



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

**Annual Report Template
(Updated April 2026)**

The annual report was established in the *Charter School Program Act of 1995* to facilitate the commissioner’s annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools (OCRS), New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school’s performance based on the criteria set forth in the Performance Framework.

Annual Report Submission

Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

Submission Process for the 2025-2026 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2026.” To submit the report, upload it to the subfolder “Annual Report 2026” located inside the folder “Annual Report” on the charter school’s Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming conventions](#) found at the end of the document and then uploaded to the “Annual Report 2026” subfolder on the charter school’s Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school’s district(s) of residence no later than 4:15 p.m. on Monday, August 3, 2026. Copies require a cover page, which includes the school’s name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school’s annual report to the commissioner no later than October 1, 2026.

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below. Please provide direct phone numbers for OCRS contact purposes.

Table 1: Basic Information

Name of charter school	Achievers Early College Prep
Grade level(s) to be served in 2026-2027	6-12
Projected enrollment for 2026-2027	630
2025-2026 Total enrollment as of June 30, 2026	616
2025-2026 Students with disabilities (SWD) enrollment as of June 30, 2026	51
2025-2026 Multilingual learners (ML) enrollment as of June 30, 2026	142
Current waiting list for 2026-2027 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	6th: No waiting list as of 6/23 7th: 64 8th: 36 9th: 53 10th: 23 11th: 7 12th: 7
Waitlist within the district/region of residence	183
Waitlist of non-resident district/region of residence (Organize by district/region)	6- Hamilton 1- Plainfield
Website address Homepage must include: FY27 Board Approved Budget Board Meeting Notices Annual Reports A list of all current voting Board of Trustees Members A list of all facilities operated by the charter school including each physical address	www.achieversecp.org

Name of board president	Imebet Stewart
Board president's email address (Embed link to board president's email address on charter school website)	istewart@achieversecp.org
Board president's direct phone number (Do not include charter school number)	1-609-532-8993
Name of school leader (Include the preferred point of contact for official communications)	Nava Coppin
School leader's email address	Nava Coppin
School leader's direct office phone number and/or extension	1-609-429-0279
Title IX McKinney-Vento District Homeless Liaison's name and email address	Maria Hocker Maria Hocker
School Safety Specialist's name and email address	Jennifer Miller Jennifer Miller
School Threat Assessment Team Members' names and email addresses	Nava Coppin Jennifer Miller Shannon Wright Elvia Maldonado Abigael Bocicaut Maria Hocker Monique Whitaker Diana Bridgeforth Jonquille Eley Tiana Solis
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Abigael Bocicaut

Name of School Business Administrator (SBA)	Joshua Soslow
SBA email address	jsoslow@sboffice.com
SBA phone number	732-631-4009
Name of District Testing Coordinator (DTC)	Myra Bellamy
DTC email address	Myra Bellamy
DTC phone number	1-609-533-2771
Name of anticipated SY 2026-2027 Student Placement Liaison (SPL)	Elvia Maldonado
SPL email address	Elvia Maldonado
SPL phone number	1-609-540-5580



Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site Information

Site name	Achievers Early College Prep
Year site opened	2018
Grade level(s) served at this site in 2025-2026	6-12
Grade level(s) to be served at this site in 2026-2027	6-12
Site street address	544 Chestnut Ave
Site city	Trenton
Site zip	08611
Site lead or primary contact's name	Nava Coppin
Site lead or primary contact's office phone number and extension	1-252-599-2581
Site lead's email address	Nava Coppin



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

State the school's Commissioner-approved mission.

The mission of Achievers Early College Prep Charter School (Achievers ECP or Achievers) is to provide students with opportunities to develop their intellectual, emotional, and social potential through the equitable implementation of a rigorous, culturally responsive, STEAM-focused curriculum that fosters their transition to college and industry.

Briefly list the school's key design elements.

Key Design Elements:

Rigorous academics

Empowering school culture

Non-cognitive skill development

Purposeful real-world and college preparation

Core values: Tenacity, Ability, Allegiance, Excellence, and Empathy

Project-based learning

Intentional self-actualization and career exploration

Differentiation and targeted intervention

Early college high school curriculum with opportunities inside and outside the classroom

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 goals may have changed from the school's original charter application.

CTE PATHWAYS

Goal	By June 2027, 100% of 12th grade students at Achievers Early College Prep will graduate college- and/or career-ready by completing a designated STEAM/CTE pathway, participating in at least one career-connected learning experience, and earning, attempting, or completing at least one industry-recognized certification, credential, or pathway-aligned completion assessment.
Measure	Progress will be measured through monthly review of pathway enrollment records, senior graduation clearance trackers, CTE course completion data, certification enrollment and exam results, career-connected learning participation, completion projects, and course grades. The school will monitor the percentage of students in grades 11–12 who select, remain enrolled in, and successfully complete a STEAM/CTE pathway aligned to college, career, and workforce readiness expectations.

Target	The CTE pathway culmination has undergone alignment with the state as was observed that concluding pathways need tangible product aligned to state approved CTE completion guidelines. . As such our new goal is as follows: By graduation in June 2027, all 12th grade students will have completed their designated STEAM/CTE pathway requirements, including required coursework, pathway completion projects or assessments, and at least one career-connected learning experience. At least 65% of 12th grade students will earn an industry-recognized certification or credential, and 100% will either earn, sit for, or complete a documented pathway-aligned certification, credential, or completion assessment in their field of study.
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GRADUATION METRICS

Goal	By June 2027, Achievers Early College Prep will ensure that all 12th grade students remain on track for graduation by meeting New Jersey graduation requirements, completing all required credits, satisfying graduation assessment pathways, and resolving any attendance, credit recovery, or portfolio obligations prior to commencement.
Measure	Progress will be measured through monthly senior graduation audits, credit completion trackers, NJGPA and/or approved pathway status, portfolio/EPP completion records, attendance and credit recovery reports, course grades, and senior clearance documentation. The school will monitor the percentage of 12th grade students who are on track for graduation each month and identify students needing academic, attendance, assessment, or recovery intervention.
Target	By June 2027, 100% of 12th grade students will have a completed graduation clearance review, and at least 95% of eligible seniors will meet all requirements to graduate on time. Students not on track will have an individualized graduation action plan that includes required credits, assessment pathway steps, attendance recovery, credit recovery, and weekly progress monitoring.
Actual Outcome	Presently we are able to achieve a 100% graduation rate by August 2026. We inherited many seniors from a closed charter wherein gaps existed academically after transcript review. At the end of the 2026–2027 school year, AECP will report the actual percentage of 12th grade students who graduated on time (June 2027), the percentage who completed all graduation clearance requirements, the percentage who required credit recovery, attendance recovery, or portfolio/EPP support, and the number of students who remained enrolled but required an extended graduation plan. This outcome data will be used to strengthen senior tracking, early intervention, attendance recovery, and graduation planning for the following school year.

COLLEGE ACCEPTANCE

Goal	By June 2027, Achievers Early College Prep will ensure that all 12th grade students complete a postsecondary readiness process that includes college applications, career pathway planning, financial aid completion, and individualized counseling support so that every graduating senior has a documented college, career, military, trade, or workforce plan.
Measure	Progress will be measured through monthly review of senior postsecondary trackers, college application submissions, acceptance letters, FAFSA/NJ Alternative Financial Aid Application completion, scholarship applications, career pathway plans, counselor meeting logs, and senior exit documentation. The school will monitor the percentage of seniors who apply to at least one postsecondary option, receive at least one acceptance or documented career pathway opportunity, and complete financial aid or scholarship readiness steps.
Target	By June 2027, 100% of 12th grade students will complete a documented postsecondary plan, and at least 95% will receive at least one college acceptance, trade/technical school acceptance, military enlistment pathway confirmation, workforce placement, apprenticeship opportunity, or approved career pathway outcome.
Actual Outcome	Actual outcome will be reported in June 2027 and will include the percentage of seniors with at least one college or postsecondary acceptance, the percentage completing financial aid requirements, the total scholarship dollars awarded, the percentage with a documented postsecondary plan, and the number of students requiring extended transition support after graduation. Per June 2026, students received 6 million in merit based scholarships; 43 college acceptance, 100% college acceptance, 100% financial aid documentation completion, 4 military acceptances, and 2 trade school admissions. Students will be tracked for post secondary data twice a year beginning December 2026.

Guidelines

- All goals must be SMART, e.g., specific, measurable, ambitious and attainable, relevant and time bound.
- All measurements must be valid and reliable and must demonstrate rigor.
- Without exception, academic goals must be outcome driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Table 3: Format

Goal	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Ex: Year over year growth in the participation and passing rates on AP tests.
Target	Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2024-2025 to 2025-2026.
Actual Outcome	Ex: In 2024-2025, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2025-2026, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. Goal has been met.

1.2 Curriculum

- a) All charter schools are required to adopt and implement curricula 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.
- b) Pursuant to *N.J.A.C. 6A:8-3.1(a)3*, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

1.3 Instruction

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

At AchieversECP, high-quality instruction is the foundation of our mission to prepare every student for college, career, and life. We deliver a rigorous, standard-aligned, and evidence-based curriculum that is engaging, differentiated, and culturally responsive to meet the needs of all learners. Instruction is purposeful and student-centered, with strategically embedded small group learning designed to accelerate progress, build confidence, and ensure equitable access to grade-level content.

We use data consistently through frequent assessments, progress monitoring, and responsive reteaching to maximize instructional time and drive measurable growth. Technology is fully integrated into learning through our 1-to-1 Chromebook program.

Our instructional leadership is intentional and hands-on. Leaders conduct weekly targeted observations and walkthroughs, provide clear, actionable feedback, and follow up to ensure effective implementation that leads to improved teacher practice and student outcomes. Targeted supports such as our robust MTSS program, specialized services for students with disabilities, tier 1 instruction for all students including MLLs and enrichment opportunities in STEAM disciplines and careers, ensure every learner's needs are met.

We also recognize that academic success is deeply connected to student well-being. Social-emotional learning (SEL) and diversity, equity, and inclusion (DEI) principles are woven into every aspect of our instructional model to foster a culture of belonging, respect, and resilience. By combining rigorous academics, personalized support,

intentional leadership, and an inclusive school culture, AchieversECP ensures that every graduate leaves with the skills, knowledge, and confidence to thrive in college, career, and beyond.

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

At Achievers, we focus on leveraging data-driven instruction along with a strong coaching model to consistently strengthen instructional practices. Our data-driven approach focuses on four fundamental key points: Assessment, Analysis, Action, and Systems.

One of our core beliefs is that student learning is best supported when data is collected systematically and analyzed with accuracy to inform instruction. Achievers' leaders and teachers have routines throughout the school year to collect student data, using a variety of external and internal measurement tools. All assessment data is collected and analyzed in planning meetings/coaching sessions and Data Day Meetings to determine students' strengths, and pinpoint skills and standards of need to move forward learning.

To be successful in this approach, we incorporate a strong coaching model. The Achievers' Coaching model provides high value in that Teacher Action Goals are first modeled and then practiced, to provide support with high-execution implementation.

Next, a series of observation-feedback cycles is completed twice back-to-back, to again provide a high level of accuracy and further promote student learning. Achievers also have Planning Meetings with teachers weekly, to ensure teachers are internalizing lesson plans and reteaching lessons that students have not yet mastered. AchieversECP, also ensures multiple opportunities for tutoring programs after school to ensure students have opportunities to practice their skill levels.

c) Provide the number of students, by grade level, that the school will academically retain and not promote to the next grade for the 2026-2027 school year. If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be academically retained for the 2026-2027 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan. For each identified student, specify the justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

HS- 2 students did not complete graduation requirements

MS- 1 student retained

d) What support services will the school offer to academically retained students during the 2026-2027 school year?

During the 2026–2027 school year, retained students will receive targeted support services designed to help them succeed academically and socially. These supports will include mandatory tutoring sessions to address specific learning gaps, as well as regular check-ins with the student

and their parents/guardians through the guidance counselor to monitor progress and provide individualized strategies. The school will also ensure open communication between teachers, families, and support staff so that students receive consistent encouragement and guidance throughout the year.

1.4 Assessment

- a) The first administration of the New Jersey Student Learning Assessment–Adaptive (NJSLA-A) for ELA and mathematics will occur in the spring of 2026. Because these assessment results will not be available until fall 2026, please complete Table 4 using your school’s 2023–2025 NJSLA results to reflect the proportion of students meeting or exceeding expectations in ELA and mathematics.

Table 4: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)

Assessment	Spring 2024	Spring 2025	Spring 2026
ELA 3			
ELA 4			
ELA 5			
ELA 6	35.2	52.9	
ELA 7	46.7	41.6	
ELA 8	36.0	48.9	
ELA 9	67.3	47.7	
MAT 3			
MAT 4			
MAT 5			
MAT 6	13.2	12.8	
MAT 7	22.0	29.2	
MAT 8	22.1	30.5	
Algebra I	13.1	19.6	
Geometry	16.7	26.7	
Algebra II			

- b) Please complete Table 5 to show year-over-year trends in proportion of students who achieved proficient or advanced proficiency on the NJSLA for Science (NJSLA-S), as administered by the school, if applicable. *Note: If the results of the Spring 2026 NJSLA-S have not been released to schools by July 15, 2026, leave the Spring 2026 column blank.*

Table 5: 3-Year NJSLA Science Assessment Results:

Assessment	Spring 2024	Spring 2025	Spring 2026
SCI 5			
SCI 8	0.1	.04	
SCI 11		14	

- c) The first administration of the New Jersey Graduation Proficiency Assessment – Adaptive (NJGPA-A) for ELA and mathematics will occur in the spring of 2026. Because these assessment results will not be available until summer/fall 2026, please complete Table 6 using your school's 2023–2025 NJGPA results (if applicable) to reflect the proportion of students who are graduation-ready in ELA and mathematics.

Table 6. 3-Year NJGPA ELA and Mathematics Assessment Results

Assessment	Spring 2024	Spring 2025	Spring 2026
NJGPA-ELA	n/a	74%	
NJGPA-Mathematics	n/a	34%	

- d) Explain the steps the school has taken, or plans to take, to ensure progress in each subject by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, Multilingual learners, Students with disabilities, and racial/ethnic groups).

Achievers Early College Prep (AECPP) continuously monitors student performance data by grade level and subgroup to ensure equitable academic outcomes and targeted support for all learners. The school utilizes multiple data sources, including NJSLA, MAP Growth, i-Ready, interim assessments, classroom assessments, attendance data, and WIDA ACCESS results to identify strengths, gaps, and areas requiring intervention.

In English Language Arts (ELA), AECPP has implemented a standards-aligned curriculum supported by structured literacy practices, academic discourse protocols, and targeted intervention periods. Students identified as performing below grade level receive additional small-group instruction during intervention blocks and after-school academic support. Teachers participate in ongoing professional development focused on data-driven instruction, literacy strategies, and scaffolding techniques for diverse learners. The school also regularly analyzes subgroup performance data to ensure that instructional practices address the needs of multilingual learners, students with disabilities, economically disadvantaged students, and historically underserved racial and ethnic groups.

In mathematics, AECF has focused on strengthening conceptual understanding and problem-solving skills through standards-aligned curriculum resources, targeted intervention periods, and frequent formative assessments. Student performance data are reviewed regularly by teachers, instructional coaches, and administrators to identify learning gaps and implement timely interventions. Professional development has emphasized effective mathematics instruction, differentiated learning strategies, and the use of assessment data to drive instructional decision-making.

To support multilingual learners (MLs), AECF provides English language development services, sheltered instruction strategies, and targeted academic language support. Teachers receive professional development in instructional practices designed to increase language acquisition while maintaining rigorous grade-level content expectations. The school also utilizes WIDA data to monitor student growth and inform instructional planning.

Students with disabilities receive specialized instruction and related services as outlined in their Individualized Education Programs (IEPs). General education and special education staff collaborate to ensure accommodations, modifications, and evidence-based interventions are implemented with fidelity. Progress monitoring occurs regularly to evaluate student growth and adjust supports as needed.

For students eligible for free and reduced-price lunch, AECF provides equitable access to academic interventions, tutoring opportunities, technology resources, and social-emotional supports. School leaders regularly review achievement data to ensure that economic status is not a barrier to academic success.

AECF also disaggregates achievement data by racial and ethnic subgroups to identify performance trends and address achievement gaps. School leaders engage in ongoing review of subgroup performance during data meetings and use findings to inform instructional planning, resource allocation, and professional development priorities.

Over the next charter term, AECF plans to strengthen its Multi-Tiered System of Supports (MTSS), expand intervention opportunities for students requiring additional academic support, increase family engagement efforts, enhance data analysis practices, and continue providing targeted professional development focused on culturally responsive instruction, multilingual learner supports, and evidence-based strategies that improve student outcomes across all grade levels and subgroups. These efforts are intended to accelerate academic growth, close achievement gaps, and ensure all students are prepared for success in college, career, and life.

- e) In table 7, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2025-2026 school year.

Table 7: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	142	142
DLM-ELA	0	0

Assessment	Number of eligible students	Number of students administered the assessment
DLM-Math	0	0
DLM-Science	0	0

- f) Table 8 and table 9, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2025-2026 school year. Local benchmark assessment results may be submitted as **Appendix O**.

Table 8: ELA Local Benchmark Assessments Information for the 2025-2026 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	10/21	ELA IA 1	6-12	Combination
Mid	1/13	ELA IA 2	6-12	Combination
End	3/17	ELA IA 3	6-12	Combination

Table 9: Math Local Benchmark Assessments Information for the 2025-2026 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	10/23	Math IA 1	6-12	Combination
Mid	1/13	Math IA 2	6-12	Combination
End	3/19	Math IA 3	6-12	Combination

- g) Describe the school's process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLS) and the school's chosen curricula.

The school follows a structured, collaborative process for selecting locally administered assessments to ensure they effectively measure student learning, provide actionable data, and align with our instructional priorities. Each year, school leadership, instructional coaches, and teacher representatives review potential assessments against a set of criteria, including:

1. Alignment with the New Jersey Student Learning Standards (NJSLS).
2. Compatibility with our chosen curricula in each content area.
3. Ability to provide timely, valid, and reliable data to monitor student progress.
4. Usefulness in identifying learning gaps and informing targeted instructional interventions.
5. Relevance to long-term goals such as college and career readiness, including alignment with skills assessed on the PSAT and SAT.

We prioritize assessments that allow for frequent progress monitoring and rapid instructional response, ensuring that data can be used both to adjust teaching in real time and to track growth toward proficiency on state assessments. This review and selection process occurs annually to ensure that all local assessments remain current, rigorous, and reflective of both our academic goals and the needs of our students.

- h) Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

AECP has found that student performance on interim assessments (IAs) closely aligns with performance on the NJSLA. The interim assessments are standards-aligned and designed to measure student readiness for the state assessment. After each IA, teachers and school leaders analyze the data to identify strengths, address learning gaps, and implement targeted interventions. Because the assessments are administered throughout the year, the results are used to adjust instruction and improve student outcomes on subsequent assessments. While minor differences may occur due to testing conditions or student factors, overall trends on interim assessments have consistently been reflected in NJSLA performance.

For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2025-2026 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.

Diagnostic:

- a. i-Ready Diagnostic – Curriculum Associates (vendor): Determines baseline reading proficiency at the start of the year and measures progress.
- b. NWEA MAP Growth – Reading – NWEA (vendor): Administered Fall, Winter, Spring to establish baseline, monitor progress, and identify growth.

Formative:

- c. i-Ready Personalized Learning – Curriculum Associates: Used during intervention blocks to address skill gaps and monitor ongoing progress.
- d. NWEA MAP Growth – Reading: Interim checks to inform instruction.
- e. Daily exit tickets/unit quizzes/Interim Assessments (IA's) Summative:

Math: Grades 6–12

i) Diagnostic:

- a. i-Ready Diagnostic – Curriculum Associates (vendor): Determines baseline mathematics proficiency at the start of the year and measures progress.
- b. NWEA MAP Growth – Mathematics – NWEA (vendor): Administered Fall, Winter, Spring to establish baseline, monitor progress, and identify growth.

j) Formative:

- a. *i-Ready Personalized Learning* – Curriculum Associates: Used during intervention blocks to address skill gaps and monitor ongoing progress.
- b. *NWEA MAP Growth – Mathematics*: Interim checks to inform instruction.
- c. *Interim Assessments (IA's)*

Summative:

- d. *Interim Assessments (IA's)*
- k) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

Assessment results are reviewed regularly by teachers, instructional coaches, and school leaders to evaluate student progress and inform instructional decisions. Diagnostic assessments such as i-Ready and MAP Growth establish baseline performance and identify areas of need. Formative assessments, including interim assessments and progress-monitoring tools, are used throughout the year to monitor mastery of standards, adjust instruction, and provide targeted interventions.

Following each assessment cycle, teachers participate in data analysis meetings to identify trends, strengths, and learning gaps at the student, classroom, grade, and subgroup levels. Instruction is then adjusted to address identified needs through reteaching, small-group instruction, intervention blocks, and differentiated supports. Assessment data also inform professional development priorities, curriculum adjustments, and resource allocation. This continuous cycle of assessment, analysis, and instructional response helps improve instructional effectiveness and increase student achievement.

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

Assessment results were shared with stakeholders through multiple communication channels. Parents received assessment reports through the school's document delivery system and during scheduled parent-teacher conferences. Teachers also conducted data chats with students to review individual performance, set goals, and discuss areas for improvement. School leaders regularly reviewed assessment data with staff to inform instructional planning, while summary data and student achievement trends were presented to the Board of Trustees through monthly reports and academic updates. These practices ensured that assessment results were accessible and used to support student success.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 10 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

Table 10: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/Contract Fee (2025-2026)
Nava Coppin	Executive Director	Employed by School	7/18/2018	168,598
Michael Nicholson	Chief Operating Officer	Employed by School	8/5/2025	150,000
Jennifer Miller	Middle School Principal	Employed by School	8/15/2022	135,000
Amina Chowdhry	Assistant Principal	Employed by School	7/1/2024	113,423
Jonquille Eley	High School Director	Employed by School	7/1/2024	143,097
Katheryn Ralph	Director of Human Resources	Employed by School	8/4/2025	127,000

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 in Table 11 below regarding the learning environment at the school.

Table 11: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	95%
Elementary School Attendance Rate (grades K-5)	N/A
Middle School Attendance Rate (grades 6-8)	94.76%
High School Attendance Rate (grades 9-12)	97%
Student to Certified Teacher Ratio	25:1

- b) Fill in the requested information in Table 12 below, regarding the professional environment at the school.

Table 12 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2025, to July 1, 2026	66.67%%
Total Staff Retention Rate from July 1, 2025, to July 1, 2026	75% %
Frequency of teacher surveys and date of last survey conducted	Twice annually 3/3/2026
Percent of teachers who completed the most recent survey	94%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	79%

- c) What actions did the charter school take to ensure that teachers complete the culture and climate surveys, and what specific expectations does the charter school have regarding teacher participation in these surveys?

Whenever a culture and climate survey go out, we send weekly reminders with a set deadline to keep it on everyone's radar. We stress how important staff feedback is and make sure teachers see that their input is taken seriously by sharing results during staff meetings. The leadership team also works to respond to feedback in positive ways, making changes where possible so teachers know their voices make a difference.

To make participation easier, we set aside time during staff development days for teachers to complete surveys so there are no barriers. We do expect all teachers to participate, and because the surveys are anonymous, staff can feel comfortable being open and honest.

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

Here are the **three main positive aspects identified** from your Pulse survey results:

- Strong leadership support and care for staff well-being
- Positive working environment
- Optimism about future school improvement

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

- Attitudes of colleagues when new initiatives are presented
- Trusting teachers to teach what they feel is best
- N/A

f) Fill in the requested information below regarding the school's discipline environment in 2025-2026.

Table 13: Discipline Environment 2025-2026

Grade Level	Number of students enrolled as of Oct. 15, 2025	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K				
1				
2				
3				
4				
5				
6	94	20	1	0
7	92	20	0	0
8	93	18	0	0

Grade Level	Number of students enrolled as of Oct. 15, 2025	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
9	94	34	6	0
10	112	30	18	0
11	91	15	6	0
12	57	12	9	0
Total	354			

- g) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2025-2026 school year.

Middle School: 6th Grade-3 (IEP)

7th Grade-1(504) 1(IEP)

8th Grade-1(IEP)

9th Grade- 1(IEP)

10th Grade- 1 (IEP)

11th Grade- 3(IEP)

12th Grade- 1(IEP)

- h) If the suspensions and expulsions in 2025-2026 increased or decreased by ten percentage points or more than those in 2024-2025, please describe the reasons for the change.
- i) 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.
- j) Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its Department-issued 2024-2025 HIB Grade Report to the school website. Please provide the link to the school's report below.

achieversecp.org

2.2. Family and Community Engagement

a) Fill in the requested information in Table 14 below regarding family involvement and satisfaction.

Table 14: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	0
Frequency of parent/guardian surveys	Quarterly
Dates of parent/guardian survey conducted in the 2025-2026 school year	10/14/25 05/29/26
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	46%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	90%

What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectations does the charter school have regarding parent participation in these surveys?

We used Deanslist, our direct communication platform, to send daily reminders highlighting our participation goals and progress. Our expectation was that all parents complete the culture and climate surveys, as their feedback is essential to shaping school improvement. These communications also reinforce that every parent's voice matters and is valued in the decision-making process.

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

- Having a safe environment where students want to attend
- Teamwork and collaboration

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

- Need better communication
- Extracurricular activities
- Crossing guard

List and briefly describe the major activities or events the school offered to parents/guardians during the 2025-2026 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

Academic Support & Information

- a. Back-to-School Night – Parents were introduced to PowerSchool and DeansList to help them monitor student progress and stay informed.

- b. Parent-Teacher Conferences – Held both in-person and virtually to ensure accessibility and provide parents with direct feedback on student performance.
- c. Report Card Pick-Up Days – Families had the opportunity to review student progress and connect with teachers.
- d. New Parent Orientations – Hosted at both the middle and high school to welcome new families and provide an overview of school expectations and supports.
- e. Monthly In Person Principal Coffee Chat Meetings-the principal held monthly in person parent meetings in an informal setting to inform of monthly topics such as assessments, grading, school systems, school events, and issues that were raised by parents.
- f. Monthly Family Newsletters-these were targeted to ensure families had a constant pulse point on the successes and pertinent information for intervals during the school year.
- g. (MS)Fall and Spring Scholastic Book Fair-families are provided the opportunity to buy books to support independent reading. Families who need economic support are offered vouchers to buy books to have in their homes to support growth in literacy.
- h. College info sessions–families given online guidance regarding the college application timeline, scholarships and financial aid processes.
- i. Freshman Village Orientation: Students and families supported the launching of a vibrant space created to foster a strong freshman culture.
- j. Club Fairs: Student and facilitator booths during lunch and family events to advertise clubs for the school year.

Cultural & Informational Events

- k. Hispanic Heritage Night – Families celebrated culture and tradition through food, music, and performances.
- l. Thankful together celebration – PTA event that brought parents and students together to celebrate Thanksgiving. Families enjoyed food, music, and pumpkin craft activities.
- m. Managing Holiday Stress & Family Wellness Workshop – PTA event led by the Supervisor of Special Services that provided families with strategies for managing holiday stress and promoting wellness. Families also enjoyed food and craft activities.
- n. Love & Friendship Celebration – PTA event where students and families celebrated love and friendship through fun, hands-on activities. Participants created Valentine’s day cards, made friendship bracelets, and enjoyed pastries.
- o. Helping Your Child Succeed on Standardized Testing – PTA event where school counselors provided families with information about middle and high school standardized testing and strategies to support student success. In recognition of Earth Day, families painted plant pots and took home a small plant.

- p. Black Bazaar—Families of all aspects of the Black Diaspora engaged in a potluck style buffet complete with Black arts and history.

Career & College Readiness

- q. College Fairs (High School) – Focused on preparing students for post-secondary opportunities by highlighting college, military and career options.
- r. STEAM Fair Night – Parents participated in hands-on activities, guided families through exhibits, and celebrated student innovation.
- s. Math and ELA Literacy Night(MS)-Parents participated in book giveaway, STEAM/Math hands on activities, and Literacy Activities

Celebrations & Recognition

- t. Awards Breakfast – Honored academic excellence and achievement across grade levels.
- u. Athletics Awards – Recognized student-athletes for their performance, teamwork, and sportsmanship.
- v. National Honor Society Induction Ceremony – Celebrated students who demonstrated scholarship, leadership, service, and character.
- w. (MS) Pizza with the Principal for Perfect Attendance-celebrated students who achieved perfect attendance for the entire school year with lunch and certificates, in line with our core value of tenacity.
- x. (MS)Bi-Weekly Student “Paychecks”-Positive Reinforcement-students earn scholar dollars for exhibiting positive behavior in line with our core values: ability, allegiance, empathy, excellence, and tenacity. Students who earn \$160 dollars over 2 weeks are rewarded with a dress down day.
- y. (MS)Caught Being an Achiever-bi-weekly student recognition-teachers enter student names into a drawing. Students are nominated for exhibiting excellence, ability, empathy, allegiance, and tenacity-our core values.

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.

Fill in the requested information in Tables 15 and 16 below regarding community involvement. Add or delete rows as necessary.

Table 15: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Rutgers	4H Afterschool Robotics Club	2025-2026	15
Brookdale Community College	New Teacher Education Program	2023	6
Rutgers	New Teacher Education Program	2023	7
TCNJ	Education majors were given the opportunity to complete required classroom observation hours at AECP.	2023	6
Stockton	Dual Enrollment in Audio Engineering, Latin, and ELA	2025-2026	23
Princeton University Plasma Lab	Princeton Plasma Lab presented a school wide hands-on Science assembly	2025-2026	Students-270 Staff-20 Hours-5
NJSBA	STEAM Tank Challenge-students participated in a STEAM Project challenge to develop a STEAM based solution to an identified problem in their local community. 2 projects were selected to move forward to semi-finals.	2025-2026	Students-30 Staff-2 Hours-40
Capital Philharmonic Trenton	Students attended an in school performance given by the Capital Philharmonic Trenton. Musicians gave a brief overview of each instrument and the music being played.	2025-2026	Students-270 Staff-20 Hours-4

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Mercer County Boys and Girls Club	Teen Stem Conference	2022-2023	Students-30 Staff-7 Hours-7
Stephen Bruce Studios	STEM in Art workshop-Stephen Bruce Studios provided a 2 day art workshop for students to experience creating art through science	2025-2026	Students-270 Staff-20 Hours-30

Table 16: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Arm in Arm	The school established a monthly food bag distribution to families experiencing food insecurity.	2025-2026	Families completed USDA forms to participate. 12-15 families per month received bags of non-perishable food items to combat food insecurity. 2 staff members organized and distributed food bags.

- k) Briefly describe how the educational and community partnerships further the school's mission and goals.

These partnerships directly support our mission to prepare students for success in a STEAM-focused world and ensure they are college and career ready. Our scholars experience hands-on STEAM activities, dual-enrollment courses, career exploration, and partnerships with colleges and universities, and students gain meaningful experiences beyond the classroom. Our community partnerships also help address the needs of students and families so that students are prepared to learn, grow, and succeed.

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 17 below regarding board governance.

Table 17: Board Governance

Number of board members required by the charter school's bylaws	N/A
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	1/11/2024
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C) (If the SBA receives a written evaluation, please include a copy of the tool as Appendix C)	6/30/26
If applicable, date of the latest evaluation of the charter school's contracted education service provider (ESP) 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 and as Appendix E , provide a signed and dated CMO or EMO contract with the ESP's EIN number and current business address for the 2026-2027 school year.)	N/A

- b) If the current number of board members does not meet the minimum required by the charter school's bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws. No minimum required.

- c) List the amendments to bylaws that the board adopted during the 2025-2026 school year.

#0143.2 High School Student Representative to the Board of Trustees

- d) List the critical policies adopted by the board during the 2025-2026 school year.

#2530 Resource Materials

#2535 Library Material

#9130 Public Complaints

- e) What were the board's three main strengths identified in the latest board self-evaluation? N/A

- f) What were the board's three main challenges identified in the latest board self-evaluation? N/A

3.2 Board Compliance

- a) Fill in the requested information in Table 18 below regarding the board. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at: <https://www.njsba.org/training/mandated-training/#goviv>. Add or delete rows as necessary.

Table 18: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	State and District of Residence	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Imebet Stewart	3/01/2020	2/28/2029	3	President	New Jersey	istewart@achieversecp.org	11/9/2018	6/25/19 7/11/21 7/11/21 8/13/24
Lawrence Patton	3/01/2020	2/28/2029	3	Trustee	New Jersey	lpattton@achieversecp.org	10/24/2018	6/06/09 11/21/09 10/09/19 7/14/25
Elizabeth Murphy	8/05/2021	8/4/2029	3	Vice President	New Jersey	emurphy@achieverscp.org	9/17/2021	9/4/21 12/6/21 12/6/21 12/4/23
Alescia Teel	2/04/2021	2/1/2029	3	Trustee	New Jersey	ateal@achieverscp.org	9/12/2001	6/22/21 10/9/24 10/9/24 4/26/25
Meredith Pennotti	4/06/2023	4/1/2029	2	Trustee	New Jersey	mpennotti@achieverscp.org	yes	7/14/25 7/14/25

- 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://achieverscp.org/public-notice>

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom OCRS repository.

May, 2026

- d) Pursuant to *N.J.S.A. 18A:12-1.3*, all school districts and charter schools serving grades 9-12 must include at least one nonvoting student representative on the board of trustees. Please indicate the number of nonvoting high school board of trustees members that served in the 2025-2026 school year.

1

- e) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the charter school's website.

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=3340&id=115de65e5fa54c5dad859d0def95628d>

- f) Provide the number of grievances presented to the board in the 2025-2026 school year.

- g) Provide a link to the charter school website's homepage where the following are posted:

- FY27 Board Approved Budget

<https://achieversecp.org/public-notice>

- Board Meeting Notices

<https://achieversecp.org/public-notice>

- Annual Reports

<https://achieversecp.org/public-notice>

- A list of all current voting Board of Trustees Members

<https://achieversecp.org/board-of-trustees>

- A list of all facilities operated by the charter school including each physical address

<https://achieversecp.org/contact>

- h) As **Appendix P**, please provide a list of the current voting members of the charter school's board of trustees. Include their names, primary addresses, and the address to their current place of employment, if applicable.

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 in Table 19 below regarding the timeline of the school's application process for prospective students for school year 2025-2026.

Table 19: School Year 2025-2026 Application Process Timeline

Date the application for school year 2025-2026 was made available to interested parties	01/30/2026
Date the application for school year 2025-2026 was due to the school from parents/guardians	04/30/2026 for 6th grade lottery but applications are open all school year.
Date and location of the lottery for seats in school year 2025-2026	05/15/2026

- b) Provide the URL to the school's application for prospective students for school year 2026-2027. As **Appendix G**, provide pdf copies of the 2025-2026 and 2026-2027 initial application in as many languages as available.

Pre-Registration links:

<https://enrollment.powerschool.com/family/Login?ReturnUrl=http%3A%2F%2Fenrollment.powerschool.com%2Ffamily%2Fhome&AutoLogout=False>

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2025-2026 and school year 2026-2027.

Facebook, Instagram, School Website, QR Code Flyers were handed to CYO, Churches, Stores nearby, around the neighborhood and when anyone walked into the school looking to apply.

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

Spanish and English

- e) List all ways in which the school advertised that applications for prospective students for school year 2025-2026 and school year 2026-2027 were available prior to the enrollment lottery.

Facebook, Instagram, School Website, QR Code Flyers were handed to CYO, Churches, Stores/Businesses nearby, around the neighborhood and when anyone walked into the school looking to apply.

- f) Fill in the requested information in Table 19 below regarding student enrollment and attrition rates by grade level in 2025-2026.

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

Achievers Early College Prep Charter School fills student vacancies throughout the school year by admitting eligible students from its established waiting lists. Students are selected through a random lottery, with priority given to siblings of current students and residents of the district, in accordance with New Jersey Charter School law. As openings become available, admission is offered in the order applicants appear on the waiting list. If no eligible resident applicants are available, nonresident applicants may be offered admission. Waiting lists expire annually, and applicants must reapply each year.

Table 20: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the 2025-2026 school year	Number of students enrolled after the first day of school year 2025-2026	Number of students enrolled in school year 2025-2026 who continued enrollment in school year 2026-2027
K			
1			
2			
3			
4			
5			
6	5	0	91
7	5	6	89
8	0	4	88
9	1	0	93
10	6	10	106
11	9	5	86
12	2	4	GRADUATED

- b) If applicable, please identify and/or explain the primary causes of student attrition during the 2025-2026 school year.

Relocation

Compliance

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

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 21 below and fill it out for each school site if the school has more than one site.

Table 21: School Site Facility Information

Site name	Achievers Early College Prep Charter School
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Site address	544 Chestnut Street, Trenton, NJ 08611
Facility lease information	Facility Site includes three buildings & one modular classroom unit: 544 Chestnut Ave, Trenton, NJ 08611 520 Chestnut Ave, Trenton, NJ 08611 171 Division St, Trenton, NJ 08611
Landlord name	Our Lady of the Angels, 21-23 Bayard Street, Trenton, New Jersey 08611
Lease commencement date	July 15, 2020
Lease termination date	July 31, 2035 *Contingent upon renewal
2026-2027 annual lease cost	\$613,956.70
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2026	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	No

Table 22: School Site Facility Information Lease Summary

Total number of leased facilities	4
Total annual cost of all leases	\$742,356.70
Total lease amount budgeted for 2026-2027	\$743,857.00

Table 23: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2026-2027	N/A
Mortgage payment interest budgeted for 2026-2027	N/A

- 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.
- b) As **Appendix I**, provide the valid, unexpired Certificate of Occupancy with "E" usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with "Ae" code for each approved campus, and current leases. Multi-year leases should still be submitted in this appendix annually.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C. 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.

At Achievers Early College Prep, we view continuous improvement as both an honor and a responsibility. All teachers are formally observed multiple times each year by a certified principal or supervisor using the state-approved **Leverage Leadership** framework.

To ensure reliability and accuracy, all observers complete annual training led by the superintendent/chief school administrators. At the start of each school year, observers also participate in at least two co-observations to calibrate their practice and ensure the tool is applied consistently.

Every formal observation includes a post-conference, during which teachers receive actionable feedback directly tied to their classroom practice. These conversations, along with other feedback sources, connect teachers to professional growth opportunities aligned with their instructional needs.

- b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.

School leaders are evaluated annually using the Leverage Leadership Performance Model, which measures leadership effectiveness across key instructional and organizational domains. The evaluation assesses each principal's ability to lead data-driven instruction through weekly data meetings, provide meaningful observation and feedback to teachers, facilitate high-quality professional development, and establish strong instructional planning and school culture. School leaders are also evaluated on their ability to foster a positive student culture, build and support an effective staff culture, manage and develop instructional leadership teams, and model the school's core values and high expectations for students and staff.

As **Appendix J**, provide the board resolution approving the teacher and school leader evaluation systems along with the charter school's District Mentoring Plan mandated by *N.J.A.C. 6A:9C-4.4* and *N.J.A.C. 6A:9C-5.3*

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

Table 24: 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	Appendix E Annual CMO or EMO contract, signed and dated with EIN number, if applicable
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, Fire Inspection Certificate with “Ae” code, and current leases
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems and District Mentoring Plan
Appendix K	Appendix K 2026 – 2027 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy
Appendix O	Appendix O Local Benchmark Assessment Results
Appendix P	Appendix P Current Board of Trustees Member Information

Each appendix must be submitted as a separate Word or PDF file to the Homeroom folder “Annual Report 2026.” Save each appendix by the file naming convention provided in the second column of the above table.

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

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C. 6A:9 et seq.</i> , and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.	✓
Background Checks; Fingerprinting The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections <i>N.J.S.A. 18A:6-7.1, et seq.</i>	✓
Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.	✓
Student Disciplinary Code The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.	✓
Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i>) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i>) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section <i>N.J.S.A. 18A:46-1 et seq.</i> ,	✓

Statement	Confirm Compliance (Add ✓ or X)
and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities. The School shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language instruction educational programs (LIEPs). In doing so, the school will adopt all relevant provisions of Titles I and III of the Every Student Succeeds Act (20 U.S.C. § 6301 <i>et seq.</i>) (the “ESSA”), as well as all applicable regulations promulgated pursuant to such federal laws. Compliance shall also be maintained with all applicable provisions of section <i>N.J.A.C. 6A:15 et seq.</i>, section <i>N.J.A.C. 6A:11-4.8</i>, sections <i>N.J.A.C. 6A:7-1.7</i> and <i>6A:7-1.8</i>, section <i>N.J.A.C. 6A:8-1.3</i>, and sections <i>N.J.A.C. 6A:9-3.2</i>, and <i>6A:9-3.3</i> of the Regulations concerning the provision of services to multilingual learners.	
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i>, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i>. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	✓
Public School Contract Law The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to <i>N.J.A.C. 6A:23-22.14</i>, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to <i>N.J.S.A. 18A:18A-1 et seq. 14</i>. The School will also ensure that each board member and any agency, corporation, person, or entity that enters into a contract or agreement on behalf of the charter school to provide administrative, educational, or other services adhere to the provisions of the Public School Contracts Law, <i>N.J.S.A. 18A:18A-1 et seq.</i>	✓

School Official/School Lead

Signature of School Official (School Lead):

Date:

Print/Type Full Name: Nava Coppin

Title: Executive Director

Signatory Office (President, Board of Trustees)

Signature:

Date:

Print/Type Full Name:

Title:
