



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

**NEW JERSEY CHARTER SCHOOL
ANNUAL REPORT 2017**

**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 Mola 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

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

BASIC INFORMATION	
Name of School	Passaic Arts And Science Charter School
Grade level(s) to be served in 2017-18	K-11
2016-17 enrollment (as of June 30, 2017)	841
Projected enrollment for 2017-18	1304
Current waiting List for 2017-18	685
Website Address	http://passaiccharter.ilearnschools.org
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	Mustafa Coban
SBA email address	mcoban@ilearnschools.org
SBA phone number	(201) 773-9140

SCHOOL SITE 1	
Site Name	Passaic-ASCS Primary
Year Site Opened	2015
Grade level(s) served at this site in 2016-17	K-2
Grade level(s) to be served at this site in 2017-18	K-3
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 2016-17	3-5
Grade level(s) to be served at this site in 2017-18	4-8
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 2016-17	6-9
Grade level(s) to be served at this site in 2017-18	9-11
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	Harun Celik
Site Lead's Email Address	hcelik@passaiccharter.org

Organizational Performance Areas

Education Program and Capacity

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

1.1 Mission and Key Design Elements

a) State the school's mission

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 21st century skills and discoveries to tackle evolving real-world challenges.

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

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, Paterson ASCS, and Hudson 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.

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.

Format

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

Goal 1	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 2017.
Measure/Metric	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.
Target	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 2017.
Actual Outcome	Actual outcome for Passaic ASCS students in grades K-2: From a total of 248 students, 33 students did not meet the grade-level expectation. 87% of students in grades K-2 are reading at or above grade level. In addition, 152 students (61%) are reading above grade level. GOAL HAS BEEN MET.

Goal 2	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 2017.
Measure/Metric	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.
Target	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 2017.
Actual Outcome	Actual outcome for Passaic ASCS students in grades 3-5: As indicated in the chart above, from a total of 244 students, 17 students did not meet the grade-level expectations. 92% of students in grades 3-5 are reading at or above grade level. In addition, 212 students (87%) are reading above grade level. 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.

Please see [Appendix A](#).

1.3 Instruction

a) What constitutes high quality instruction at this school?

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 ensures that all learners are able to access the materials that they are being taught by providing 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 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 and 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.

b) Provide a brief description of the school's instructional practices

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, Passaic ASCS equips teachers to make learning intentional and rigorous, and helps students to awaken their intrinsic desire to learn.

This approach also 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 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, and exploring their desire to learn. Through indirect instruction, the teacher acts as a facilitator or supporter rather than an instructor. At 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 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 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 addresses 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 ASCS' 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-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 ASCS in order for any pedagogical approach to be effective. The following three instructional methods are employed to ensure the most effective, instructionally managed classroom:

- Teacher Coaching
- 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 Jersey 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

It is the goal of Passaic ASCS for teachers to professionally grow through the coaching model and to 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 ASCS' 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) 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 2016-17 PARCC results have not been released to schools by July 15, 2017 then leave the 2016-17 column blank.

PROFICIENCY RATES ON PARCC ASSESSMENTS			
Assessment	2014-15	2015-16	2016-17
ELA 3	32%	24.30%	25%
ELA 4	30%	35.90%	41%
ELA 5	44%	48.10%	38.60%
ELA 6	53%	54.60%	53.20%
ELA 7	67%	72.70%	53.30%
ELA 8	77%	68.80%	58.10%
ELA 9	0%	75.50%	66.70%
ELA 10			64.70%
ELA 11			
MAT 3	31%	32%	27.40%
MAT 4	24%	26.90%	43.40%
MAT 5	48%	58.40%	26.50%
MAT 6	47%	50%	38.30%
MAT 7	45%	48.50%	45.30%
MAT 8	51%	31%	16.30%
Algebra I		33.40%	44.40%
Geometry		47.40%	23.10%
Algebra II			42.90%

- 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).

Passaic Intermediate:

Proficiency rates have increased in both subjects in grade four due to targeted instructional grouping, teacher retention, and a focus on the fourth grade transition as this was the lowest proficiency grouping in grades 3-5 in 2014-2015. Scores in grade three fluctuated as 20-25 new students were added to the grade level and reteaching of skills and standards from previous years was needed in order to bridge the instructional gap for the learners in this grade. Targeted small group tutorials, a focus on guided reading, and skills based math assessments will be implemented to improve the progress for third grade students. The second grade curriculum and assessment structure will also be revised to include standards aligned diagnostic, formative and summarize assessments and to increase the rigor of the

instructional practices to better prepare students for third grade. Fifth grade mathematics did not see an increase this school year as there was a need for a mid year transition in the mathematics teacher in that grade level, in order to improve the instruction taking place in that grade level. targeted small group tutorials, a focus on guided reading, and skills based math assessments will be implemented to improve the progress for third grade students.

Passaic Middle High:

Following reasons that may have contributed to the lack of increase in proficiency rates for PASCs Middle and High School Campus:

- Inability to think critically, analytically and creatively.
- Skills and standards aren't being retaught due to time management problems.
- Ineffective tutoring and afterschool programs.
- So many different assessments. PASCs Students have taken a number of assessments including MAP testing, subject benchmarks and skills assessments, and three practice PARCC exams.
- Data from all of these assessments/test confused to monitor the progress of students and to guide teachers in the design of individual action plans for student improvement.
- Staffing changes, many new teachers and staff restructuring problems
- The Impact of class size on student success: Classroom size have increased from 20 to 25 per classroom.

Steps to be taken to ensure future progress:

- Establishing "norms" for balanced literacy and math centers to be followed by all grade levels.
 - Establishing more collaboration between 2nd and 3rd grade teachers. This collaboration will assist 2nd grade teachers in creating a foundation to prepare them for PARCC.
 - Providing teachers with time for analysis of assessments in order to make sure center grouping is targeted.
- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2016-17 year.

Passaic Intermediate:

Third Grade ELA:

- NWEA MAP Assessment (September and June)
- Monthly Running Records/Retelling Records
- Reading Benchmarks
- Writing Benchmarks
- Three PARCC Practice Assessments
- Weekly vocabulary/comprehension quiz

Third Grade Mathematics:

- NWEA MAP Assessment (September and June)
- Skills Assessments
- Unit Tests
- Three PARCC Prep Assessments

Fourth Grade ELA:

- NWEA MAP Assessment (September and June)
- Monthly Running Records/Retelling Records
- Reading Benchmarks
- Writing Benchmarks
- Three PARCC Practice Assessments
- Weekly vocabulary/comprehension quiz

Fourth Grade Mathematics:

- NWEA MAP Assessment (September and June)
- Skills Assessments
- Unit Tests
- Three PARCC Prep Assessments

Fifth Grade ELA:

- NWEA MAP Assessment (September and June)
- Monthly Running Records/Retelling Records
- Reading Benchmarks
- Writing Benchmarks
- Three PARCC Practice Assessments
- Weekly vocabulary/comprehension quiz

Fifth Grade Mathematics:

- NWEA MAP Assessment (September and June)
- Skills Assessments
- Unit Tests
- Three PARCC Prep Assessments

Passaic Middle High:

Passaic Arts and Science Charter School uses a variety of ongoing formative assessments in order to evaluate student learning and adjust instructional practices. The PASCs, like the curriculum, are aligned to the appropriate content area standards. Before test items are made, blueprints for the PASCs are created to guide the assessment writers in developing a truly standards-driven assessment. The table that follows details other formative assessments as well as summative assessments administered in our school:

ELA:

NWEA MAP Assessment (September and June)
Monthly Running Records/Retelling Records
Reading Benchmarks
Writing Benchmarks
Three PARCC Practice Assessments
The PSAT
The Advanced Placement (AP) Exams

Mathematics:

NWEA MAP Assessment (September and June)
Skills Assessments
Unit Tests
Three PARCC Prep Assessments
The PSAT
The Advanced Placement (AP) Exams

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

- NWEA MAP Assessment (September and June)
 - Results were used to determine student baseline and develop plans for RIT growth.
- Monthly Running Records/Retelling Records
 - Results were used to determine Guided Reading groups and develop targeted guided reading lesson plans
- Reading Benchmarks
 - Results were used to determine standards that required re teaching in center and tutorials
- Writing Benchmarks
 - Results were used to drive writing conferences, scaffolded writing instruction for students and determine areas of whole group needed based on the writing rubric
- Three PARCC Practice Assessments
 - Data driven Action Plans were created to drive small group reteaching, centers, guided reading instruction and whole group reteaching needs
- Weekly vocabulary/comprehension quiz
 - Results were used to determine skills that required small group instruction

Mathematics:

- NWEA MAP Assessment (September and June)
 - Results were used to determine student baseline and develop plans for RIT growth.
- Skills Assessments
 - These standards based assessments were used to determine student proficiency on each standard. Students had the opportunity to reassess standards after attending tutorials and/or completing additional practice.
- Unit Tests
 - Results were used to determine standards and skills that required re-teaching, either whole group or small group or in tutorials.
- Three PARCC Prep Assessments
 - Data driven Action Plans were created to drive small group re-teaching, centers, guided reading instruction and whole group re-teaching needs

1.5 Organizational Capacity - School Leadership/Administration

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

SCHOOL LEADERSHIP/ ADMINISTRATION INFORMATION		
Administrator Name	Title	Start Date
Durim Memedi	School Director	7/1/2015
Yanivis Hage	School Director	8/22/2011
Harun Celik	School Director	8/1/2016
Ahmet Delibas	Project Coordinator	7/1/2016
Tajh Laster	Project Coordinator	8/22/2013
Esther Arizmendi	Project Coordinator	7/1/2015
Alyssa Neidhardt	Curriculum Supervisor Assistant	8/22/2011
Melissa Marash	Curriculum Supervisor Assistant	11/28/2011

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.

LEARNING ENVIRONMENT	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	97%
Elementary School Attendance Rate (grades K-5)	96%
Middle School Attendance Rate (grades 6-8)	97%
High School Attendance Rate (grades 9-12)	97%
Student - Teacher Ratio	10:1

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

PROFESSIONAL ENVIRONMENT	
Teacher Retention Rate (from SY 2016-17 to 2017-18)	71.2%
Total Staff Retention Rate (from SY 2016-17 to 2017-18)	79.8%
Frequency of teacher surveys and date of last survey conducted	1x a year/December 2016
Percent of teachers who submitted survey responses	83%

Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	75%
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- c) What were the three main positive aspects teachers identified in the latest survey?
- Strong school leadership
 - Recognition of teachers as professionals and for their achievements
 - Teacher practice in terms of working collaboratively with ESL and Special Services departments

- d) What were the three main challenges that teachers identified in the latest survey?
- Professional development opportunities
 - Student respect towards teachers
 - Students not thinking doing homework is important

- e) Fill in the requested information below regarding the school's discipline environment in 2016-17. If there was a noticeable increase or decrease in suspensions and expulsions in 2016-17 compared to 2015-16, then please describe the reasons for the change below the table.

DISCIPLINE ENVIRONMENT 2016-17			
Grade Level	Number of students enrolled (as of Oct. 15, 2016)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	79	1	0
1	84	1	0
2	84	2	0
3	84	2	0
4	83	3	0
5	83	1	0
6	93	2	0
7	75	1	0
8	74	1	0
9	59	1	0
10	49	0	0
11			
12			

2.2. Family and Community Engagement

a) Fill in the requested information below regarding 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	1
Frequency of parent/guardian surveys	1x a year
Date of last parent/guardian survey conducted	June 2017
Percent of parents/guardians completing the survey (consider one survey per household)	23%
Percent of parents/guardians that expressed satisfaction with the overall school environment	81%

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

- Teachers being very responsive
- School safety and security
- Communication with parents

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

- Class size increase for grades K-3
- School spirit
- Athletic programs

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2016-17 school year.

- **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, allow returning students to pick up their schedule and books, and attend information sessions to better prepare for the new school year.

- **9/11 REFLECTION**

Every year, all Passaic ASCS campuses commemorate the 9/11 tragedy.

Passaic ASCS students participated in age-appropriate activities in class to commemorate the day. Moments of silence marked the events of the day and social studies classes were dedicated to September 11th.

- **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 2016 - 2017 school year. Brochures were handed out explaining the school's philosophy, database procedures and various ways to communicate with the students' teachers.

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

Our school held its 6th 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.

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

In October, our school had its Annual Parent Picnic with over 200 people present at a local 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 along with music, a playground, and plenty of space.

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

In 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.

At 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.

At Passaic Middle-High, 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)**

In November, Passaic ASCS Primary commemorated Veterans Day with some very special guests. One of our Security Officers, a currently active National Guardsman, was also honoured 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, and the social studies classes at the high school incorporated the holiday into each lesson plan.

- **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.

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

Passaic ASCS 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.

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

In November, and alongside 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)**

In December, 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.

- **6th Annual MUFFINS WITH MOMS – 1 Hour (All Campuses)**

In January, Passaic ASCS hosted a fabulous morning with mothers (and other special women) alongside their children to enjoy muffins and socialize with other parents and teachers.

- **6th Annual DONUTS WITH DADS – 1 Hour (All Campuses)**

In February, Passaic ASCS brought fathers (and other special men) and their children together at breakfast-time in the cafeteria with Donuts with Dads. All were welcome to celebrate with families and staff.

- **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**

In February, we celebrated African American History Month with a special assembly on each campus. Additionally, embedded within curricula is the study of influential African Americans spanning across the humanities, including the study of poetry, literature, and the celebration of historic figures.

- **MOVIE NIGHT – 2 Hours**

In February, Passaic Primary School hosted a movie night where students and parents were able to enjoy the animated feature *The Secret Life of Pets*.

- **Annie KIDS, the Musical - 60 MINUTES (Intermediate)**

In March, students in grades 3-5 produced two live performances of *Annie KIDS, the Musical* hosted by our middle-high school campus. The students performed for all to enjoy including teachers, staff, students and parents.

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

Held in April, The iLearn Schools' network hosted this event to encourage the school community to enjoy STEAM stations, competitions, and live performances.

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

This year's student art showcases were held in April for all three campuses. There was no purchase necessary to attend, and families had an opportunity to view and take their student's artwork home. All funds raised went to support the Passaic ASCS visual arts program.

- **Passaic ASCS Staff vs. Passaic Fire Department BASKETBALL GAME – 3 HOURS (All Campuses)**

This basketball game was held in April for all three schools. Members of our staff played a basketball game against members of the Passaic Fire Department to encourage community connection and involvement.

- **It's a Jungle Out There! - 45 MINUTES (Passaic Primary)**

In April, students in the 2nd grade produced two performances of the musical, *It's a Jungle Out There!* The students performed for all to enjoy including teachers, staff, students and parents.

- **The Wizard of OZ - 90 MINUTES (Middle-High)**

In May, students in grades 6-9 produced three live performances of *The Wizard of Oz – Young Performer's Edition* 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)**

In May, we welcomed the new season by singing songs and playing instruments in celebration of spring, community, and family. Students dress their best as they took to the stage for their teachers and families across all three campuses.

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

In June, 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.

- **GARDEN STATE INTERNATIONAL HERITAGE FESTIVAL – Yearlong Project (ALL)**

With over 40 countries represented, food samples, and guest performers, our annual GSIHF was held June 13th at the Passaic Middle-High campus. Families and students had the opportunity to celebrate diversity, heritage, and culture as they toured various country booths, set up by parent volunteers and teachers, each grade or class section from all three districts was assigned a country and student crafts and artwork was displayed at each of the booths.

- **KINDERGARTEN GRADUATION – 2 hours (Primary School)**

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 following the ceremony.

- **EIGHTH GRADE GRADUATION – 2 HOURS (Middle School)**

The Middle School graduation was held in June on the Passaic Middle-High campus. Our keynote speaker presented an inspirational speech to the students, staff, and families in attendance, and the students celebrated with song and recognition of special academic and character achievement awards.

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

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

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

- **FALL/SPRING PICTURE DAY – TWICE PER 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.

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

THE PTO organized a chocolate fundraiser to raise money for the PTO general fund to support student events held throughout the year.

- **BOOK FAIR – ONCE PER YEAR – 18 HOURS**

The PTO and campus Activity Coordinator organized and ran the school book fairs. 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.

- **DRESS DOWN DAYS – THROUGHOUT THE YEAR**

The Passaic ASCS PTO sponsored monthly dress down days. Students paid \$1/\$2 and wore their own clothes, or themed clothing including 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 classroom activities within the schools.

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

COMMUNITY INVOLVEMENT		
Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved,

		# hours per month, resources involved, etc.
<i>Education Institutions:</i>		
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 as a host for our students to explore college life.	Ramapo College have provided 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.
<i>Community Institutions:</i>		
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 rd and ending on May 13 th , 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 nd to 5 th . 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 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)	5/24/2017
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	5/24/2017

- b) List the amendments to by-laws that the board adopted during the 2016-17 school year.

N/A

c) List the critical policies adopted by the board during the 2016-17 school year.

5141.6-Suicide Prevention

3.2 Board Compliance

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

BOARD OF TRUSTEE INFORMATION						
Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Ozgur Dogru-Board President	12/23/11	5/31/17	President	odogru@hotmail.com	12/23/11	12/24/16
Tawana Wilder-Vice President	3/30/16	5/31/17	Vice President	tawana.x.wilder@questdiagnostics.com	3/30/16	1/14/17
Yasemin Kunukcu	4/25/12	5/31/19	Trustee	ykunukcu@trcsolutions.com	4/25/12	10/1/15
Ismail Oral	11/27/13	5/31/18	Trustee	oral72@hotmail.com	11/27/13	1/3/17
Julian Cabrera	10/23/13	5/31/17	Trustee	jc3050@gmail.com	10/23/13	5/9/17
Ozlem Yasar Avcioglu	3/6/16	5/31/18	Trustee	ozlem.yasar@gmail.com	3/16/16	11/19/15
Mona David	11/18/15	5/31/19	Trustee	deatrice7@aol.com	11/18/15	Scheduled
Mustafa Coban	7/1/16	5/31/17	Trustee	mcoban@ilearnschool.org	7/16/14	NA
Christopher Lessard	7/1/14	5/31/17	Trustee	clessard.sba@gmail.com	12/23/04	NA

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 2017-18.

SCHOOL YEAR 2017-18 APPLICATION PROCESS TIMELINE	
Date the application for school year 2017-18 was made available to interested parties	September 1, 2016
Date the application for school year 2017-18 was due back to the school from parents/guardians	Friday, April 14, 2017
Date and location of the lottery for seats in school year 2017-18	Saturday, April 22nd, 2017

- b) Provide the URL to the school’s application for prospective students for school year 2017-18. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.

<http://ilearnschools.org/new-application>

- 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 2017-18.
- 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.
 - School website is designed professionally to provide all necessary information regarding charter schools and application process for existing and prospective parents.
 - 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.
 - 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.
 - 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.
- 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 2017-18 were available prior to the enrollment lottery.
- School website
 - 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.
- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2016-17.

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 2016-17	Number of students retained in 2016-17 for the 2017-18 school year
K	7	3	0
1	6	2	0
2	2	0	1
3	6	1	0
4	6	2	0
5	7	0	1
6	9	17	0
7	1	2	2
8	2	4	1
9	13	1	0
10	16	7	0
11			
12			

- 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.

Teacher Evaluation System

Passaic 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 Passaic ASCS will be 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 Passaic 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

Passaic ASCS uses its own iLEMIS database 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, iLEMIS provides Passaic 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, Passaic 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

b) Provide a description of the school leader evaluation system that the school has implemented.

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:** Student growth objectives (SGOs) are no longer required for charter schools; therefore, the 10% score that resulted from the SGO average is now incorporated into the administrative goals calculation.
- **Administrator Goals:** The percent of the school administrator’s summative rating based on administrator goals is either 50% or 20% depending on whether the school administrator is an SGP administrator or Non SGP administrator.
- **School Student Growth Percentile (SGP):** Where applicable, 30% of the school administrator’s summative rating is based on SGPs.
- **Principal Practice:** 50% 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 Instrument** is no longer required by the New Jersey Department of Education.

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.

- c) As **Appendix E**, provide a board resolution approving the teacher and school leader evaluation systems.

Note: You may use <http://www.nj.gov/education/chartsch/info/evaluation.pdf> for guidance answering a), b) and c) above.

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

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