivered as designed. Student assessment data is used to evidence student growth as a result, in part, of digital instruction.

3. **Co-curricular Programs** - concentration is placed on academic and non-academic programs that are designed to meet the needs of the **whole child** (academically, socially and emotionally). Passaic Arts and Science Charter School has a vibrant arts education model, which includes multiple performances including full-length theatrical productions, concerts, cultural dances and festivals. The

school is often the host location for a variety of educational presentations, educational guest speakers, science fairs and Olympiads, and math competitions. Additionally, the district participates with its sister schools, Bergen ASCS and Paterson ASCS in an annual summer learning institute, whereby all instructional staff come together in the form of a professional learning community in order to explore best practices in education.

4. **Community Involvement** - concentration is placed on parent programs, community outreach, and fostering school, family and community collaboration/involvement. The students of Passaic ASCS are afforded the benefits of partnerships currently established with local universities, businesses, and community leaders. Passaic ASCS recognizes a school as an anchor in a community; we believe the school is the anchor that this community needs. All children deserve the opportunity to be educated in a rich, nurturing environment that promotes inquiry-based learning and innovation in an equitable, culturally-sensitive atmosphere.

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.

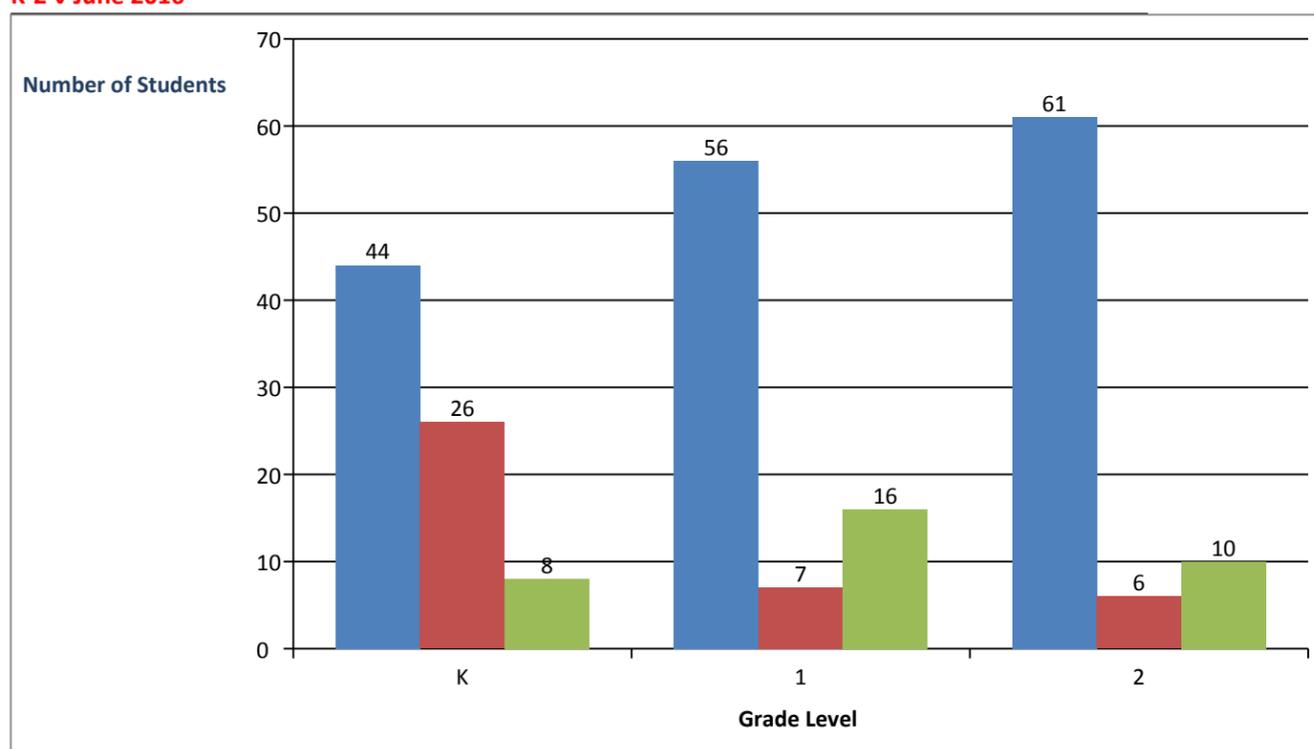
**If applicable**, provide information regarding school-specific academic goals related to the school's mission using the guidelines and format below. Include the goal, measure/metric, target, and outcome. **These academic goals may have changed from the school's original charter application.**

**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.

<b>Goal 1</b>	Students in grades K-2 will continue to receive ELA instruction through a balanced-literacy approach daily to ensure 85% of students are reading at, or above grade-level (based upon grade- level benchmarks identified by Fountas and Pinnell) by the end of June 2016.
<b>Measure/Metric</b>	Monthly, all students are assessed via Running Records. This provides data regarding individual progress towards the end-of-year benchmark, and specifically identifies the guided reading group levels. Fluency and comprehension levels are assessed.  Students are given both quarterly and year-end summative evaluations.
<b>Target</b>	The percentage of grades K-2 students reading at, or above grade level must be 85% or higher. Students are expected meet the end-of-the year benchmark targeted goal by the end of June 2016.
<b>Actual Outcome</b>	Actual outcome for Passaic ASCS students in grades K-2 is indicated in graph below:

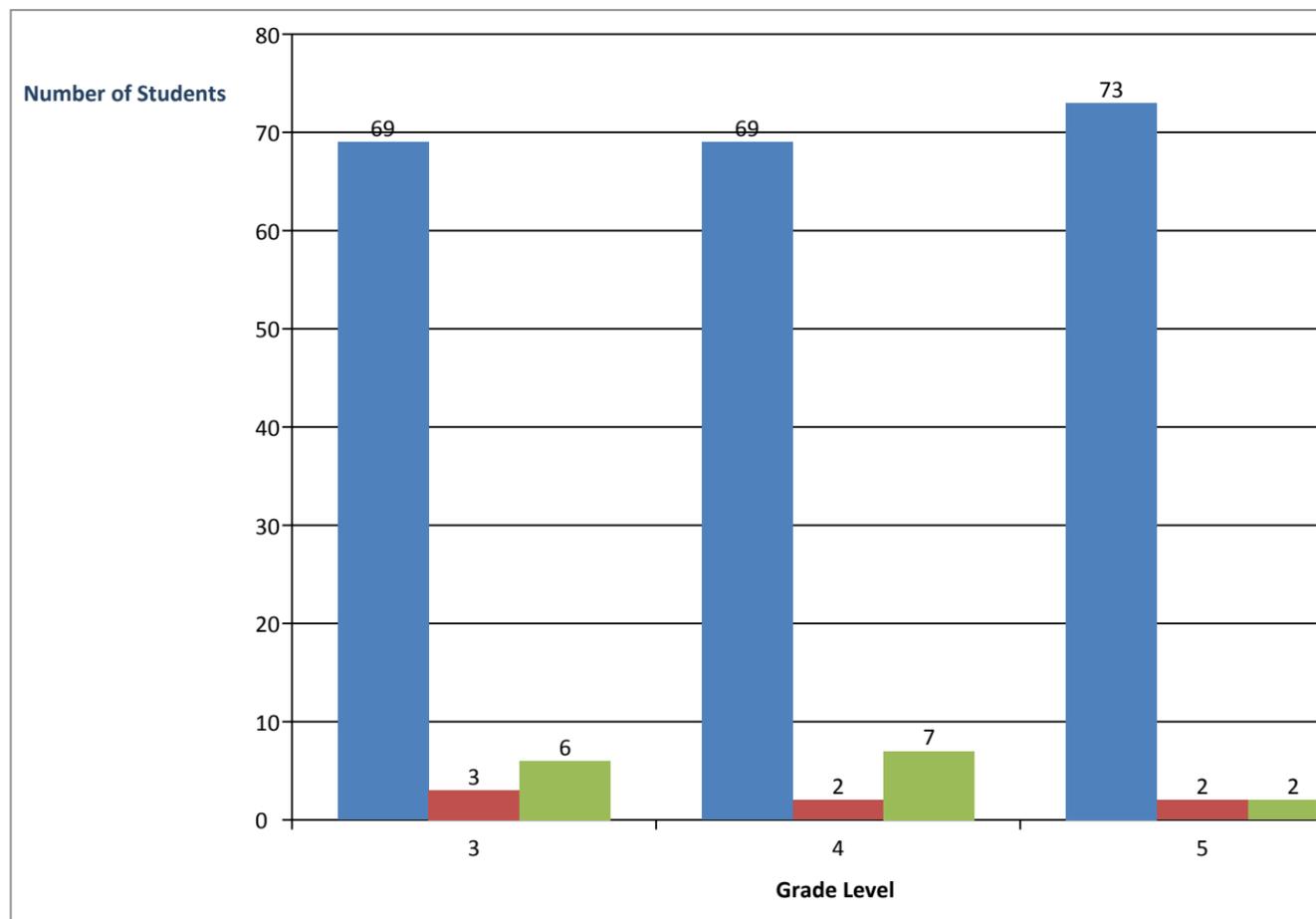
**Passaic Arts & Science Charter School  
Running Record Final Summary  
K-2 ◊ June 2016**



As indicated in the chart above, from a total of 234 students, 34 students did not meet the grade-level expectation. 85% of students in grades K-2 are reading at or above grade level. In addition, 161 students (69%) are reading above grade level.  
**GOAL HAS BEEN MET.**

<b>Goal 2</b>	Students in grades 3-5 will continue to receive ELA instruction through a balanced-literacy approach daily to ensure 85% of students are reading at, or above grade-level (based upon grade- level benchmarks identified by Fountas and Pinnell) by the end of June 2016.
<b>Measure/Metric</b>	Monthly, all students are assessed via Running Records. This provides data regarding individual progress towards the end-of-year benchmark, and specifically identifies the guided reading group levels. Fluency and comprehension levels are assessed.

	Students are given both quarterly and year-end summative evaluations.
<b>Target</b>	The percentage of grades 3-5 students reading at, or above grade level must be 85% or higher. Students are expected meet the end-of-the year benchmark targeted goal by the end of June 2016.
<b>Actual Outcome</b>	Actual outcome for Passaic ASCS students in grades 3-5 is indicated in graph below:



As indicated in the chart above, from a total of 233 students, 15 students did not meet the grade-level expectations. 93% of students in grades 3-5 are reading at or above grade level. In addition, 211 students (90%) are reading above grade level.

**GOAL HAS BEEN MET.**

## 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](#).

### 1.3 Instruction

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

Passaic Arts and Science Charter School (Passaic ASCS) defines high quality instruction as instruction that encompasses and considers the wellbeing of the learner, the content being taught, the process and manner in which the content is being taught, the learning environment, and the learning outcomes.

In light of the aforementioned, Passaic ASCS takes initiatives to ensure that all learners are ready to receive instruction by acknowledging the findings that NAEP performance is lowest in schools with high concentrations of children on free and reduced lunch, and therefore ensures that all learners are well nourished (offering a breakfast program for to its free and reduced lunch population). Additionally, Passaic ASCS ensure that all learners are able to access the materials that they are being taught by offering free tutorials and support programs that are personalized to the learner's needs. At Passaic ASCS the learning environment considers the needs of all learners and provides adequate resources and facilities for each child that it serves.

The school based administration works closely with the Chief Academic Officer, District Chairs, Coaches and Lead Teachers of ELA, Mathematics, and Science to ensure that the curricula is robust and considers the digital resources and materials needed for the acquisition of basic skills as well as those needed to reach the depths and complexities of high ability learners, especially in the areas of literacy, numeracy. Collectively, the academic team (individuals outlined above) and school based administrators work closely to monitor and measure the processes through which highly trained teachers use child-centered teaching approaches and skills assessments that are linked to national standards to facilitate learning and reduce disparities.

In order to meet the needs of all students, Passaic ASCS uses a blended approach that considers various instructional methods. This pedagogical approach is deeply embedded in the instructional philosophy of the Passaic ASCS and embraces various teaching strategies. These include:

- Direct Instruction
- Indirect Instruction
- Experiential Learning
- Independent Study
- Interactive Instruction

The instructional strategies that are used are understood to be techniques and methods that a teacher uses to meet learning objectives, as well as the needs of his/her learners. Data is used to determine instructional strategies that will be selected with the intent of having students be independent learners and strategic thinkers. With this approach, the Passaic ASCS equips teachers to make learning intentional, rigorous, and helps students to awaken their intrinsic desire to learn. This approach allows teachers to focus on methods and the environment while considering

multiple intelligences and the learning styles of his/her students. In addition to students' development level and experience, data is used as a means to determine the appropriate learning strategy. Please see below for an explanation of learning strategies and methods that are employed at the Passaic ASCS.

### **Direct Instruction**

Direct Instruction is the most commonly used teaching method and its main focus is on teacher-directed approaches/direct instruction. Here, teachers will use data to drive and prepare the content that will be presented. Knowledge is delivered to students in a step-by-step, structured way and involves active student participation.

### **Indirect Instruction**

Indirect Instruction is student-oriented and is used to complement direct instruction methods. Through this strategy, students are more involved by observing, questioning, problem solving, forming inferences, exploring their desire to learn etc. Through indirect instruction, the teacher acts as a facilitator or supporter rather than an instructor. At the Passaic ASCS, teachers prepare for indirect instruction by clearly defining the problem/ situation and teacher-student roles are specified with clear instructions.

### **Experiential Learning**

Experiential Learning is activity based and offers opportunities for students to apply their experience to other contexts. Experiential Learning is more about the process of learning rather than focusing on the content, and the approach truly considers learning styles and multiple intelligences. Students participate in activities, reflect and share their experiences, analyze and infer the solutions, and formulate plans to apply their learning in new situations. At the Passaic ASCS, teachers are cognizant of providing this environment for learning and encourage students to be active.

### **Independent Study**

Independent Study encompasses a range of teaching methods that develop student skills like initiative, self-belief, time management and self-improvement. At the Passaic ASCS, Independent Study requires students to undertake a planned activity under the supervision of a teacher. It involves group study or learning with an assigned partner. These methods are designed carefully by the teacher and address the specific requirements of a group.

### **Interactive Instruction**

Interactive Instruction is a highly interactive strategy and involves discussion and sharing amongst students, explores their higher-thinking process, and gives opportunity to develop social skills.

Under the guidance of the school leadership team, all Passaic Arts and Science Charter School teachers recognize that classroom management refers to all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place (Wong, 2001). The following are recognized, school-wide, as the characteristics of a well-managed classroom.

- Students are deeply involved with their work, especially with academic, teacher teacher-led instruction.
- Students know what is expected of them and are generally successful.
- There is relatively little wasted time, confusion, or disruption.
- The climate of at the classroom is work-oriented, but relaxed and pleasant

Well-managed classrooms must be in place at Passaic Arts and Science Charter School in order for any pedagogical approach to be effective. The following three instructional methods are employed to ensure the most effective, instructionally managed classroom:

1. Teacher Coaching
2. Checks for Understanding

#### Teacher Coaching

Teachers of core content areas assigned a content-specific coach to support them in analyzing student data, planning lessons, and implementing best practices in pedagogy. This coaching model emphasizes professional growth by providing teachers with opportunities to collaborate with content-area specialists in a manner that is not punitive and offers collaborative, co-constructed evaluations that include multiple opportunities to reflect, self-assess, and set personal goals for growth. Through this coaching model, teachers develop trusting relationships with education professionals who have been identified as highly effective in their practices.

Content-area coaches at Passaic -ASCS:

- conduct weekly, two-hour long meetings, (including weekly, course-based Professional Learning Community {PLC} sessions) with teachers for the purpose of discussion, planning, data-gathering, and reflecting
- facilitate weekly, course-based PLCs and other professional development sessions as noted during work sessions, which include:
  - teaching model lessons
  - team-teaching (when appropriate)
  - providing guidance on the inclusion of New York Common Core Learning Standards and tech-enhanced opportunities during lessons
  - STEAM implementation
  - collaboration
  - task selection that targets specific standards and/or skills
  - analyzing student work and review of data
  - formative/summative assessments
  - questioning techniques for the purpose of developing higher-order thinking skills
  - professional development related to Standard 3 (Instructional Practice) of the New Jersey State Teaching Standards

A study narrated by John A. Boss notes, “Previous research on coaching offers consistent evidence of positive outcomes. For example, Bennett’s (1987) meta-analysis showed that coaching combined with other training techniques produced implementation effects surpassing those of other methods.” (Boss, 1992). In this study of 7th and 8th grade history teachers, “The first hypothesis of the study, that student achievement would be higher in the classrooms of teachers who interacted more extensively with their coaches, was confirmed” (Boss, 1992.)

Beverly Showers further explored the effects of coaching programs and found the following results:

#### Effects of Coaching Programs

- Results of coaching programs have been reported in detail elsewhere (Baker and Showers, 1984; Showers, 1983, 1983b, 1984). The brief summary here merely reviews those results. Coaching effects fall into two broad categories: facilitation of transfer of training and development of norms of collegiality and experimentation. Coaching appears to contribute to transfer of training in five ways.

##### Coached teachers:

- Generally (though not always) practice new strategies more frequently and develop greater skill in the actual moves of a new teaching strategy than do uncoached teachers who have experienced identical initial training.
- Use the new strategies more appropriately in terms of their own instructional objectives and the theories of specific models of teaching (Showers, 1982; 1984).
- Exhibit greater long-term retention of knowledge about and skill with strategies in which they have been coached and, as a group, increase the appropriateness of use of new teaching models over time (Baker, 1983).
- Are much more likely than uncoached teachers to teach the new strategies to their students, ensuring that students understand the purpose of the strategy and the behaviors expected of them when using the strategy (Showers, 1984).
- Exhibit clearer cognitions with regard to the purposes and uses of the new strategies, as revealed through interviews, lesson plans, and classroom performance than do uncoached teachers (Showers, 1982; 1984). We are currently examining more closely teachers' progression of thinking as they learn and apply new models. We would like to accelerate the speed with which teachers can "learn how to learn" new strategies.

It is the goal of the Passaic Arts and Science Charter School for teachers to professionally grow through the coaching model and implement effective instructional practices in each classroom.

#### Checks for Understanding

There are key techniques that are used in all lessons that allow teachers to track learning and adapt instruction simultaneously as learning is occurring in the classroom. Checking for understanding is an important step in the teaching and learning process, which is why it is an integral part of Passaic Arts and Science Charter School's formative assessment system.

In all content areas, each teacher is expected to incorporate the following into his or her instructional practices in order to truly meet the needs of the individual learner:

- teacher modeling
- guided reading
- open-ended questions
- multiple-intelligence grouping

- real world, problem based learning
- peer assessment
- learning stations
- portfolios/self-assessment
- interactive skill practice
- performance based projects
- tiered activities

**1.4 Assessment**

a) Discuss the school’s 2014-15 statewide assessment results (PARCC) with regard to absolute, comparative and growth measures.

• **Absolute Measures**

	ELA % Meeting or Exceeding Standards
Schoolwide	49.1%
African American	51.2%
Hispanic	45.5%
Economically Disadvantaged	45.8%

	Math % Meeting or Exceeding Standards
Schoolwide	40.1%
African American	36.5%
Hispanic	36.6%
Economically Disadvantaged	36.2%

• **Comparative Measures**

	Passaic ASCS % Meeting or Exceeding Standards	Passaic City % Meeting or Exceeding Standards
ELA	49.1%	19.7%
Math	40.1%	18.8%

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	49.1%	91	51

As illustrated in the table above, Passaic ASCS had a higher passing percentile in ELA than the sending district Passaic City by 29.4%. Passaic ASCS had a higher passing percentile in Math than the sending districts Passaic City by 21.3%.

• **Growth Measures**

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Met Target
Student Growth on Language Arts	72	97	97	Yes
Student Growth on Math	64	97	90	Yes

As illustrated in the table above, Passaic ASCS had a median student growth score of 72 in English Language Arts and a median student growth score of 64 in Math. Passaic ASCS is in 97<sup>th</sup> percentile in both English Language Arts and Math among its peer groups. Passaic ASCS met the statewide growth target of 35 both in English Language Arts and Math by being in 97<sup>th</sup> percentile in English Language Arts and 90<sup>th</sup> percentile in Math.

- 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.
- Measures of Academic Progress (MAP) exams in grades 2-12
  - MAP for Primary Grades (MPG) in grades K-1
  - Bi-weekly reading comprehension benchmarks in all grades
  - Monthly writing assessments in all grades
  - Unit assessments in all grades
  - PARCC assessment simulation tests in grades 3-12.

Data from all of these assessments is used to monitor the progress of students and to guide teachers in the design of individual action plans for student improvement. The iLearn Education Management and Information System (iLEMIS), provides an advanced data warehouse that allow teachers, department chairs/coaches, the vice principal, the school principal, testing coordinators, content-area specialists, the Chief Academic Officer, the CEO/Lead Person, students, and parents to monitor current student performance in real-time. Once data is compiled into user-friendly reports which provide targeted analysis by grade level, class section, individual student performance, and by specific learning standard and/or question, the following questions to guide the instructional staff include, but are not limited to, the following:

- How well did the class perform as a whole?
- What are the strengths and weaknesses evidenced within specific standards/skills?
- Do results differ depending on question types (multiple-choice vs. open-ended, comprehension vs. writing)?
- Identify students performing at different levels of the state test simulation; how can teachers best create flexible-skill groups for students that have distinguished, strong, moderate, or partial command of the learning standard?
- How can we utilize our students to best support one another?
- Targeted distractors: Did students all select the same incorrect answer?
- Compare similar standards/skills; do results in one domain influence the others?
- Unwrap each standard and defragment each skill; did students perform similarly on lower-order vs. higher-order questions?
- Sort data by performance in specific items/specific-standards; do trends in the data emerge?
- Examine data horizontally by student; are there any anomalies occurring with individual students?

Following data analysis, each teacher (under the guidance of content-area specialists and school administrators) will design individualized, prescriptive action plans for improvement based upon demonstrated levels of student mastery per standard. Teachers will consider standards/skills (based upon the percentage of student mastery) for whole-group re-teach, small-group remediation, and for one-on-one instruction.

Next, grade-level teams will complete similar grade-team action plans. In these team action plans, grade-level teachers will design and implement cross-curricular strategies to support students, such as the use of scaffolding based upon prior knowledge, modeling the concept using fresh content from a complementary discipline, and vocabulary reinforcement across the disciplines. Teachers of all content areas will use common academic and content-specific vocabulary in their lessons.

### 1.5 Organizational Capacity - School Leadership/Administration

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

<b>School Leadership / Administration Information</b>		
<b>School Leader / Administrator Name</b>	<b>Title</b>	<b>Start Date at School</b>
Durim Memedi	School Director	07/01/2015
Alyssa Neidhardt	Curriculum Supervisor	8/22/2011
Carolina Rosario	Project Coordinator	8/22/2011
Yanivis Fragozo	School Director	8/22/2011
Melissa Marash	Curriculum Supervisor	11/28/2011
Tajh Laster	Project Coordinator	08/22/2013
Vahit Sevinc	School Director	07/15/2011
David Raffo	Curriculum Supervisor	8/18/2015
Esther Arizmendi	Project Coordinator	07/01/2015

### **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	
<b>Learning Environment</b>	
<b>Attendance rate: (use the total days present divided by the total days in membership)</b>	97%
Elementary School	96%
Middle School	97%
High School	97%
<b>Student - teacher ratio</b>	10:1
<b>Professional Environment</b>	
<b>Teacher retention rate (year to year)</b>	82%
<b>Total staff retention rate (year to year)</b>	89%
Frequency of teacher surveys and date of last survey conducted	1x a year/January 2016
Percent of teachers who submitted survey responses	63%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	Overall 75% of staff are satisfied with the school environment
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> <li>• Teacher and Student pride with the school</li> <li>• Safety of staff and students</li> <li>• Tools and resources to complete daily tasks and do their job</li> <li>• Support from administration</li> <li>• Opportunity for professional growth</li> <li>• Embrace an appreciation for diversity</li> </ul>
List the main school challenges identified in the survey	<ul style="list-style-type: none"> <li>• Parental involvement</li> <li>• Classroom Instruction in regards to differentiation</li> <li>• Technology should be grade appropriate</li> </ul>

## 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	1x a year June 24, 2016
Percent of families completing a survey (considering 1 survey per family)	22%
Percent of parents who expressed satisfaction	78%

with the overall school environment	
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> <li>• Family Efficacy: How confident families are with regard to key parenting skills.</li> <li>• Family Support: Families' perceptions of the amount of academic and social support that they provide their child with outside of school.</li> <li>• Learning Behaviors: Families' perceptions of their child's learning-related behaviors.</li> <li>• School Climate: Perceptions of the overall social and learning climate of the school.</li> <li>• School Fit: Families' perceptions of how well a school matches their child's developmental needs.</li> </ul> <p>School Safety: Perceptions of student physical and psychological safety at school.</p>
List the main school challenges identified in the survey	<ul style="list-style-type: none"> <li>• Barriers to Engagement <ul style="list-style-type: none"> <li>○ Busy schedule of parents</li> </ul> </li> <li>• Family Engagement: The degree to which families become involved with and interact with their child's school.</li> <li>• Grit: How well students are able to persevere through setbacks to achieve important long-term goals. <ul style="list-style-type: none"> <li>○ How often does your child stay focused on the same goal for several months at a time?</li> </ul> </li> </ul>
<b>Parent Involvement at the School</b>	
Number of parents currently serving on the Board of Trustees out of total Board Membership	1
Major activities/events offered to parents during 2015-16 school year (For Example: Monthly Parent University. Topic include...)	<p>Within the Passaic-ASCS School, we believe that family involvement is an integral component of our school culture. Our objective is to continue fostering close and positive relationships and constant communication between school, family and community.</p> <p>Our Parent-Teacher Organization (PTO) is a committee that maintains a strong presence at the school, and they are a vital component of enriching the experience of students. They assisted in the purchase of sports equipment, musical instruments, yearbooks, and classroom materials. Additionally, the PTO organizes fundraisers to defray the cost of field trips for the students.</p> <p>In the 2015-2016 Academic Year, Passaic-ASCS reached out to both the parents and the community with myriad programs and activities to enhance the experience of the students and school community as a whole. A selection of these activities is provided below.</p> <p>We look for continue to grow in terms of these opportunities, with expanded programs, meetings, and events to foster not only individual and whole student</p>

growth, but a continued support of our parent organization. With the 2015-2016 year seeing expansion to a third school, and the long-awaited debut of a high school grade (9th), these programs and activities are needed more than ever to ensure our mission stays strong.

Events denoted (All Campuses) means activities took place in both our K-2 primary school, our 3-5 intermediate school and our 6-9 middle-high school. Events that took place solely in our primary, intermediate or middle-high school will also be labeled as such.

- **ORIENTATION FOR STUDENTS AND PARENTS- (All Campuses)**

In **August**, Passaic-ASCS held an orientation for all students and parents. This program is designed to welcome new students and their families, and allow returning students to pick up their schedule and books, and attend informational sessions to better prepare for the new school year.

- **9/11 NATIONAL ANTHEM SIMULTANEOUS SING-A-LONG WITH SCHOOLS NATIONWIDE- (All Campuses)**

In September, Passaic-ASCS held an assembly where students, staff, and honorees (First Responders) sang in this national Sing-A-Long .

- **BACK-TO-SCHOOL NIGHT – 2 Hours-(All Campuses)**

In **September**, parents and guardians were invited to meet the Passaic-ASCS staff and faculty and receive an overview of the course content to be taught for the 2015-2015 school year. Brochures were handed out explaining the school's philosophy, database procedures and various ways to communicate with the students' teachers.

- **FIFTH ANNUAL PTO PARENT PICNIC – 5 Hours (ALL)**

**September-** Our school had their Annual Parent Picnic with over 200 people present at Pulaski Park in Passaic. Maschio's Food Services provided hamburgers, hotdogs, and grilled chicken among other great food, while families supplied sports equipment for students to share and enjoy themselves along with music, a playground, and plenty of space.

- **GRANDPARENT'S NIGHT – 3 Hours (All Campuses)**

Our school held its 5th annual Grandparent's Night in **October**. We had such an incredible turnout full of various activities for all grandparents and their grandchildren to participate in, including butterfly decorating, picture-frame making, pumpkin embellishment, face-painting,

bean-bag-toss, as well as interactive and fun games, such as bowling, bingo, and other board games.

- **HISPANIC HERITAGE MONTH CELEBRATION – 1.5 Hours**

**October-** Passaic-ASCS Intermediate had the honor of observing its Hispanic Heritage Celebration in October. The festivities included a Hispanic Heritage Fiesta where students enjoyed traditional dances and created arts and crafts representing Hispanic traditions.

**October-** Passaic-ASCS Primary and Middle-High had the honor of observing its Hispanic Heritage Celebration in October. The festivities included students reading poems and enjoying a live Uruguayan folkloric dance group.

- **HALLOWEEN COSTUME PARADE/CONTEST – 2 Hours (Primary)**

**October** – Passaic-ASCS Primary held a spook-tacular Halloween parade! Students paraded around the school building for pictures, and many families joined in the fun! Prizes were awarded by the PTO in the following three categories: Best Home-Made Costume, Most Unique Costume, Silliest/Funniest Costume and students voted for the Best Staff Costume.

In Passaic Intermediate, students participated in a Fall Festival. Parents volunteered to run various booths and students had a social hour to enjoy the fall celebrations in their costumes.

In Passaic Middle, Grades 6-9 Students participated in a trick or treat in our cafeteria, where families donated candies to share in distribution, and parents volunteered to spookily decorated tables for students to trick-or-treat and take photographs. Afterwards, the students had a social hour and dance where they could mingle, take more photos together, and enjoy their sweets as Halloween Party Music entertained over the speakers. At the conclusion of the hour, prizes were awarded for various costume categories to our students and staff!

- **VETERAN'S DAY REMEMBRANCE – 2 Hours (All Campuses)**

**November-**PASCS- Primary commemorated Veterans Day in November with some very special guests. One of our Security Officers, a currently active National Guardsman, was also honored at the assembly and spoke to the students to commemorate this important holiday. The Intermediate School hosted a Marine Veteran and listened to his experiences during an assembly.

- **PARENT/TEACHER CONFERENCES – TWICE A**

**YEAR – 4 Hours Each (All Campuses)**

After the first and third marking period, teachers met with parents to discuss the progress of students. Parents visited each classroom, meeting with teachers individually. Recommendations for the progress of the school year were given at this time.

- **Passaic-ASCS AWARDS CEREMONIES – 2 HOURS, Quarterly (All Campuses)**

BASCS celebrated the success of K-8 students for their achievements in each quarter of the 2015-2016 academic school year. Parents were invited to help celebrate the success of our students. Awards were given to the students for distinguished and recognized honor roll achievements. Student of the Marking Period, as well as awards for outstanding performance in various academic disciplines, character education and citizenship were awarded as well.

- **NUTRITION NIGHT SPONSORED BY HACKENSACK UNIVERSITY MEDICAL CENTER – 2 Hours (All Campuses)**

In **November**, through iLearn Schools, the community gathered to learn about nutrition and ways to keep healthy.

- **Weekly Parent Breakfast with Administrators/Teachers – 1 Hour, 2x per Week Avg. (All Campuses)**

Beginning in **November**, the program goal of the breakfast is to get to know each other, build strong relationships between the school and families and provide an opportunity to share awareness for different cultures that are represented at Passaic-ASCS Intermediate. During the breakfast, parents are informed of school operations, curriculum and future projects. Parents also have a chance to bring suggestions or comments directly to the administration.

- **STAYING SAFE IN CYBERSPACE– 1.5 Hour (All Campuses)**

In **January**, through iLearn Schools, the community gathered to learn internet safety for parents.

- **THANKSGIVING DINNER/ FOOD DRIVE – 4 Hours**

In **November**, with iLearn Schools, a food drive was organized to benefit our school families and community members in need. Countless community businesses and members of the school community generously donated to the cause. Additionally, a holiday meal was prepared and shared with staff members, families, and the Passaic community.

- **WINTER CONCERTS- 1 Hour Each (All Campuses)**

**December-** Before our Winter Recess, we celebrate the winter season by singing songs in celebrating of winter, community and family. Students dress their best as they take to the stage for their teachers and families.

- **5th Annual MUFFINS WITH MOMS – 1 Hour (All Campuses)**

In **January**, we hosted a fabulous morning with mothers and their children enjoying muffins and socializing with other parents and teachers.

- **5th Annual DONUTS WITH DADS – 1 Hour (All Campuses)**

In **February**, Passaic-ASCS' Donuts with Dads had brought fathers and their children together at breakfast-time in the cafeteria. Not only were there many fathers present, but also extended families. All were welcome to celebrate.

- **PENNIES for PATIENTS DRIVE – FEBRUARY - ONE MONTH**

In an effort to raise funds for finding a cure for Childhood Leukemia, students were asked to donate pennies for this great cause!

- **BLACK HISTORY MONTH – 2 Hours**

In **February**, we celebrated African American History Month with a special assembly. The celebration included a live dance performance by Kamate Traders and background presentation of African American throughout U.S. history.

- **HARLEM WIZARDS FUNDRAISING EVENT – 2 Hours (All Campuses)**

Students, families, and staff were all invited for a fun evening to watch our faculty play against the Harlem Wizards. Approximately 800 people attended for this fundraising event which was held at our Paterson campus for all to enjoy.

- **Quality in Education Summit – 3 Hours (All Campuses)**

In April, iLearn Schools, hosted our 4th Annual Quality in Education Summit. The event was streamed live via You Tube, and was tweeted live. The panel members included:

Dr. Bari Anhalt Erlichson, Special Assistant to the Commissioner, Data Literacy Initiative, New Jersey Department of Education

Janellen Duffy, Executive Director, JerseyCAN  
Muhammed Akil, Executive Director, Parent Coalition for  
Excellent Education

Topic of Discussion: The Impact of Mandated  
Standardized Testing in New Jersey's Public Schools.

- **MAKE THINGS HAPPEN MAKER'S FESTIVAL – 6 HOURS (All Campuses)**

In May, this event invited students and their families to enjoy learning and to share what they can do for a day of collaboration, innovation, and fun.

- **IT'S A BORING SNORING EXPLORING DAY! - 4 HOURS (Primary)**

In April, second grade students performed in our school's musical all families were invited for this two day event.

- **THE LION KING, Jr.– 90 MINUTES (Intermediate)**

In May, students in grades 3-5 put on three live performances of THE LION KING, Jr. at our middle-high school campus. The students performed for all to enjoy including teachers, staff, students and parents.

- **Seusical, The Musical 90 MINUTES (Middle-High)**

In May, students in grades 6-9 put on three live performances of Seusical The Musical. at our middle-high school campus. The students performed for all to enjoy including teachers, staff, students and parents

- **SPRING CONCERTS- 2 Hours (All Campuses)**

May- We welcomed the new season by singing songs in celebration of spring, community and family. Students dress their best as they take to the stage for their teachers and families.

- **Bergen IDOL VOCAL COMPETITION- 2 Hours (All Campuses)**

May- The winner of each PASSAIC IDOL also had the opportunity to showcase their talent, performing for family and friends at a concert during the Garden State International Heritage Festival and raising money for school activities in the process.

- **ART SHOWCASE – 3 HOURS (All Campuses)**

This year's Student Art Showcases were held in May for all three schools. There was no purchase necessary to attend, but families had an opportunity to view and take their student's artwork. All funds raised went to support the Passaic-ASCS visual art program.

- **GARDEN STATE INTERNATIONAL HERITAGE**

	<p><b>FESTIVAL – Yearlong Project (All Campuses)</b>          With over 4,500 attendees, 48 countries represented, 4 food vendors, 7 merchant vendors and over 25 performers, including the NJASCS Spring Concert, our fourth annual GSIHF was held on <u>June 1st, 2016</u> at our Paterson-ASCS campus.</p> <ul style="list-style-type: none"> <li> <p><b>KINDERGARTEN GRADUATION – 2 hours (Primary School)</b>            As students end their first official year in school, a Kindergarten graduation was held in June to commemorate this joyous occasion. The school Director gave an inspirational speech and Kindergarten teachers recited a poem. The students sang songs and were awarded their diplomas. Families were invited for light refreshments after the ceremony was over.</p> </li> <li> <p><b>MIDDLE SCHOOL GRADUATION – 2 HOURS (Middle High School)</b>            The Middle School graduation was held in June on the Passaic-ASCS Middle/High Campus. The guest speaker, Mayor Dr. Alex Blanco, Passaic City Mayor, gave an inspirational speech to the students, staff, and families in attendance.</p> </li> </ul>
<p>Major activities/events conducted by the parents to further the school’s mission and goals, such as fundraising, volunteering, etc.</p>	<ul style="list-style-type: none"> <li> <p><b>DRESS DOWN DAYS – THROUGHOUT THE YEAR</b>            Sponsored by the PTO there were monthly dress down days. Students paid \$1/\$2 and wore their own clothes, or themed dress such as sports teams, school pride colors, and more, instead of the school uniform. The funds collected during these days were used to finance the end of the year Field Day, as well as various departments within the schools.</p> </li> <li> <p><b>BOX TOPS FOR EDUCATION – THROUGHOUT THE YEAR</b>            The PTO and Activity Coordinators organized the collection of <i>box tops</i> to raise funds for the PTO. These funds will help the PTO make purchases for the teachers and the school. Box Top contests occur in <u>May</u>.</p> </li> <li> <p><b>BOOK FAIRS – ONCE A YEAR – 18 HOURS-</b>            The PTO and Activity Coordinator organized and ran the school book fairs one week in the school year. They advertised the events in weekly parent emails and throughout the schools. Parents volunteered to set up the books prior to the fair beginning, sold the books to students and parents, and organized the books to return them to Scholastic. Monies raised by the Book Fairs were utilized to buy books for the school libraries.</p> </li> <li> <p><b>MOVIE NIGHT – THOUGHOUT THE YEAR (All Campuses)</b>            The PTO sponsored movie night held at the each campus.</p> </li> </ul>

Refreshments were sold and all proceeds went to the PTO general fund.

- **POPCORN SALE – THOUGHOUT THE YEAR (All Campuses)**

Passaic-ASCS Families and staff had the opportunity to popcorn after school.

- **GERTRUDE HAWK CHOCOLATE SALE- 2X per year (All Campuses)**

THE PTO organized a Yankee Candle fundraiser to raise money for the PTO general fund.

- **PICTURE DAY – TWICE A YEAR – 5 HOURS EACH (All Campuses)**

The PTO contracted with a photographer to hold Fall and Spring picture day, along with graduation photos for the middle/high campus. Parents assisted to facilitate the process on each campus.

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

<b>Community Involvement</b>		
<b>Partnering organization</b>	<b>Description of the partnership</b>	<b>Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.</b>
<b>EDUCATIONAL INSTITUTIONS:</b>		
Rutgers University	In collaboration with Rutgers University, Passaic ASCS High participated in the School Systems Improvement Project. This grant enabled school administrators and the school's Master Mentor Teacher to utilize an evaluation instrument that is highly specific and quantitative. Teachers received 3 formal CSS-O reports throughout the year.	School administrators and teachers each completed 3 CSS-T and CSS-O forms, respectively. Each took approximately 30 minutes in length.
Grand Canyon University	Through our partnership with Grand Canyon University, school administrators completed online courses in order to obtain supervisory certification. Tuition costs were reduced due to this partnership.	3 school administrators utilized this partnership in order to further their educations.
Novartis Corporation	This global healthcare has provided a partnership with Passaic-ASCS to allow our students to explore the many fields of medical science through continuing education opportunities and through various workshops and visits.	Freshmen and sophomores explored the many fields of medical science through continuing education opportunities and through various workshops and visits.
Passaic County Community College	Passaic County Community College is a local, two-year community college that provides academic, cultural, and technological resources and experiences to the residents of the community.	During the Passaic County Community College Community Day, Passaic-ASCS Schools was provided a table space to display our Passaic school district information. Numerous families toured the campus, participated in raffles, and received information on a variety of topics.
Ramapo College	Ramapo College has served	Ramapo College have provided

	as a host for our students to explore college life.	undergraduate and graduate information, and have presented valuable information in support of our mission to help prepare our high school students to be college-ready.
Montclair University	Montclair University Researchers conducted The DYME Project: Developing students' thinking of dynamic measurement with third grade students. The objective of this study was to explore how children learn the concept of geometric measurement.	60 third grade students along with 5 staff members were involved in this research project.
<b>COMMUNITY INSTITUTIONS:</b>		
Girl Scout	Passaic Arts and Science Charter School welcomed and hosted the Girl Scout Organization to have their meetings every Friday	Passaic Arts and Science Charter School welcomed the Girl Scout Organization to have their meetings every Friday for 1 hour and 15 minutes each session, starting on October 23 <sup>rd</sup> and ending on May 13 <sup>th</sup> , a total of 15 female students participated.
City of Passaic Recreation Department	Members of the community helped by lending their talents in this volunteered effort.	Passaic Arts and Science Charter School community helped the City of Passaic built a playground in Columbus Park in the City of Passaic from October 2 <sup>nd</sup> to 5 <sup>th</sup> . Members of the community helped by lending their talents in this volunteered effort. These efforts was highlighted on National Television with the support of Matt Lauer and Savannah Guthrie of NBC's TODAY Show.
Jefferson Awards Foundation "Students-in-Action"	Students-in-Action empowered students to think big, choose their own public service passion, engage their own school and broader communities, and create maximum impact. There are 3 pillars of Students-in-Action: Leadership, Engagement, and Impact.	This partnership enabled Passaic-ACS Middle/High students to participate in Jefferson Awards Students in Action program.

**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 <b>Appendix B</b> )	5/4/2016
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as a <b>Appendix C</b> )	6/15/2016
Provide a list of amendments to the bylaws of the board of trustees adopted during the 2015-16 school year.	Not Applicable
Critical Policies adopted by the Board during 15-16 academic year (list in bullets)	Not Applicable

**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
Ozgur Dogru	3/1/11	5/17	President	<a href="mailto:odogru@hotmail.com">odogru@hotmail.com</a>	12/23/11	Gov.I-9/10 Gov.II-1/11 Gov.III-12/12 Gov. IV-1/13, Scheduled
Yasemin Kunukcu	6/1/12	5/16	Voting Member	<a href="mailto:ykunkcu@tresolutions.com">ykunkcu@tresolutions.com</a>	4/25/12	Gov.I-1/13 Gov.II-12/13 Gov. III-10/15 Gov. IV-Scheduled

Ismail Oral	7/25/13	5/18	Voting Member	<a href="mailto:oral72@hotmail.com">oral72@hotmail.com</a>	11/27/13	Gov. I-1/13 Gov. II-11/15
Ozlem Yasar Avcioglu	7/25/13	5/18	Voting Member	<a href="mailto:ozlem.yasar@gmail.com">ozlem.yasar@gmail.com</a>	3/16/16	Gov. I-1/14 Gov. II-11/15
Julian Cabrera	10/24/13	5/16	Voting Member	<a href="mailto:jc3050@gmail.com">jc3050@gmail.com</a>	10/23/13	Gov. I-11/13 Gov. II-5/15 Gov. III-11/15
Tawana Wilder	1/22/15	5/17	Voting Member	<a href="mailto:tawana.x.wilder@questdiagnostics.com">tawana.x.wilder@questdiagnostics.com</a>	3/30/16	Gov. I-Scheduled
Mona David	10/22/15	5/19	Voting Member	<a href="mailto:deatrice7@aol.com">deatrice7@aol.com</a>	11/18/15	Gov. I Scheduling
Recep Ornek	7/1/2011	6/16	Secretary Non-Voting Member	<a href="mailto:ronnek@ilearnschools.org">ronnek@ilearnschools.org</a>	7/22/2009	N/A
Christopher Lessard	7/1/2014	6/16	Treasurer Non-Voting Member	<a href="mailto:clessard.sba@gmail.com">clessard.sba@gmail.com</a>	12/23/2004	N/A

**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 # of Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
K	78	4	0
Grade 1	79	8	0
Grade 2	77	10	0
Grade 3	78	2	0
Grade 4	78	2	0
Grade 5	77	2	0
Grade 6	66	1	0
Grade 7	66	1	0
Grade 8	64	2	0
Grade 9	57	0	0
Grade 10			
Grade 11			

Grade 12			
<b>Total</b>			

<b>Student Mobility and Retention Rates 2015 - 2016</b>			
	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	2	1	0
Grade 1	1	0	0
Grade 2	5	2	0
Grade 3	2	0	0
Grade 4	2	0	2
Grade 5	2	2	0
Grade 6	0	0	0
Grade 7	1	1	2
Grade 8	2	0	0
Grade 9	3	2	0
Grade 10			
Grade 11			
Grade 12			
<b>Total</b>	20	8	4

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

<b>Application/Admissions/Lottery/Enrollment</b>	
Provide the URL to the school's application. If the application is not available online, then, as <b>Appendix D</b> , provide a copy of the schools current application in as many languages as available	<a href="http://www.ilearnschools.org/admission.html">http://www.ilearnschools.org/admission.html</a>
List all of the ways the application is disseminated	<ul style="list-style-type: none"> <li>• School website</li> <li>• Application forms were made available at high visibility locations such as libraries, municipal buildings, community centers, doctor's offices, social service offices, churches, retail stores, or any other location that is appropriate and visible to families residing in the school community.</li> </ul>
List all languages in which the application is available	English, Spanish
Provide the date on which the initial	Tuesday, September 1, 2015

application for prospective students for the school year 2016-17 <u>was made available.</u>	
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.	Friday, April 15, 2016
List all of the ways in which initial applications are accepted.	Online or paper application
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.	Saturday, April 23, 2016 Passaic ASCS Middle High School Campus, 7 St. Francis Way, Passaic, NJ 07055
List the public avenues that the school utilized to advertise that initial applications are available to enter the school's lottery (e.g. local newspapers, school website).	<ul style="list-style-type: none"> <li>• Information Packets are being made available and distributed to any parent contacting the school requesting more in depth information about the charter school as well as New Jersey's charter school movement and education reform nationwide.</li> <li>• School website is designed professionally to provide all necessary information regarding charter schools and application process for existing and prospective parents.</li> <li>• Parents responding to any of the outreach strategies are being added to the school's database and/or ongoing outreach and communication list, for additional information to be sent to them via direct postal mailing or iContact email system.</li> <li>• Members of the board of trustees and representative stakeholders are regularly attending community events or other appropriate gatherings that promote the charter school and New Jersey's charter school movement so that parents have the opportunity for interactive contact to answer questions or address concerns not covered through other outreach venues.</li> <li>• Printed materials such as brochures, flyers, and posters describing the Passaic Arts and Science Charter School are being prominently displayed at high visibility locations throughout the community such as libraries, municipal buildings, community centers, doctor's offices, social service offices, churches, retail stores, or any other location that is appropriate and visible to families residing in the school community.</li> </ul>

### 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.

#### **Teacher Evaluation System**

Bergen ASCS teachers are supported, developed, and evaluated based upon the revised (2015) evaluation instrument that the iLearn Schools District Educator Evaluation Committee (DEAC) developed in 2013, entitled “iLearn Schools Teacher Evaluation System”. The iLearn Schools Teacher Evaluation System recognized the recommendations of the NJDOE and OCS. As a result, the iLearn Schools’ Teacher Evaluation System includes the following components:

- multiple measures of performance to evaluate teachers, including student achievement and teacher practice
- a method for calculating an overall (summative) evaluation rating that combines the multiple measures of teacher practice and student achievement
- samples of the teacher practice instrument to be used in classroom observations
- clear delineation of differences in the teacher evaluation system between tenured and non-tenured teachers, including the number of observations iLearn Schools requires for tenured and non-tenured teachers

The iLearn Schools’ Teacher Evaluation System that Bergen ASCS will is based on well-defined job expectations, uniform performance standards, flexibility and the encouragement of creativity, and individual teacher and administrator initiatives. Improving teacher performance simultaneously ensures that Bergen ASCS is taking a comprehensive approach to raise student achievement. Below are the six competencies that will be measured during each teacher evaluation:

1. Lesson Planning and Design
2. Delivery of Instruction
3. Learning-Focused Environment
4. Student Progress Toward Mastery
5. Family Communication and Outreach
6. Technology Integration

Bergen ASCS uses Teachscape as an observation and evaluation management system to record and archive all of the data that is collected during an evaluation, as well as teacher artifacts, student learning goals, SGOs, and other school-specific measures to ensure that administrators have an accurate and holistic view of the teachers’ performance. Ultimately, Teachscape provides Bergen ASCS administrators with easy access to actionable data that is used to continually develop its teachers.

As a result of a partnership with Rutgers and the Rutgers School System Improvement (SSI) Project, Bergen ASCS uses a second, quantitative evaluation tool that complements the qualitative tool. The Rutgers SSI evaluation tool measures both teacher instruction and behaviors.

Instructional measures focus on:

- concept summaries
- academic response opportunities
- academic praise
- academic corrective feedback

Behavioral measures focus on:

- clear one to two-step directives
- vague directives
- behavioral praise
- behavioral corrective feedback

#### **School Leader Evaluation System**

It is the view of the New Jersey Department of Education (NJDOE) that teachers and school leaders have the greatest influence on student learning. Since 2010, NJDOE has been working to improve educator evaluation and support. These efforts have resulted in 2012 TEACHNJ Act which mandates requirements for the new statewide educator evaluation system and links tenure decisions to evaluation ratings.

Under the current law, there is **no statutory requirement** that an equivalent educator evaluation system as defined in 2012 TEACHNJ Act be established for charter schools. However, an effective educator evaluation system in charter schools is required and subject to the review and approval of the Office of Charter Schools.

iLearn Schools have taken a progressive look at evaluation systems and through the intense efforts of the organization's teacher/administrator evaluation committee, a high quality, rigorous administrative evaluation system was researched and implemented prior to the NJDOE cutoff date of June 30, 2013.

iLearn schools have adopted "**The Stronge Leader Effectiveness Performance Evaluation System**" (**LEPES**) as the tool for administrative evaluations. The primary purposes of the **Stronge Leader Effectiveness Performance Evaluation System** are to:

- optimize student learning and growth;
- contribute to successful achievement of the goals and objectives defined in the vision, mission and goals of the organization;
- provide a basis for leadership improvement through productive administrator performance appraisal and professional growth; and
- encourage collaboration between the administrator and evaluator, and promote self-growth, leadership effectiveness and improvement of overall job performance.

The **LEPES** includes the following distinguishing characteristics:

- benchmark behaviors for each of the administrator performance standards;
- a focus on the relationship between administrative performance and improved student learning;

- the use of multiple data sources for documenting performance, including opportunities for the administrator to present evidence of their own performance as well as student growth;
- a procedure for conducting performance reviews that stress accountability, promotes professional improvement and increase administrative involvement in the evaluation process;
- a support system for providing assistance when needed.

During the 2014 – 2015 school year, the New Jersey Department of Education released the “Approved Principal Practice Evaluation Instruments” and the **Stronge Performance Evaluation System** was listed as approved.

In addition, the **Stronge Leader Effectiveness Performance Evaluation System** is in compliance with “Achieve New Jersey – Principal Evaluation and Support”! Specifically, Achieve NJ relies on multiple measures of both student achievement and principal practice. These measures include:

- **Student Growth Objective Average:** 10% of the school administrator’s summative rating is based on the average teacher SGO score in their school.
- **Administrator Goals:** The percent of the school administrator’s summative rating based on administrator goals is either 30% or 40% depending on whether the school administrator is an SGP administrator or Non SGP administrator.
- **School Student Growth Percentile (SGP):** Where applicable, 10% of the school administrator’s summative rating is based on SGPs.
- **Principal Practice:** 30% of a school administrator’s overall evaluation is based on observations of school administrator practice that is conducted by the iLearn Schools’ administrative evaluation team. This team is composed of the Lead Person/CEO, Chief of Academics and the administrative coach.
- **Evaluation Leadership:** 20% of the overall evaluation is based the NJDOE Principal Evaluation Leadership Instrument.

The overall evaluation score for iLearn Schools’ administrators combines the multiple measures of administrative practice and student growth. All iLearn Schools’ administrators earn one of four ratings:

- **Highly Effective**
- **Effective**
- **Partially Effective**
- **Ineffective**

It is the intent and direction of the iLearn Schools to provide an administrative evaluation system that is based on well-defined job expectations, uniform performance standards, flexibility and creativity. Improving administrator performance ensures that iLearn Schools will take a comprehensive approach towards leadership effectiveness and overall job performance which will ultimately raise student achievement.

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

<b>Appendices</b>	
<a href="#">Appendix A</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.**