

EMPOWERMENT ACADEMY CHARTER SCHOOL

Annual Report 2022-2023



July 31, 2023

Submitted to:

**Angelica Allen-McMillan, Ed.D, New Jersey Commissioner of Education
Dr. Norma Fernandez, Superintendent of Jersey City Public Schools**

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Basic Information about the School

Table 1: Basic Information

Name of charter school	Empowerment Academy Charter School
Grade level(s) to be served in 2023-2024	K-9
2022-2023 Total enrollment as of June 30, 2023	981
2022-2023 Students with disabilities (SWD) enrollment as of June 30, 2023	91
2022-2023 English language learners (ELL) enrollment as of June 30, 2023	101
Projected enrollment for 2023-2024	1,160
Current waiting list for 2023-2024 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K: 3 1: 36 2: 41 3: 24 4: 7 5: 30 6: 14 7: 0 8: 0 9: 5
Waitlist within the district/region of residence	160
Waitlist of non-resident district/region of residence	23
Website address	www.empacad.org
Name of board president	Monica Zaslower
Board president email address	monicazaslower@gmail.com

Board president phone number	(917) 662-2480
Name of school leader	Bret Schundler
School leader email address	bds@empacad.org
School leader office phone number and extension	201-988-7756
Name of Title IX McKinney-Vento District Homeless Liaison	Lamar Tucker
Name of School Business Administrator (SBA)	Richard Raschdorf
SBA email address	rraschdorf@empacad.org
SBA phone number	201-630-4703

School Site Information SY23-24

Table 2: School Site Information

School Site 1	
Site name	Empowerment Academy Charter School – Lower Elementary School
Year site opened	SY16-17
Grade level(s) served at this site in 2022-2023	K-4
Grade level(s) to be served at this site in 2023-2024	K-4
Site street address	240 Ege Avenue
Site city	Jersey City, NJ
Site zip	07304
Site lead or primary contact's name	Craig Messmer
Site lead or primary contact's office phone number and extension	201-630-4798
Site lead or primary contact cell phone number	201-661-0204
Site lead's email address	cmessmer@empacad.org

School Site 2	
Site name	Empowerment Academy Charter School – Upper Elementary School
Year site opened	SY20-21
Grade level(s) served at this site in 2022-2023	5-8
Grade level(s) to be served at this site in 2023-2024	5-8
Site street address	211 Sherman Avenue
Site city	Jersey City, NJ
Site zip	07306
Site phone number	201-630-4798
Site lead or primary contact's name	Angela Thomas
Site lead or primary contact's office phone number and extension	201-975-4299
Site lead or primary contact cell phone number	908-278-1392
Site lead's email address	athomas@empacad.org

School Site 3	
Site name	Empowerment Academy Charter School – High School
Year site opened	SY23-24
Grade level(s) served at this site in 2022-2023	-
Grade level(s) to be served at this site in 2023-2024	9
Site street address	68 Claremont Avenue
Site city	Jersey City, NJ
Site zip	07304

School Site 3	
Site phone number	201-630-4798
Site lead or primary contact's name	Jubrial Nesheiwat, Principal
Site lead or primary contact's office phone number and extension	(201) 630-4799
Site lead or primary contact cell phone number	551-655-1109
Site lead's email address	jnesheiwat@empacad.org

Organizational Performance Areas

1.1 Mission and Key Design Elements

a) Empowerment Academy's Mission

The mission of Empowerment Academy Charter School is to develop values, skills, knowledge, confidence and character in its scholars that will propel them to success in school, college, and their careers and to the fulfillment of a socially contributory life.

b) Key Design Elements

Distinctive elements of our school model include:

- A high-expectations/no excuses academic culture combined with a caring and fun school climate
- Emphasis on the development of positive values, habits, character and community
- A longer school day with more time for critical learning
- A carefully sequenced curriculum, aligned with all state and common core standards
- A primary grade pedagogy that makes use of delivery techniques borrowed from children's theater such as exaggerated expression, choral response, song and rhyme
- "Planned Joy" moments every day in every classroom
- Teacher training in, and use of, *Teach Like a Champion* pedagogical techniques within an innovative, highly-effective teach cycle that ends almost every lesson with a check for understanding
- A novel system of class prefects and peer tutoring
- Extensive curriculum-aligned formative and through-course assessments
- A sophisticated academic performance monitoring and parental communication system
- Intensive teacher tutoring when a student exhibits difficulty mastering a standard
- Top quality educators who benefit by extensive instructional coaching and professional development that is carefully aligned with our school model

c) Unique, Board of Trustees-Established Academic Goals

In our charter application, we spoke of providing our scholars a superior education and having them achieve continual progress toward mastery of all grade level academic standards. The NJDOE Academic Performance Framework uses state year-end summative assessments to measure scholar year-over-year learning growth and comparative performance, but these assessments are not administered to children until Grade Three. Given this, Empowerment Academy's charter application called for the use of nationally normed assessments to measure the year-over-year learning growth of its scholars at primary grade levels and established, as a school goal, primary grade cohort learning growth that is greater than the national average.

Accordingly, we have historically measured our young scholars' year-over-year Reading and Math learning growth using a Grade Mean Equivalent (GME) change or percentile rank change measure, with our goal being school cohort GME growth that is greater than 1 or percentile rank change that is positive. But national assessments do not accurately norm learning growth presently and cannot be used for our purpose.

To go deeper into this, we presently use MAP assessments for benchmarking purposes, which don't offer a GME measure and which for norming purposes base the assessment's percentile rank measure on 2015-2020 data relating to what, on average, children of a given age knew during that time period. During the pandemic, national average learning growth declined significantly, particularly for primary grade scholars, as it did for Empowerment Academy's primary grade scholars. As a result, one cannot calculate the current percentile rank of students versus their present-day peers using MAP percentile rank data based on the national average of what children of a given age knew in the five years preceding the pandemic.

Indeed, until national assessment vendors re-norm their GME and/or percentile rank measures so that the measures are based on what students across the nation of a given age know today, not what a current student today knows versus the national average of what students of a given age knew in the five years before the pandemic, there is no way to know how the current learning growth pace of a group of scholars compares to that of their present-day cohort peers nationwide.

1.2 Curriculum

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

1.3 Instruction

- a) High Quality Instruction at Empowerment Academy***

We define high quality instruction as instruction which leads to comprehensive scholar mastery of rigorous academic standards (i.e., learning objectives).

The best pedagogical approach for helping students master one learning objective will not necessarily be the best pedagogical approach for helping students master a different learning objective – and not all students are equally well-served by a given pedagogical approach relating to a particular objective. So

we train our teachers in a number of different pedagogies and use student learning data to guide the pedagogy used in regard to a given academic standard for a given group of students.

That said, we always expect instruction at Empowerment Academy to be data-driven and targeted, well-planned, and engagingly delivered.

b) A brief description of the school's instructional practices.

Assessment, assessment analysis, and data-driven instructional plan modification are critical elements of data-driven instruction. Our data-driven instruction protocols at Empowerment Academy include the following:

- Multiple interim and a final assessment are created/adapted and administered for every grade level in every academic subject area. These assessments align with state standards, and with the learning objective sequencing and pacing of our curriculum. As appropriate, they also re-assess mastery of previously taught standards.
- Prior to the beginning of an instructional period, teachers see samples of the up-coming assessments for their subject area and grade level to provide them with a clear understanding of the depth to which skills and knowledge items are to be mastered.
- Our interim and final assessments, with modifications for learners with diverse needs, are administered in common to all of the scholars at a particular grade level in a subject area. Whenever practicable, interim and final assessments are administered via computer so that scoring is immediate, and so that the taking of computer-administered interim assessments enables students to practice assessment taking in the format that will be used for state assessments.
- Care is taken in the design of assessment reports so as to facilitate ease of data analysis: item-level and standard-level analysis by individual, as well as analysis by classroom and across a grade level.
- After each interim or final assessment is administered, school leaders facilitate “test-in-hand” teacher-leader data analysis meetings where teachers move beyond what scholars got wrong and take ownership of why scholars got it wrong.
- School leaders work collaboratively with teachers to develop teacher-specific whole-class, small group, and individual scholar Instructional Action Plans based on the foregoing data analysis. This includes not just revisions to teachers’ planned pacing of instruction, and the identification of learning objectives to re-taught, but also the revision of planned instructional strategies and/or interventions.

In our education program, when delivering whole class instruction, we often employ an *I Do, We Do, You Do, Check* “teach cycle” and make use of Responsive Teaching principles, Champion Teacher techniques¹, additional research-based strategies, and appropriate technology.

¹ Doug Lemov, *Teach Like a Champion* (San Francisco: Jossey-Bass, 2010).

We expect instruction at Empowerment Academy to be continuously improving. We are committed to taking instructional practice at Empowerment Academy from Good to Great. As a result, our systems for supporting and developing our instructional staff are key components of our school model. Noting that even the world's very top athletes have coaches, a core responsibility of each school leader at Empowerment Academy is providing instructional coaching. Meanwhile, we expect our teachers to want to continually improve their practice and to be positively responsive to our school leaders' coaching.

c) Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?

We have made targeted small group support a larger part of our regular school-day instruction. At the higher grade levels, we have hired specific-subject RTI Teachers to ensure that scholars are getting tutoring targeted to their needs from teachers with content expertise.

We have also expanded and extended our summer school and after-school high dosage tutoring consistent with the research finding that scholar instructional time/time on task is a major determinant of scholar learning.

To accelerate learning for all students, we are incorporating writing activities in all subject areas, and incorporating new curricular resources and online learning programs. This has naturally required that we provide extensive professional development to our faculty to support their expert use of our new curricular resources and learning programs and the provision of instruction that is tailored to the particular learning objective and the needs of different learners.

Last but not least, we have been hiring more counselors and social workers to support our scholars' social-emotional learning and to more comprehensively implement best practices, including effective school-based programs for addressing the mental health needs of school community members.

d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2022-2023 school year.

When a student was required to quarantine, a protocol was undertaken. This included informing all teachers providing instruction to the student of the quarantine requirement. Teachers were then required to set up synchronous learning via a technological device called Swivl if students were well enough. If the student could not engage in learning via real time instruction, we used our Learning Management System platform to post instruction and work. In fact, we made posting instruction and work a requirement for all instructional staff at the beginning of the year so that students developed the habit of using this platform on a daily basis to review instruction and check work assigned, regardless of whether they were required to quarantine. This ensured that quarantined students could keep up with the instruction/assigned work and had the opportunity to communicate with their teachers if they had any questions. Additionally, students who were unable to master learning objectives during quarantining benefitted from our expanded use of small groups during the school year, as this provided well-targeted support to the particular needs of students in a group.

- e) **Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2022-2023 school year. What supports will the school provide in the 2023-2024 school year?**

Grade	# Students Retained*	Supports being provided in SY23-24
K	2	Summer School, small group support, targeted RTI pull out instruction
1	2	Summer School, push in small group support, targeted RTI pull out instruction
2	3	Summer School, push in small group support, targeted RTI pull out instruction, intensive afterschool tutoring
3	1	Summer School, push in small group support, targeted RTI pull out instruction, intensive afterschool tutoring
4	1	Summer School, push in small group support, targeted RTI pull out instruction, intensive afterschool tutoring
5	2	Summer School, enhanced push in small group support, targeted RTI pull out instruction, small group and one-on-one afterschool tutoring, Saturday School
6	1	Summer School, enhanced push in small group support, targeted RTI pull out instruction, small group and one-on-one afterschool tutoring, Saturday School
7	0	Summer School, enhanced push in small group support, targeted RTI pull out instruction, small group and one-on-one afterschool tutoring, Saturday School
8	0	Summer School, enhanced push in small group support, targeted RTI pull out instruction, small group and one-on-one afterschool tutoring, Saturday School

* Does not include students who may be retained if insufficient learning gains are achieved following summer school.

1.4 Assessment

- a) **The Department is requesting data from local benchmark assessments administered during the 2022-2023 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.**
- b) **New Jersey Student Learning Assessments (NJSLA) resumed in the 2021-2022 school year. In table 5, fill in the table to show year over year trends in proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all NJSLA administered by the school. Note: If 2022-2023 NJSLA results have not been released to schools by July 15, 2023, then leave the 2022-2023 column blank.**

Table 4i: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022

Assessment	Below (%)	On (%)	Above (%)
ELA K	54%	39%	8%
ELA 1	64%	31%	6%
ELA 2	51%	36%	13%
ELA 3	43%	33%	24%
ELA 4	48%	36%	16%
ELA 5	47%	34%	19%
ELA 6	54%	32%	14%
ELA 7	54%	28%	18%
ELA 8	58%	27%	16%
ELA 9	NA	NA	NA
ELA 10	NA	NA	NA
ELA 11	NA	NA	NA
ELA 12	NA	NA	NA
MAT K	44%	47%	9%
MAT 1	53%	44%	3%
MAT 2	48%	45%	6%
MAT 3	73%	27%	0%
MAT 4	66%	33%	1%
MAT 5	73%	22%	5%
MAT 6	74%	26%	0%
MAT 7	74%	24%	2%
MAT 8	70%	27%	3%
Algebra I	NA	NA	NA

Assessment	Below (%)	On (%)	Above (%)
Geometry	NA	NA	NA
Algebra II	NA	NA	NA

Table 4ii: Proficiency Rates on Local Assessments (% of Students) — End of Year Summative Assessment 2023

Assessment	Below (%)	On (%)	Above (%)
ELA K	52%	35%	13%
ELA 1	68%	27%	5%
ELA 2	56%	36%	8%
ELA 3	53%	33%	13%
ELA 4	57%	37%	6%
ELA 5	52%	36%	12%
ELA 6	59%	33%	9%
ELA 7	57%	30%	13%
ELA 8	69%	25%	7%
ELA 12	NA	NA	NA
MAT K	49%	46%	5%
MAT 1	59%	37%	4%
MAT 2	64%	36%	4%
MAT 3	72%	28%	0%
MAT 4	71%	29%	0%
MAT 5	80%	19%	1%
MAT 6	79%	18%	3%
MAT 7	74%	26%	0%
MAT 8	82%	17%	1%

4b) Identify the type of assessments used for interim assessment data:

Assessment Type (interim assessment)	✓ or X
Solely charter created	
Vendor and charter created	
Combination of solely charter and vendor and charter created	✓

4c) Identify the type of assessments used for end of year assessment results:

Assessment Type (end of year)	✓ or X
Solely charter created	
Vendor and charter created	
Combination of solely charter and vendor and charter created	✓

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2021-2022	2022-2023
	Percentage of students who met or exceeded expectations	Percentage of students who met or exceeded expectations
ELA 3	40	32
ELA 4	48	47
ELA 5	38	47
ELA 6	48	41
ELA 7	51	47
ELA 8	NA	37
ELA 9	NA	NA
ELA 10	NA	NA

NJSLA Assessment	2021-2022	2022-2023
	Percentage of students who met or exceeded expectations	Percentage of students who met or exceeded expectations
MAT 3	37	28
MAT 4	28	35
MAT 5	21	28
MAT 6	11	17
MAT 7	24	23
MAT 8	NA	18
Algebra I	NA	NA
Geometry	NA	NA
Algebra II	NA	NA

b) Explain what steps the school has taken, or plans to take, to ensure 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).

Research indicates that scholars with diverse needs should, as a rule, remain in general education classrooms for core subject instruction and then have their specific learning challenges addressed in small-group settings by teachers who possess both knowledge of how to support scholars with diverse needs and mastery of the curriculum content that is to be taught. Accordingly, we have been increasing the amount of small group work we make part of our instruction and hiring more Special Education Teachers, ESL Teachers, RTI Teachers and Teacher Assistants with expertise in higher grade level curriculum content so we can increase the depth of the push-in small group support we are able to provide students with diverse needs. This in-class support is further augmented, as appropriate, by targeted pull-out support and afterschool and/or Saturday tutoring.

c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2022-2023 year.

Diagnostic Assessments That Are Not Subject-Specific

Grade Level	Diagnostic Assessments
K	<ul style="list-style-type: none"> Where use is appropriate and approved, ACCESS for assessing English Language Proficiency Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances

First	<ul style="list-style-type: none"> • Where use is appropriate and approved, ACCESS for assessing English Language Proficiency • Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass • Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
Second	<ul style="list-style-type: none"> • Where use is appropriate and approved, ACCESS for assessing English Language Proficiency • Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass • Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances • Gifted and Talented Screening: NNAT3 (Naglieri Nonverbal Ability Test Third Edition)
Third	<ul style="list-style-type: none"> • Where use is appropriate and approved, ACCESS for assessing English Language Proficiency • Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass • Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
Fourth	<ul style="list-style-type: none"> • Where use is appropriate and approved, ACCESS for assessing English Language Proficiency • Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass • Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
Fifth	<ul style="list-style-type: none"> • Where use is appropriate and approved, ACCESS for assessing English Language Proficiency • Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass • Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances • Gifted and Talented Screening: NNAT3 (Naglieri Nonverbal Ability Test Third Edition)
Sixth	<ul style="list-style-type: none"> • Where use is appropriate and approved, ACCESS for assessing English Language Proficiency • Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass • Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
Seventh	<ul style="list-style-type: none"> • Where use is appropriate and approved, ACCESS for assessing English Language Proficiency • Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass • Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances
Eighth	<ul style="list-style-type: none"> • Where use is appropriate and approved, ACCESS for assessing English Language Proficiency • Schoolwide Physical Assessments: Vision; Hearing; Height; Weight and Body Mass • Special Diagnostic Assessments administered by Child Study Team members or others in special circumstances

Subject Specific Assessments

Language Arts			
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) • Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Fountas and Pinnell Benchmark Reading Assessment • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services

1	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) • Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Fountas and Pinnell Benchmark Reading Assessment • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
2	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) • Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Fountas and Pinnell Benchmark Reading Assessment • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
3	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) • Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Fountas and Pinnell Benchmark Reading Assessment • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • NJSLA • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
4	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) • Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Fountas and Pinnell Benchmark Reading Assessment • Curriculum-Aligned Unit Assessments • NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL services • NJSLA • Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
5	<ul style="list-style-type: none"> • NWEA MAP Assessment (Fall) • Fountas and Pinnell Diagnostic 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Fountas and Pinnell Benchmark Reading Assessment 	<ul style="list-style-type: none"> • NWEA MAP Assessment (Spring) • ACCESS testing, which is state mandated was administered to all students receiving ESL

		<ul style="list-style-type: none"> Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> services NJSLA Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
6	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services NJSLA Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
7	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services NJSLA Curriculum-Aligned/ Interim Assessment for each of the 4 quarters
8	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services NJSLA Curriculum-Aligned/ Interim Assessment for each of the 4 quarters

Math			
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. 	<ul style="list-style-type: none"> NWEA MAP Assessment (Spring) ACCESS testing, which is state

		<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Reading Assessment ● Curriculum-Aligned Unit Assessments ● NWEA MAP Assessment (Winter) 	<p>mandated was administered to all students receiving ESL services</p> <ul style="list-style-type: none"> ●
1	<ul style="list-style-type: none"> ● NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> ● Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. ● Fountas and Pinnell Benchmark Reading Assessment ● Curriculum-Aligned Unit Assessments ● NWEA MAP Assessment (Winter) 	<p>Curriculum-Aligned/ Interim Assesment for each of the 4 quarters</p> <ul style="list-style-type: none"> ● NWEA MAP Assessment (Spring) ● ACCESS testing, which is state mandated was administered to all students receiving ESL services
2	<ul style="list-style-type: none"> ● NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> ● Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. ● Fountas and Pinnell Benchmark Reading Assessment ● Curriculum-Aligned Unit Assessments ● NWEA MAP Assessment (Winter) 	<p>Curriculum-Aligned/ Interim Assesment for each of the 4 quarters</p> <ul style="list-style-type: none"> ● NWEA MAP Assessment (Spring) ● ACCESS testing, which is state mandated was administered to all students receiving ESL services
3	<ul style="list-style-type: none"> ● NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> ● Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. ● Fountas and Pinnell Benchmark Reading Assessment ● Curriculum-Aligned Unit Assessments ● NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> ● Curriculum-Aligned/ Interim Assesment for each of the 4 quarters ● NWEA MAP Assessment (Spring) ● ACCESS testing, which is state mandated was administered to all students receiving ESL services ● NJSLA
4	<ul style="list-style-type: none"> ● NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> ● Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. ● Fountas and Pinnell Benchmark Reading Assessment ● Curriculum-Aligned Unit Assessments ● NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> ● Curriculum-Aligned/ Interim Assesment for each of the 4 quarters ● NWEA MAP Assessment (Spring) ● ACCESS testing, which is state mandated was administered to all students receiving ESL services ● NJSLA

5	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessment for each of the 4 quarters NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services NJSLA
6	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessment for each of the 4 quarters NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services NJSLA
7	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessment for each of the 4 quarters NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services NJSLA
8	<ul style="list-style-type: none"> NWEA MAP Assessment (Fall) 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Fountas and Pinnell Benchmark Reading Assessment Curriculum-Aligned Unit Assessments NWEA MAP Assessment (Winter) 	<ul style="list-style-type: none"> Curriculum-Aligned/ Interim Assessment for each of the 4 quarters NWEA MAP Assessment (Spring) ACCESS testing, which is state mandated was administered to all students receiving ESL services NJSLA

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Science			
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
1	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
2	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
3	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
4	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
5	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards NISLA-S

		<ul style="list-style-type: none"> Curriculum-Aligned Unit Assessments 	
6	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
7	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
8	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards

Social Studies			
Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
1	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
2	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards

		Assessments	
3	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
4	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
5	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
6	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
7	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards
8	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> End of Term projects pertaining to taught standards

Foreign Language

Grade Level	Diagnostic Assessments	Formative Assessments	Summative Assessments
K	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
1	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
2	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
3	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
4	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
5	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
6	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills

7	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills
8	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Diverse Formative Assessments: exit slips, graphic organizers, cold calling, think-pair-share, bi-weekly quizzes, etc. • Curriculum-Aligned Unit Assessments 	<ul style="list-style-type: none"> • Curriculum-Aligned final assessment • End of Term projects pertaining to taught skills

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

We use the data generated by assessments to guide instruction, highlight where curriculum revisions are necessary, and track the absolute and comparative learning, and the learning growth over time, both of individual scholars and groups of scholars.

For instance, we use data from diagnostic assessments to provide early identification of individual scholar needs and need changes; identify areas of scholar academic and developmental mastery or challenge, and track the rate of scholar learning and behavioral growth over time in response to interventions.

We use data from periodic formative assessments, which we administer across all sections of a grade level, to guide the refinement of our curriculum and instructional planning. For instance, where we see an entire grade level struggling with a learning objective, we make curriculum refinements to address the problem. Where we see only individual classrooms struggling with a learning objective, we work with the teacher of that classroom to improve their lesson plan, selection of pedagogical strategy or delivery of instruction, and have the teacher re-teach the learning objective. Where we see individual scholars or sub-groups struggling with a learning objective, we provide extra help for the struggling scholars or suggest that the teacher take a different approach when working with the struggling individual scholar or group.

Finally, we use data from our summative assessments to see where our curriculum is out of sync with state-targeted learning objectives or with the depth of learning objective mastery that the State is seeking; to identify where our instruction needs to be improved, and to identify where the instruction of student sub-groups needs to be differentiated to become more effective.

e) Describe the school's process for selecting the locally administered assessments. Explain how they align to NJSLA and the school's chosen curricula.

Our Dean of Assessment and Data collected input from staff and reviewed commercially available benchmark assessments and determined that the MAP assessment provides the most in-depth teacher guidance for addressing scholar learning gaps in relation to academic standards that are aligned to the NJSLA assessment and the school's curricula. That said, the assessment does not, post-pandemic,

provide current national norming and is not fully predictive of scholar performance on the NJSLA. For this reason, the Dean and other school leaders are presently reviewing our benchmark assessment regime for high school grade levels.

f) Compare student results on locally administered assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

For benchmarking purposes, we administer MAP assessments several times during the school year and use cut scores that our experience indicates will correlate with a student meeting or exceeding performance expectations on the New Jersey State Learning Assessment that is administered at year-end.

As shown below, except in Math for our older scholars, a slightly higher percentage of scholars typically met or exceeded expectations on the NJSLA assessment than our benchmarking procedure indicated would do so. We believe scholars’ general lower performance on the MAP assessments was a function of scholars not applying themselves as determinedly on the benchmark assessments as they did on NJSLA assessments.

For sixth grade Math, we believe our scholars’ low performance on the NJSLA Math assessment reflected ineffective instruction by a Math teacher no longer at the school.

For eighth grade Math, we believe our scholars’ lower performance on the NJSLA Math assessment was a function of the fact that all of our eighth grade scholars took the MAP Math assessment, but our academically strongest eighth grade scholars did not take the MATH 8 NJSLA assessment. They had taken Algebra throughout the school year and took the NJSLA Algebra assessment at year-end.

Grade Level	2022-2023 Predicted NJSLA Percentage of Students Meeting or Exceeding Expectations Using MAP EOY Benchmark Assessment and School Selected Cut Scores	2022-2023 Percentage of Students Meeting or Exceeding Expectations As Measured by EOY NJSLA Assessment
ELA 3	46	32
ELA 4	43	47
ELA 5	48	47
ELA 6	42	41
ELA 7	43	47

Grade Level	2022-2023 Predicted NJSLA Percentage of Students Meeting or Exceeding Expectations Using MAP EOY Benchmark Assessment and School Selected Cut Scores	2022-2023 Percentage of Students Meeting or Exceeding Expectations As Measured by EOY NJSLA Assessment
ELA 8	32	37
MAT 3	28	28
MAT 4	29	35
MAT 5	20	28
MAT 6	21	17
MAT 7	26	23
MAT 8	28	18

g) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

We transparently share academic data with all stakeholders. A student and the student’s parents/guardians can at any point access our Student Information System to review the student's assessment scores and learning progress throughout the year. In addition, our staff regularly communicates with parents/guardians about their child's progress and about areas (e.g., learning standards) that the student might be struggling to master, and will schedule meetings with parents/guardians either on their own initiative or per parent/guardian request. School leaders review weekly and monthly academic assessment data, while board members review assessment data in connection with monthly school performance dashboard reviews and school leader presentations. (Our protocol when reviewing and presenting data is not just to examine the question “How did a student or group of students do?”, but also to address “Why did the student or group of students perform so?” This leads to discussions concerning how we can improve our delivery of instruction to a student or group of students.) Schoolwide and demographic sub-group data is also made available for general public review by the school in its annual reports and on its website, and through reports provided to the New Jersey Department of Education and published on state websites.

1.5 Organizational Capacity - School Leadership/Administration

a) Fill in the requested information in Table 6.

Table 6: School Leadership/ Administration Information

SY22-23 School Leadership / Administration Information

School Leader / Administrator Name	Title	Start Date	Annual Salary
Bret Schundler	Lead Person (Contracted)	7/1/21	\$2,000/month
Shona Hendry	Schoolwide Head Principal	7/1/17	\$125,520
Suzanne Carbone	Principal, Lower Elementary School Campus	7/1/23	\$108,000
Sam Harrienger	Academic Dean, Grades K-2	7/1/21	\$85,000
Michele Fabio	Dean of Students, Grades K-2	9/1/16	\$88,500
Christine Lynch	Academic Dean, Grades 3-4	5/1/23	\$85,000
Kathryn Obiedzinski	Dean of Students, Grades 3-4	7/1/21	\$73,000
Angela Thomas	Principal, Upper Elementary Campus Principal	6/1/22	\$105,000
Steven Pankiewicz	Dean of Students, Grades 5-6	7/1/22	\$75,000
Kendra Houser	Academic Dean, Grades 5-6	9/1/19	\$92,000
Shondell Davis	Dean of Students, Grades 7-8	7/1/20	\$75,000
Jubrial Nesheiwat	Academic Dean, Grades 7-8	7/1/22	\$87,500
Lauren Cohen	Special Education Coordinator	9/1/18	\$85,500

Richard Raschdorf	Business Administrator (PT)	7/1/15	\$151,200
Bobby Seetaram	Director of Operations	5/16/16	\$88,000

School Culture & Climate

2.1 School Culture and Climate

- a) *Fill in the requested information in Table 7 below regarding learning environment at the school.*

Table 7: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	92.25%
Elementary School Attendance Rate (grades K-5)	92%
Middle School Attendance Rate (grades 6-8)	93%
High School Attendance Rate (grades 9-12)	NA
Student - Teacher Ratio	11 to 1

- b) *Fill in the requested information in Table 8, below, regarding the professional environment at the school.*

Table 8: School Culture and Climate Professional Environment

Teacher Retention Rate from SY 2021-2022 to 2022-2023	63%
Total Staff Retention Rate from SY 2021-2022 to 2022-2023	66%
Frequency of teacher surveys and date of last survey conducted	Three conducted EOY Survey conducted on 6/14/23
Percent of teachers who submitted survey responses	94%
Percent of teachers who expressed satisfaction with school leadership or with	“Are you satisfied with the school’s instructional/cultural leadership, overall?”

the overall school environment	Yes – 87%
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b) What were the three main positive aspects teachers identified in the latest survey?

- 1) Committed Staff / Teamwork
- 2) Great, Diverse Students
- 3) Leadership Support

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

- 1) Long Hours / Work Load
- 2) Too Many Tasks
- 3) The Building / Lack of Sufficient Bathrooms

d) Fill in the requested information below regarding the school’s discipline environment in 2022-2023. If there was a noticeable increase or decrease in suspensions and expulsions in 2022-2023 compared to 2021-2022, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2022-2023

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	122	0	0
1	124	0	0
2	123	2	0
3	108	7	0
4	119	12	0
5	123	8	0
6	114	7	0
7	96	4	0
8	89	6	0
9	NA	NA	NA
10	NA	NA	NA
11	NA	NA	NA

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
12	NA	NA	NA

2.2. Family and Community Engagement

- a) *Fill in the requested information in Table 10 below regarding family involvement and satisfaction.*

Table 10: Family Involvement and Satisfaction

Number of parents/guardians currently serving on the school's board, out of the total number of board members	1/7
Frequency of parent/guardian surveys	2
Date of last parent/guardian survey conducted	June 12, 2022
Percent of parents/guardians completing the survey (consider one survey per household)	41%
Percent of parents/guardians that expressed satisfaction with the overall school environment	90%

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

- Academic Program
- Safe School Environment
- Caring Teachers

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

- Better Communication
- More Sports and Afterschool Programs
- Better Cleaner Facilities / Lunch Program

- d) *List and briefly describe the major activities or events the school offered to parents/guardians during the 2022-2023 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.*

**MAJOR ACTIVITIES/EVENTS OFFERED TO PARENTS DURING 2022-2023 SCHOOL YEAR
(Events were in-person unless otherwise indicated.)**

Parent Teacher Meet and Greet- Families were invited to come and meet their scholars' teacher prior to the school year starting.

Back to School Night - Hosted by teachers who reviewed classroom protocols, previewed the year, and instructed parents in how best to support their scholars' completion of their homework.

English Language Arts Night – Evening event in October during which staff discussed best practices in respect to scholars' literacy development with parents.

Food Drive– Month-long service event in which scholars and their families donated food to, and staff and parent volunteers worked with, St. Lucy's Homeless Shelter in Jersey City.

Morning Coffee with the Principal – Open forum for parents to speak with the school Principal regarding programs and activities being offered at the school.

Culture Days – Full-day event in December during which scholars and their families shared their cultural heritage.

Coat Drive – Scholars and families collected brand new jackets, hats, scarves for our own families in need.

Health Heart Challenge – Month-long service event during which scholars and their families raised awareness for the American Heart Association and raised money for people with Heart disease; full-day event at month's end to celebrate Heart Health.

Scholastic Book Fair – Evening event during which EA partnered with Scholastic for families to purchase books.

Family Fitness & Healthy Habits Night – Evening event held in March to teach parents and scholars ways to make physical fitness fun and stress the importance of physical fitness.

STEAM Night – Evening event during which parents and scholars were able to do activities related to the schools STEAM curriculum and learn strategies in helping their scholar at home.

Parent Workshop (SEL) – Offered a workshop for parents to offer strategies and support for student social-emotional learning.

Athletic Banquet- Evening to celebrate student athletes and accomplishments during the academic year.

Ceremonies - Kindergarten Step Up/8th Grade Graduation/8th Grade Ring Ceremony/8th Grade

Sneaker ball

Field Trips - Parents are invited to chaperones on school field trips.

Muffins with Moms -Morning event where moms, grandmothers, aunts, etc., were invited in to the building to have breakfast with their scholars.

- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.**

**MAJOR ACTIVITIES/EVENTS CONDUCTED BY PARENTS TO ADVANCE THE SCHOOL'S MISSION
(Events were in-person unless otherwise indicated.)**

Homework Checking – One of the most important ways parents support the school is through checking their scholar's completion of each day's "Life's Work" (homework) assignments.

Classroom Volunteering – Individual parents serve as classroom volunteers on various days

Committees – Parents serve on various school committees (e.g. Grievance, Title I, Parent-Teacher Organization).

Parent Teacher Organization – Parents united to revive our Parent Teacher Organization in the Fall and put together the following events/campaigns for parent and student involvement.

- Monthly Parent Committee Meetings
- Uniform Swaps
- Day of Service
- Student Appreciation Day
- Student Book Swap
- Various Fundraisers

Teacher and Staff Appreciation Week (In-Person) - Parent-sponsored lunch and activities expressing appreciation for teachers and staff.

- f. Fill in the requested information in Tables 11 and 12 below regarding community involvement.**

Table 11: Community Involvement with Education Institutions

Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
BelovED	Empowerment Academy sub-leased facility space	Empowerment Academy's

Community Charter School	from BelovED Community Charter School and had Shared Services Agreements with BelovED, covering: <ul style="list-style-type: none"> ● Business Administration Services; ● Business Office Staff; ● and Bus Transportation Services. 	budget benefited from these agreements and its scholars benefited from the high quality of the transportation services provided.
Educational Services Commission of New Jersey	Empowerment Academy contracts for its Child Study Team services from the ESCNJ. In addition, it has leased copiers and some of its computers, and purchased furniture and some of its stationary supplies through the organization.	Scholars with special needs receive CST services through this partnership. In addition, the school saves money on its lease or purchase of equipment and supplies, which leaves more money for Empowerment Academy's education program, benefiting all staff and all scholars.
Jersey City Public Library	The JCPL Bookmobile provides our scholars with books to take home and read.	All scholars are benefited through weekly bookmobile visits.

Table 12: Community Involvement with Community Organizations

Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
St. Jude Virtual Cards for Hospitalized Kids	Scholars spend time writing positive and encouraging cards for children their age that have been hospitalized because of terminal or chronic illness.	All Scholars
American Heart Association	Scholars raised awareness for the American Heart Association.	All Scholars
UNICEF	Students collected money and raised awareness for the United Nations Children Fund.	All Scholars
Youth Service of America	Participate in Global Youth Service Day	All Scholars
American Lung Association	Students raised awareness for American Lung Association and participated in Fight for Air Climb	National Middle School Honor Society

g) Briefly describe how the educational and community partnerships established furthers the school’s mission and goals.

Empowerment Academy’s personnel shared services agreements with BelovED Community Charter School earns it revenue in exchange for the business services and support it provides to BelovED. Meanwhile, its transportation shared services agreement enables it to provide its scholars and families with bus transportation services that are both superior in quality and less expensive than what the school could obtain contracting with private, commercial bus companies.

Empowerment Academy’s partnership with the Educational Services Commission of New Jersey has enabled it to obtain some Child Study Team services less expensively than it would cost the school to directly hire professionals from the ESCNJ who work with the school’s scholars.

The community organization partnerships entered into by Empowerment Academy benefit the school by helping its students better understand their community and the diverse needs of their neighbors. In addition, Empowerment Academy’s students develop a love of community engagement and service, which is an important part of the school’s mission.

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 in Table 13 below regarding board governance.

Table 13: Board Governance

Number of board members required by the charter school’s bylaws	5-9
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	July 2023
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C)	July 2023
If applicable, date of the latest evaluation of the charter school’s contracted education service provider such as a charter management organization (CMO) or education management organization (EMO) (include a copy of the board’s evaluation tool for this contracted organization as Appendix D)	NA

- b) **List the amendments to bylaws that the board adopted during the 2022-2023 school year.**

None

- c) **List the critical policies adopted or revised by the board during the 2022-2023 school year.**

- Aftercare Handbook (Rev)
- Commitment Appreciation Increment
- Cyber Policies and Compliance (Revision)
- Emergency and Crisis Handbook (Revision)
- Employee Handbook (Revision)
- Family Handbook (Revision)
- Foster Care and Educational Stability (Revision)
- Gifted Services (Revision)
- Honors Program Handbook (Revision)
- Retention Bonus
- Parent and Family Engagement (Revision)
- School-Parent-Scholar-Compact (Revision)
- Special Education Handbook (Revision)

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

- Mission & Vision
- Goals & Objectives
- Board Operations

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

- Timeliness of Board Meeting Materials
- School Performance Evaluation
- Expectations Communication

3.2 Board Compliance

a) Fill in the requested information in Table 14 below regarding the board. Add or delete rows as necessary.

Table 14: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Monica Zaslower	11.17.14	6.30.24	President	monicazaslower@gmail.com	10/5/16	Gov I 12/16; Gov II 10/17; Gov III 8/18; Gov IV 7/20
Thomas Gallagher	11.17.14	6.30.24	Treasurer	jctomgal@hotmail.com	9/14/16	Gov I 9/17; Gov II 7/18; Gov III 5/19; Gov IV 7/20

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Lonnie Sobel	10.8.15	6.30.25	Vice President	lonniesobel@aol.com	9/20/17	Gov 1 7/17; Gov II 9/18; Gov III 8/19; Gov IV 7/21
Thomas Ogorzalek	8.10.15	6.30.25	Member	thomas.ogorzalek@gmail.com	8/31/16	Gov 1 8/16; Gov II 6/18; Gov III 7/19; Gov IV 7/20
Dami Kabiawu	9.1..21	6.30.25	Member	dami.kabiawu/@yahoo.com	7/22	Gov1 7/22 Gov2 7/23
Sapreet Saluja	8.1.21	6.30.25	Member	sapreetk@yahoo.com	7/20/22	Gov1 7/22 Gov2 7/23

- b) Pursuant to N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.**

<https://www.eacsnj.org/district/meeting-minutes.cfm>

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCHR) repository.**

June 2023

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

See Appendix E.

Access and Equity

4.1 Access and Equity

- a) Fill in the requested information in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2022-2023.**

Table 15: School Year 2022-2023 Application Process Timeline

Date the application for school year 2022-2023 was	October 1, 2021
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made available to interested parties	
Date the application for school year 2022-2023 was due back to the school from parents/guardians	January 19, 2022
Date and location of the lottery for seats in school year 2022-2023	January 26, 2022 at Empowerment Academy Charter (240 Ege Ave, Jersey City, NJ 07304)

b) Provide the URL to the school’s application for prospective students for school year 2023-2024 (Appendix F provides a copy of the school year 2022-2023 applications.).

URLS WHERE ENROLLMENT APPLICATIONS COULD BE OBTAINED ONLINE IN SY2023-2024
<p>All Applications: https://www.eacsnj.org/admissions/</p> <p>Online Application Available in English, Spanish and Arabic (use drop down box to select language): https://form.jotform.com/222634903511146</p> <p>Paper Application in English: https://www.eacsnj.org/cms_files/resources/2023-24%20Application.pdf</p> <p>Paper Application in Spanish: https://www.eacsnj.org/cms_files/resources/22-23%20ApplicationInSpanish%20(1).pdf</p>

c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2022-2023.

VENUES WHERE ENROLLMENT APPLICATIONS WERE OBTAINABLE IN SY2021-2022
Online via our website: https://www.eacsnj.org/admissions/index.cfm
At the school in the Office and at Open Houses.
At Pre-K centers in Jersey City where applications for entering Kindergartners are distributed
At K-8 charter schools in Jersey City where applications for our high school are distributed

d) List all languages in which the application is made available.

LANGUAGES IN WHICH ENROLLMENT APPLICATIONS COULD BE OBTAINED
English
Spanish
Arabic

- e) *List all ways in which the school advertised that applications for prospective students for school year 2022-2023 were available prior to the enrollment lottery.*

MEANS BY WHICH ENROLLMENT APPLICATIONS WERE ADVERTISED PRIOR TO LOTTERY
Online via our website: www.empacad.org
Via the Jersey Journal print newspaper and via digital advertisements on NJ.Com and on Facebook and other social media sites
Jersey City Pre-K centers notify their Pre-K4 families that Empowerment Academy is an option for their children
Jersey City K-5 privately managed schools in Jersey City notify their 5 th grade scholars and families that Empowerment Academy has a high school and many distribute our application
K-8 charter schools in Jersey City notify their 8 th grade scholars and families that Empowerment Academy has a high school and many distribute our application
Via generating newspaper stories about our school

- f) *Table 16: 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 2022-2023	Number of students retained in 2022-2023 for the 2023-2024 school year
K	16	18	2
1	20	13	2
2	14	21	3
3	14	8	1
4	21	7	1
5	14	15	2
6	16	9	1
7	13	4	0
8	3	6	0
9	NA	NA	NA
10	NA	NA	NA

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2022-2023	Number of students retained in 2022-2023 for the 2023-2024 school year
11	NA	NA	NA
12	NA	NA	NA

g) Explain the school's enrollment backfilling policy, then, as Appendix G, include the school's board-approved policy.

We backfill seats from our Waiting List on a space available basis.

h) 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.

Compliance

5.2 Office of Charter and Renaissance School Compliance

Table 17: School Site Facility Information

Site name	Lower Elementary School (formerly Our Lady of Victories School)
Facility lease information	The facility is leased.
Landlord name	Our Lady of Victories Church
Lease commencement date	January 1, 2016; Renewed July 1, 2019
Lease termination date	June 30, 2025
2022-2023 annual lease cost	\$541,906
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2023	NA

Latest date of appraisal	NA
Appraised value of property	NA

Site name	Upper Elementary School (formerly St. Paul of the Cross School)
Facility lease information	The facility is leased.
Landlord name	St. Paul of the Cross Church
Lease commencement date	July 1, 2020
Lease termination date	June 30, 2024
2022-2023 annual lease cost	\$663,064
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2022	NA
Latest date of appraisal	NA
Appraised value of property	NA

Site name – NEW FOR SY2023-2024 OCCUPANCY	High School (formerly Our Lady of Sorrows School)
Facility lease information	The facility is leased.
Landlord name	Our Lady of Sorrows Church
Lease commencement date	September 1, 2022
Lease termination date	July 31, 2025
2022-2023 annual lease cost	\$64,583 (Leased in SY22-23 for facility renovation only.)
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA

Outstanding loan amount as of July 1, 2022	NA
Latest date of appraisal	NA
Appraised value of property	NA

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	3
Total annual cost of all leases	\$1,269,553(does not include improvement costs)
Total lease amount budgeted for 2023-2024	\$1,831,658 (does not include improvement costs)

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	NA
Total mortgage/bond amount	NA
Mortgage principal budgeted for 2023-2024	NA
Mortgage payment interest budgeted for 2023-2024	NA

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

5.3 Other Compliance

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

The evaluation of Empowerment Academy’s teachers is overseen by its Principals using a Board of Trustees-approved process. The Board’s process includes a delineation of the differences by which tenured and non-tenured teachers are to be observed and evaluated. At minimum, non-tenured teachers are to receive observation and feedback from Empowerment Academy’s Principal and/or Teacher Coaches six times per year.

Evaluations are conducted using a board-approved *Evaluation of Lead Teacher Instrument*. The Instrument’s diverse standards of teaching effectiveness fall within one of three categories: *Culture, Professionalism and Commitment; Classroom Practice; and Measures of Student Learning*. Most of the standards are applied to the evaluation of every teacher, but some of the standards are customized for the position held by a teacher (e.g., the Student Growth Objectives for a gym teacher are not the same as those for a music teacher).

The cumulative score that a teacher receives for standards in a particular category is divided by the number of standards in that category to produce a category score. In SY2022-23, the *Culture, Professionalism and Commitment* category of standards normally had a 30% weighting in the calculation

of a teacher’s final summative evaluation. The *Classroom Practice* category of standards had a 45% weighting. And the *Measures of Student Learning* category of standards had a 25% weighting. (It will return to its pre-pandemic weighting of 30% in SY23-24.) A teacher’s weighted category scores are added together to determine the teacher’s summative evaluation score for submission to the NJDOE.

Summative Score	Performance Evaluation	NJDOE 4-Point Scale Performance Rating
≥ 3.500	Highly Effective	4
2.650 to 3.499	Effective	3
1.850 to 2.649	Partially Effective	2
< 1.850	Ineffective	1

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

Empowerment Academy’s school leader is evaluated by the School’s Board of Trustees. A board consultant supports the board by collecting performance and survey data that corresponds with the standards of performance in the board’s school leader evaluation instrument. That instrument has five categories of performance standards:

- 1) Cultural Leadership;
- 2) Effective Implementation and Management of Charter School Model;
- 3) Select Administrative Responsibilities;
- 4) Miscellaneous Organizational Goals; and
- 5) Scholar Learning.

Category scores are not differentially weighted. The Instrument makes use of objective, outcomes-focused metrics to minimize the subjectivity of performance evaluation. The school leader’s performance scores for each standard are simply added together and divided by the number of standards to produce a summative evaluation score.

c) Provide the board resolution approving the school’s teacher and school leader evaluation systems in Appendix H.

See Appendix H.

File Naming Convention

Table 20: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Board policy for the establishment of a grievance committee
Appendix F	Appendix F Admissions Application (Language)
Appendix G	Appendix G Board policy for enrollment backfilling
Appendix H	Appendix H Board resolution approving the teacher and school leader/principal evaluation systems
Appendix I	Appendix I 2023 – 2024 School Calendar
Appendix J	Appendix J Organizational Chart
Appendix K	Appendix K Promotion/Retention Policy
Appendix L	Appendix L Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2023.” Save each appendix by the file naming convention provided in the second column of the above table.