



**BERGEN ARTS AND SCIENCE CHARTER SCHOOL
(Bergen-ASCS)**

**NEW JERSEY CHARTER SCHOOL
ANNUAL REPORT 2016**

**BERGEN ARTS AND SCIENCE CHARTER SCHOOL
ELEMENTARY**

30 Madonna Pl, Garfield, NJ 07026
Tel: (862) 247-8510 Fax: (862) 247-8511

**BERGEN ARTS AND SCIENCE CHARTER SCHOOL
MIDDLE**

200 MacArthur Ave, Garfield, NJ 07026
Tel: (973) 253-0002 Fax: (973) 253-0110

**BERGEN ARTS AND SCIENCE CHARTER SCHOOL
HIGH**

43 Maple Ave, Hackensack, NJ 07601
Tel: (201) 968-5039 Fax: (201) 968-5044

CENTRAL OFFICE

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

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

BASIC INFORMATION ABOUT THE SCHOOL

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

BASIC INFORMATION

Name of School	BERGEN ARTS AND SCIENCE CHARTER SCHOOL
Year School Opened	2007-2008
Grade Level(s) served 2016-17	K-12
Enrollment (as of June 30, 2016, or the last day of school)	969
Maximum Enrollment in 2016-17 (allowed per the school's charter)	1000
Current Waiting List for 2016-17 students (as of June 30, 2016, or the last day of school)	1354
District(s) / Region of Residence	Garfield, Lodi, and Hackensack
Website Address	http://bergencharter.ilearnschools.org
Name of Board President	Emin Bahadir
Board President email address	board@bergencharter.org
Board President phone number	(201) 773-9140
Name of School Leader	Nihat Guvercin
School Leader email address	nguvercin@ilearnschools.org
School Leader phone number	(201) 773-9140
Name of SBA	Recep Ornek
SBA email address	ronnek@ilearnschools.org
SBA phone number	(201) 773-9140

SCHOOL SITE 1	
Site Name	Bergen-ASCS Elementary School
Year Site Opened	2014
Grade Level(s) Served at this site in 2015-16	K-3
Grade Level(s) to Be Served at this site in 2016-17	K-3
Site Street Address	30 Madonna Pl
Site City	Garfield
Site Zip	07026
Site Phone Number	862-247-8510
Site Lead or Primary Contact's Name	Sheila Goodstein

Site Lead's Email Address	stonner@bergencharter.org
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SCHOOL SITE 2	
Site Name	Bergen-ASCS Middle School
Year Site Opened	2007
Grade Level(s) Served at this site in 2015-16	4-8
Grade Level(s) to Be Served at this site in 2016-17	4-8
Site Street Address	200 MacArthur Ave
Site City	Garfield
Site Zip	07026
Site Phone Number	973-253-0002
Site Lead or Primary Contact's Name	Yunus Kuloglu
Site Lead's Email Address	ykul@bergencharter.org

SCHOOL SITE 3	
Site Name	Bergen-ASCS High School
Year Site Opened	2011
Grade Level(s) Served at this site in 2015-16	9-12
Grade Level(s) to Be Served at this site in 2016-17	9-12
Site Street Address	43 Maple Ave
Site City	Hackensack
Site Zip	07601
Site Phone Number	201-968-5039
Site Lead or Primary Contact's Name	Ufuk Zini
Site Lead's Email Address	uzini@bergencharter.org

Please add a chart for each additional school site.

Organizational Performance Areas

Education Program and Capacity

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

1.1 Mission and Key Design Elements

a) State the school's mission and give a brief description of the school's key design elements.

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

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

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

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

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

3. **Co-curricular Programs** - concentration is placed on academic and non-academic programs that are designed to meet the needs of the **whole child** (academically, socially and emotionally). Bergen Arts and Science Charter School has a vibrant arts education model, which includes multiple performances including full-length theatrical productions, concerts, cultural dances and festivals. The school is often the host location for a variety of educational presentations, educational guest speakers, science fairs and Olympiads, and math competitions. Additionally, the district participates with its sister

schools, Passaic ASCS and Paterson ASCS in an annual summer learning institute, whereby all instructional staff come together in the form of a professional learning community in order to explore best practices in education.

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

b) Some schools have a specialized concentration or theme for their educational program which are not assessed by the common measures within the Academic Performance Framework. For example, there may be schools that focus on engineering and technology, the performing arts or second language immersion. Additionally, high schools may also have additional academic goals for graduation.

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

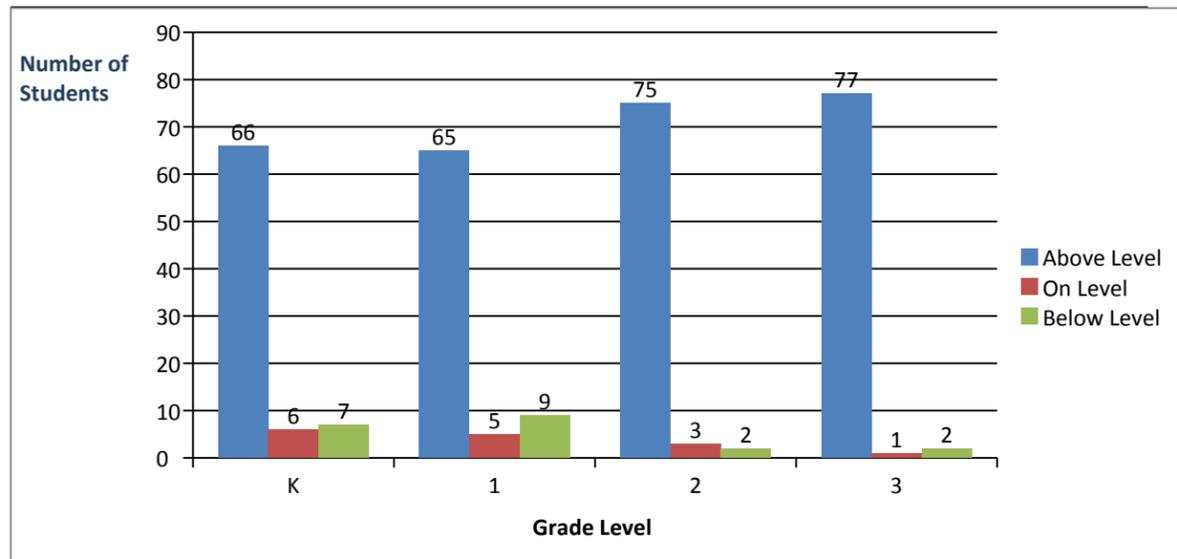
Note: Mission-specific goals are **optional, rather than mandatory**, and dependent on each individual school. Schools that do **not** have mission-specific academic goals may leave the below section blank in the annual report.

- All goals must be (SMART), e.g. specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- If possible, provide an explanation of whether or not the school has met these goals and how the school is progressing towards the goal attainment.

Goal 1	Students in grades K-3 will continue to receive ELA instruction through a balanced-literacy approach daily to ensure 90% of students are reading at, or above grade-level (based upon grade-level benchmarks identified by Fountas and Pinnell) by the end of June, 2016.
Measure/Metric	Monthly, all students are assessed via Running Records. This provides data regarding individual progress towards the end-of-year benchmark, and specifically identifies the guided reading group levels. Fluency and comprehension levels are assessed. Students are given both quarterly and year-end summative evaluations.
Target	The percentage of grades K-3 students reading at, or above grade level must be 90% or higher. Students are expected meet the end-of-the year benchmark targeted goal by the end of June, 2016.
Actual Outcome	Actual outcome for BASCS students in grades K-3 is indicated in graph below:

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Bergen Arts & Science Charter School
Running Record Final Summary
K-3 ◊ June 2016



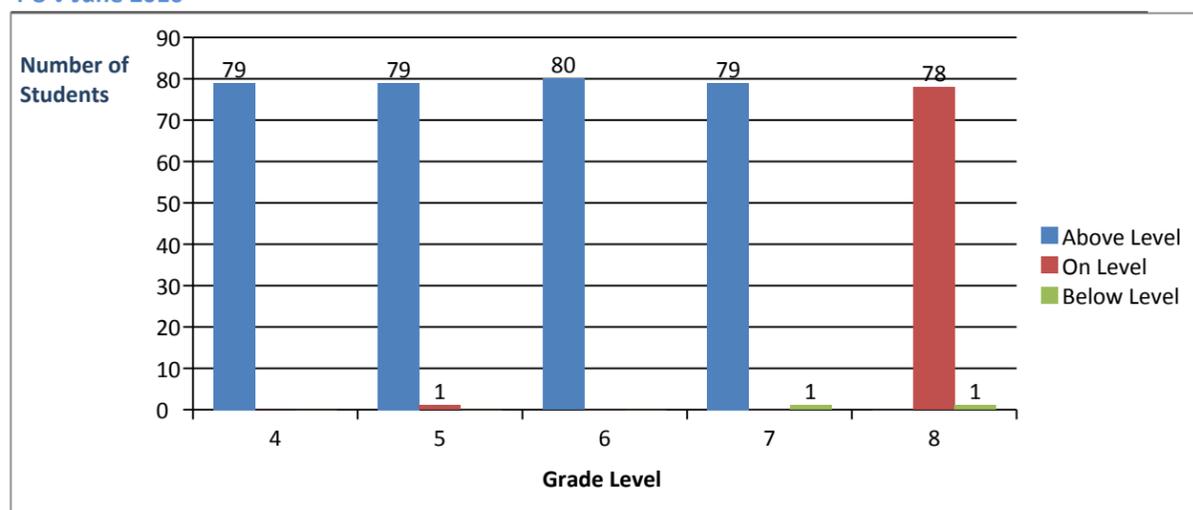
As indicated in the chart above, from a total of 318 students, **20** students did not meet the grade-level expectation.

94% of students in grades K-3 are reading at or above grade level. In addition, **283** students (89%) are reading above grade level.

GOAL HAS BEEN MET.

Goal 2	Students in grades 4-8 will continue to receive ELA instruction through a balanced-literacy approach daily to ensure 90% of students are reading at, or above grade-level (based upon grade- level benchmarks identified by Fountas and Pinnell) by the end of June, 2016.
Measure/Metric	Monthly, all students are assessed via Running Records. This provides data regarding individual progress towards the end-of-year benchmark, and specifically identifies the guided reading group levels. Fluency and comprehension levels are assessed. Additionally, students are assessed on their retelling abilities, by being able to summarize what they have read. Students are given both quarterly and year-end summative evaluations.
Target	The percentage of grades 4-8 students reading at, or above grade level must be 90% or higher. Students are expected meet the end-of-the year benchmark targeted goal by the end of June, 2016.
Actual Outcome	Actual outcome for BASCS students in grades 4-8 is indicated in graph below:

Bergen Arts & Science Charter School
Running Record Final Summary
4-8 ♦ June 2016



As indicated in the chart above, from a total of 398 students, **2** students did not meet the grade-level expectation.

317 students are reading above grade level. 78 8th grade students are reading at grade level, which is the highest level on the scale.

GOAL HAS BEEN MET.

Goal 3	As a school that is geared toward 100-percent college acceptance, our goal is to prepare students for the next educational step by ensuring that 20-percent growth from number of 2015 AP students with scores 3 or higher.
Measure/Metric	Year to year growth in the pass rate on AP tests.
Target	Increase the percentage of students passing AP tests from 47% to 56%.
Actual Outcome	59 %

GOAL HAS BEEN MET.

1.2 Curriculum

All charter schools are required to adapt and implement their curriculum to align with the Common Core State Standards (NJ Student Learning Standards).

- a) Please submit [Appendix A](#).

1.3 Instruction

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

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

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

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

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

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

The instructional strategies that are used are understood to be techniques and methods that a teacher uses to meet learning objectives, as well as the needs of his/her learners. Data is used to determine instructional strategies that will be selected with the intent of having students be independent learners and strategic thinkers. With this approach, Bergen ASCS equips teachers to

make learning intentional and rigorous, and helps students to awaken their intrinsic desire to learn.

This approach also allows teachers to focus on methods and the environment while considering multiple intelligences and the learning styles of his/her students. In addition to students' development level and experience, data is used as a means to determine the appropriate learning strategy. Please see below for an explanation of learning strategies and methods that are employed at Bergen ASCS.

Direct Instruction

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

Indirect Instruction

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

Experiential Learning

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

Independent Study

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

Interactive Instruction

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

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

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

Well-managed classrooms must be in place at Bergen ASCS in order for any pedagogical approach to be effective. The following three instructional methods are employed to ensure the most effective, instructionally managed classroom:

- Teacher Coaching
- Checks for Understanding

Teacher Coaching

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

Content-area coaches at Bergen-ASCS:

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

It is the goal of Bergen ASCS for teachers to professionally grow through the coaching model and to implement effective instructional practices in each classroom.

Checks for Understanding

There are key techniques that are used in all lessons that allow teachers to track learning and adapt instruction simultaneously as learning is occurring in the classroom. Checking for understanding is an important step in the teaching and learning process, which is why it is an integral part of Bergen ASCS’ formative assessment system. In all content areas, each teacher is expected to incorporate the following into his or her instructional practices in order to truly meet the needs of the individual learner:

- teacher modeling
- guided reading
- open-ended questions
- multiple-intelligence grouping
- real world, problem based learning
- peer assessment
- learning stations
- portfolios/self-assessment
- interactive skill practice
- performance based projects
- tiered activities

1.4 Assessment

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

- Absolute Measures

	ELA % Meeting or Exceeding Standards
Schoolwide	66.8%
White	71.5%
African American	54.6%
Hispanic	62%
Asian	86%
Economically Disadvantaged	56.2%

	Math % Meeting or Exceeding Standards
Schoolwide	53.8%
White	60.7%
African American	40.5%
Hispanic	44.3%
Asian	86%
Economically Disadvantaged	41%

- Comparative Measures

	Bergen ASCS % Meeting or	Garfield % Meeting or	Hackensack % Meeting or	Lodi % Meeting or

	Exceeding Standards	Exceeding Standards	Exceeding Standards	Exceeding Standards
ELA	66.8%	38.2%	33.3%	43.6%
Math	53.8%	30.2%	22.5%	25%

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	55%	94	81

As illustrated in the table above, Bergen ASCS had a higher passing percentile in ELA than the sending districts Garfield, Hackensack, and Lodi by 28.4%, 33.5%, and 23.2% respectively. Bergen ASCS had a higher passing percentile in Math than the sending districts Garfield, Hackensack, and Lodi by 23.6%, 31.3%, and 28.8% respectively.

- Growth Measures

Student Growth Indicators	Schoolwide Performance
Student Growth on Language Arts	60
Student Growth on Math	68

b) Provide a list of diagnostic, formative, and summative assessments by grade level administered during the 2015-16 year and describe how results from these assessments are used to improve instructional effectiveness and student learning.

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

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

- How well did the class perform as a whole?

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

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

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

1.5 Organizational Capacity - School Leadership/Administration

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

School Leadership / Administration Information		
School Leader / Administrator Name	Title	Start Date at School
Sheila Goodstein	School Director	8/22/2008
Shana Lewis	Curriculum Supervisor	8/22/2011
Donna Cecere	Project Coordinator	09/01/20017
Yunus Kuloglu	School Director	7/1/2013

Marjorie Marengo	Curriculum Supervisor	8/24/2009
Dardan Beselica	Project Coordinator	08/01/2013
Ufuk Zini	School Director	07/01/2015
Gregory Del Russo	Curriculum Supervisor	8/18/2014
Patrick Renahan	Project Coordinator	1/21/2012

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

a) Fill in the requested information below regarding the school learning environment including methodology used.

Learning Environment / Professional Environment	
Learning Environment	
Attendance rate: (use the total days present divided by the total days in membership)	96%
Elementary School	96%
Middle School	96.5%
High School	95%
Student - teacher ratio	11:1
Professional Environment	
Teacher retention rate (year to year)	92%
Total staff retention rate (year to year)	90%
Frequency of teacher surveys and date of last survey conducted	1x a year/January 2016
Percent of teachers who submitted survey responses	80%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	Overall 82% of staff are satisfied with the school environment
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> • High expectations for students • Consistency in enforcing code of conduct for students • Trainings are effective (curriculum, emergency, technology) • Safety of staff and students • Parental involvement • Support from administration • Opportunity for professional growth • Collaboration amongst each other

List the main school challenges identified in the survey	<ul style="list-style-type: none"> • Involvement in PTO • Lesson Plans are too long
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2.2. Family and Community Engagement

a) Fill in the requested information below regarding parent satisfaction and involvement.

Parent Satisfaction	
Frequency of parents surveys and date of last survey conducted	1x a year June 24, 2016
Percent of families completing a survey (considering 1 survey per family)	20%
Percent of parents who expressed satisfaction with the overall school environment	79%
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> • Family Efficacy: How confident families are with regard to key parenting skills. • Family Support: Families' perceptions of the amount of academic and social support that they provide their child with outside of school. • Learning Behaviors: Families' perceptions of their child's learning-related behaviors. • School Climate: Perceptions of the overall social and learning climate of the school. • School Fit: Families' perceptions of how well a school matches their child's developmental needs. • School Safety: Perceptions of student physical and psychological safety at school.
List the main school challenges identified in the survey	<ul style="list-style-type: none"> • Barriers to Engagement <ul style="list-style-type: none"> ○ Busy schedule of parents • Family Engagement: The degree to which families become involved with and interact with their child's school. • Grit: How well students are able to persevere through setbacks to achieve important long-term goals. <ul style="list-style-type: none"> ○ How often does your child stay focused on the same goal for several months at a time?
Parent Involvement at the School	
Number of parents currently serving on the Board of Trustees out of total Board Membership	3
Major activities/events offered to parents during 2015-16 school year (For Example: Monthly Parent University. Topic include...)	Within the Bergen ASCS campuses, we believe that family involvement is an integral component of our school culture. Our objective is to continue fostering close and positive relationships and constant communication

between school, family and community. Our Parent-Teacher Organization (PTO) is a committee that maintains a strong presence at the school, and they are a vital component of enriching the experience of students. They make the purchase of sports equipment, musical instruments, yearbooks and classroom materials a reality for our school district. Additionally, the PTO fundraises to defray the cost of field trips for the students.

In the 2015-2016 Academic Year, Bergen ASCS campuses reached out to both the parents and the community with myriad programs and activities to enhance the experience of the students and school community as a whole. A selection of these activities is provided below.

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

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

- **9/11 REFLECTION – 1 Hour**

Every year, all BASCS campuses commemorate the 9/11 tragedy. All students, faculty and staff participated in a National Sing-a-long of the National Anthem. BASCS Elementary students participated in activities in class to commemorate the day. Administration and a few of the students visited the local police department to honor those for their service. In the Middle School, staff and students sang the National Anthem and a selection of students accompanied the administration to the Garfield Police and Fire Departments. At the high school, staff and students read proclamation, poems, read songs, and participated in an interactive multi-media presentation.

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

In September, parents and guardians were invited to meet the BASCS staff and faculty and receive an overview of the course content to be taught for the 2015-2016 school year. Brochures were handed out explaining the school's philosophy, database procedures and various ways to communicate with the students' teachers.

- **EIGHTH ANNUAL PTO PARENT PICNIC – 4 Hours (All Campuses)**

In September, BASCS had their Annual Parent Picnic at Saddle Brook Park. Families brought desserts to be shared with other families and Maschio's Food Services provided

hamburgers, hot dogs, and grilled chicken among other great food. The PTO provided an inflatable slide that was enjoyed by many.

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

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

- **GRANDPARENT’S NIGHT – 3 Hours (Elementary and Middle)**

BASCS Middle and Elementary held its 8th annual Grandparent’s Night in October. We had such an incredible turnout full of various activities for all grandparents and their grandchildren to participate in, including ghost crafts, handprint trees, grandparent poems and bookmarks, fall cards, picture-frame making, and a grandparent Bake-Off and pumpkin embellishment. High School students sang several songs and students had the opportunity to say what they were thankful for as they placed their leaf on the “Tree of Thanks”.

- **DIWALI CELEBRATION – 1 HOUR (Elementary)**

BASCS celebrated its Diwali celebration with parents and students sharing stories, songs, dances and culinary offerings celebrating the Indian Festival of Lights in October.

- **BASCS HALLOWEEN COSTUME PARADE/CONTEST – 2 Hours (All Campuses)**

In October, BASCS Elementary held a spook-tacular Halloween parade! Students paraded around the school building for pictures, and many families joined in the fun! Prizes were awarded by the PTO in the following three categories: Best Home-Made Costume, Most Unique Costume, Silliest/Funniest Costume and students voted for the Best Staff Costume. The Middle School celebrated with a costume contest in which the same awards mentioned above were handed out. The High School held a costume fundraiser to benefit the senior class.

- **HISPANIC HERITAGE CELEBRATION – 1 Hour (All Campuses)**

BASCS had the honor of observing its Hispanic Heritage Celebration in October. The festivities included students

reading about influential Hispanic Americans and a South American group, *Amerika Andina*, who performed Cumbia music.

- **PARENT/TEACHER CONFERENCES – TWICE A YEAR – 4 Hours Each (All Campuses)**

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

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

BASCS Elementary commemorated Veterans Day in November with some very special guests. One of our parents, a Captain in the Army National Guard, spoke to the students and our families at an assembly regarding his experiences and his honor of serving our country. One of our former Security Officers, a currently active National Guardsman, was also honored at the assembly and spoke to the students to commemorate this important holiday. The students also created thank you cards for veterans which were delivered to the VA NJ Health Care System, Hackensack Outpatient Center. The Middle School hosted 5 Veterans from the armed services and listened to their experiences during an assembly. The Veterans then visited the Social Studies classrooms for a question and answer session. The High School also welcomed veterans to the program and hosted musical performances to honor the fallen.

- **BASCS AWARDS CEREMONIES – 2 HOURS, Quarterly (Elementary and Middle Schools)**

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

- **NUTRITION/HEALTHY LIFESTYLE SEMINAR – 2 Hours (All Campuses)**

Hackensack Medical Center offered a health awareness nutrition/healthy lifestyle seminar in November to parents and students focusing on nutrition tips and healthy eating habits for students.

- **HOLIDAY DINNER/FOOD DRIVE – 4 Hours (All Campuses)**

In November, BASCS held a food drive to benefit our school families. Countless members of the school community generously donated to the cause. Turkeys were also distributed to our families in need. Additionally, a holiday meal was prepared and shared with BASCS staff members, families, and the school community.

- **SPRING AND WINTER CONCERTS – 2 Hours Each (All Campuses)**

In December and May, each BASCS campus presented their winter and spring concerts. Students sang songs and played musical instruments. Parents, teachers and administration were in attendance at each performance, and enjoyed the shows.

- **9th ANNUAL MUFFINS WITH MOMS – 1 Hour (Elementary and Middle Schools)**

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

- **INTERNET SAFETY SEMINAR – 1 ½ hours (All Campuses)**

In January, we partnered with the Bergen County Prosecutor's Office, Computer Crimes Division, and offered an invaluable parental information session regarding Internet Safety. The dangers of the internet and social media and how to properly watch over and protect your child were presented and discussed.

- **9th ANNUAL DONUTS WITH DADS – 1 Hour (Elementary and Middle Schools)**

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

- **THE PASSION OF DRACULA PLAY (High School)**

The winter drama consisted of four performances and was hosted in the high school gymnasium in early February.

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

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

- **QUALTY IN EDUCATION SUMMIT– 2 Hours (All Campuses)**

In March, Bergen ASCS, in cooperation with all iLearn campuses, hosted our 4th Annual Quality in Education Summit. All attendees have the opportunity to ask questions and voice concerns about their children and education. The event was streamed live via You Tube, and was tweeted live. The panel members included:

Panelists:

- Dr. Bari Anhalt Erlichson, Special Assistant to the Commissioner, Data Literacy Initiative, New Jersey Department of Education
- Janelen Duffy, Executive Director, JerseyCAN
- Muhammed Akil, Executive Director, Parent Coalition for Excellent Education

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

- **ANNIE, KIDS – 1 HOUR (Elementary)**

In March, second and third grade BASCS Elementary students put on two performances of Annie Kids at our Middle School campus. The students performed for all to enjoy including teachers, staff, students and parents.

- **THE LITTLE MERMAID, Jr.– 90 MINUTES (Middle)**

In May, students in grades 4-8 put on four live performances of THE LITTLE MERMAID, Jr. at our middle school campus. The students performed for all to enjoy including teachers, staff, students and parents.

- **THE APPLE TREE – 2 ½ HOURS (High)**

In May, students in grades 9-12 put on four live performances of the Broadway hit musical, THE APPLE TREE. At our high school campus. The students performed for all to enjoy including teachers, staff, students and parents.

- **MAKER'S FAIR (All Campuses)**

All BASCS students came together in Paterson for the Maker's Fair. This event was a celebration of science, engineering, and ingenuity. Students were able to present their own science experiments and visitors were able to participate in hands-on activities.

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

This year's Student Art Fairs were held in May. There was no purchase necessary to attend, but families had an opportunity to view their child's beautiful mixed-medium pieces. Some of the activities include face painting, Turkish water painting, and henna.

- **CINCO DE MAYO CELEBRATION – 1 Hour (All Campuses)**

In May, BASCS honored the Mexican holiday, Cinco de Mayo, in which a live mariachi band played traditional music for everyone to enjoy.

- **GARDEN STATE INTERNATIONAL HERITAGE FESTIVAL – Yearlong School Community Project (All Campuses)**

With over 40 countries represented, food and merchant vendors, and guest performers including Bergen, Passaic and Paterson Charter School students, our Fifth Annual GSIHF was held in June at Paterson Arts and Science Charter School. Community members, families and students have the opportunity to celebrate diversity, heritage and culture as they walk around to various country booths, set up by parent volunteers and teachers, to visit each of the countries and learn about their history and culture. Each grade from all three districts is assigned a country and student crafts and artwork is displayed at each of the booths.

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

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

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

As students end their first official year in school, a Kindergarten graduation was held in June to commemorate this joyous occasion. The school Director gave an inspirational speech and Kindergarten teachers recited a poem. The students sang songs and were awarded their diplomas. Families were invited for light refreshments after the ceremony was over.

- **MIDDLE SCHOOL GRADUATION – 2 HOURS (Middle School)**

The Middle School graduation was held in June on the Bergen Middle Campus. The guest speaker, Mrs. Sharon Rosario from the Bergen County Office of the NJDOE gave an inspirational speech to the students, staff, and families in attendance.

- **HIGH SCHOOL GRADUATION (High School)**

The High School graduation was held in June on the Hackensack Campus. We were fortunate to

	<p>have Mr. Carlos Lejnieks, CEO of Big Brothers Big Sisters of Essex, Hudson, and Union Counties as the keynote speaker.</p>
<p>Major activities/events conducted by the parents to further the school's mission and goals, such as fundraising, volunteering, etc.</p>	<ul style="list-style-type: none"> • DRESS DOWN DAYS – THROUGHOUT THE YEAR (All Campuses) Sponsored by the PTO there were monthly dress down days. Students paid \$2 and wore clothing of their choosing, instead of the school uniform. The funds collected during these days were used to help finance events and activities throughout the year. • CHUCK E. CHEESE FAMILY NIGHT – FALL/SPRING – 4 HOURS (Elementary/Middle) Twice yearly, Chuck E. Cheese sponsors a Family Night where a percentage of proceeds go to the BASCS PTO. • BARNES AND NOBLE BOOK FAIR – OCTOBER (All Campuses) Families and students had the opportunity to attend a book fair at Barnes and Noble in Hackensack. • BOX TOPS FOR EDUCATION/CAMPBELLS'S LABELS – THROUGHOUT THE YEAR (All Campuses) The PTO organized the collection of <i>box tops</i> to raise funds for the PTO. These funds helped the PTO make purchases for the teachers and the school. • PICTURE DAY – TWICE A YEAR – 5 HOURS EACH (All Campuses) The PTO contracted with a photographer to hold Fall and Spring picture day, along with graduation photos for all three campuses. Parents assisted to facilitate the process on each campus. • BREAKFAST AND PICTURES WITH SANTA – 2 Hours (Elementary/Middle) Students and families attended Breakfast with Santa. Parents had the opportunity to have their child's picture taken with Santa and purchase photos. • FAMILY FUN NIGHT – 1 ½ hours (All Campuses) Students and families attended Family Fun Night. Macaroni the Clown entertained the students with magic, comedy and balloons. • SAVEAROUND COUPON BOOKS – 1x per year (All

	<p style="text-align: center;">Campuses)</p> <p>Families were able to purchase coupon books for discounts on local stores, restaurants and activities for families. The fundraiser helps to raise money for the PTO general fund.</p> <ul style="list-style-type: none"> • PTO POINTSETTIA SALE – 1X per year (All Campuses) BASCS Families and staff had the opportunity to purchase poinsettias for the holiday season. • YANKEE CANDLE SALE – WINTER and Spring (All Campuses) THE PTO organized a Yankee Candle fundraiser to raise money for the PTO general fund. • MOVIE NIGHT – THOUGHOUT THE YEAR (All Campuses) The PTO sponsored movie night held at the BASCS Middle School. Refreshments were sold and all proceeds went to the PTO general fund. • FIELD DAY – 4 Hours (All Campuses) BASCS held their annual field day in June. Students competed in a number of sports style events. Everyone then enjoyed a barbecue style lunch, waters were provided and Italian Ice to finish out the day. The PTO used their funds that were raised by events held throughout the year to purchase t-shirts for the staff and students for the event.
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b) Provide a list of the partnerships with other educational or community institutions.

Community Involvement		
Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
EDUCATIONAL INSTITUTIONS:		
Rutgers University	In collaboration with Rutgers University, Bergen ASCS High participated in the School Systems Improvement Project. This grant enabled school administrators and the school's Master Mentor Teacher to utilize an evaluation instrument that is highly specific and quantitative. Teachers received 3 formal CSS-O reports throughout the year.	School administrators and teachers each completed 3 CSS-T and CSS-O forms, respectively. Each took approximately 30 minutes in length.
Grand Canyon University	Through our partnership with Grand Canyon University, school administrators	2 school administrators utilized this partnership in

	completed online courses in order to obtain supervisory certification. Tuition costs were reduced due to this partnership.	order to further their educations.
Junior Achievement of New Jersey Finance Park in Edison, N.J.	Students participated in a 4-hour field trip at Finance Park in Edison, N.J. Students put their newfound knowledge to the test in a budgeting activity during a culminating event. Junior Achievement Finance Park allowed students to participate in both a personable and virtual event.	44 students and 1 teacher participated at the event held on Thursday, February 11th from 9:30 a.m. to 1:30 p.m.
Model United Nations (Model UN)	Model UN is an authentic simulation of the UN general assembly, UN security council, or multilateral body, which introduces students to the world of diplomacy, negotiation, and decision making.	16 students step into the shoes of ambassadors of countries that are members of the UN, from Argentina to Zimbabwe. The students, better known as "delegates", debate current issues on the global level.
COMMUNITY INSTITUTIONS:		
Boys & Girls Club of Garfield 490 Midland Ave. Garfield, NJ 07026	The goal of the Boys & Girls Club is to provide a safe environment for students to go to while their parents are at work. Students participate in sports, arts and crafts and get assistance with homework from trained counselors. Character education and health discussions are integrated into the program. There is an alignment with BASCS character education pillars and health curriculum. This safe haven location offers our students relevant programs that help to build confidence in our kids and provides them with additional after school help even after they have left our after school enrichment programs. Clear, open communication between school based administration and Boys & Girls Club leaders helps to ensure that our students are receiving all the support necessary to be successful contributors to the community.	54 students enrolled. Most students spend on average 2-3 hours per day/ 5 days a week at Boys & Girls Club.
Embrace Relief 1500 Main Ave. 4S	The students of Bergen-Middle have partnered with Embrace Relief, an	A total of 8 students volunteered for a total of

Clifton, NJ 07011	<p>organization that helps provide support (emotional, financial, and physical) with worldwide natural disasters.</p> <p>Bergen-Middle students have helped Embrace Relief by sorting the donated supplies in appropriate spots based on items and age.</p> <p>Bergen ASCS High students helped Embrace Relief by raising approximately \$10,000 for the iLearn Water Well Project in Tanzania.</p>	three months.
Garfield Public Library 500 Midland Ave, Garfield, NJ 07026	<p>The students of Bergen–Middle have partnered with the Garfield Public Library in a program called “Book Buddies”. The middle school students will read with younger students for an hour a week. The program runs on Thursdays from June 30th – August 11th from 10 am -11 am and from 2 pm – 3 pm.</p> <p>This volunteer opportunity will ensure that our students are reading throughout the summer, and that they helping younger students strengthen their reading abilities.</p>	This opportunity was open to students of any Garfield school, and our students filled every available spot in the program. 18 Bergen-Middle students will be participating in the “Book Buddies” program.
Bergen County Sheriff’s Office 1 Bergen County Plaza Hackensack, NJ 07601	<p>Through our partnership with the Bergen County Sheriff’s Office we were able to provide presentations to students and parents. The presentations, tailored to the audience, was about Internet Safety and Cyberbullying.</p> <p>These programs allowed us to inform students and families about the dangers of social media, but also the ways to be safe online.</p>	<p>The 7th and 8th grade students were given two different presentations on Internet Safety and Cyberbullying.</p> <p>Parents were invited to an Internet Safety night, where more specifics and details were shared.</p>
Susan G. Komen 5005 LBJ Freeway Suite 250 Dallas, TX 75244	Through our Students in Action leadership club, students raised awareness about the Susan G. Komen breast cancer awareness program. Students ran a fundraiser, where t-shirts were purchased for a school wide “Pink Out” in which everyone wore pink. A total of \$1,000 were raised to support the work of the Susan G. Komen research.	A total of 20 students participated in this fundraiser to bring awareness of breast cancer, and to raise money to support the research.
Jefferson Awards Foundation “Students-in-Action”	Students-in-Action empowered students to think big, choose their own public service passion, engage their own school	Students-in-Action comprised of a mix of Sophomores, Juniors, and Seniors who

	and broader communities, and create maximum impact. There are 3 pillars of Students-in-Action: Leadership, Engagement, and Impact.	possess the leadership traits and eagerness to make a difference in the school and in the community at large.
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Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

3.1 Board Capacity

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

Governance	
# of Board Members required as per charter by-laws	9
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as a Appendix B)	5/4/2016
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as a Appendix C)	6/15/2016
Provide a list of amendments to the bylaws of the board of trustees adopted during the 2015-16 school year.	Not Applicable
Critical Policies adopted by the Board during 15-16 academic year (list in bullets)	Not Applicable

3.2 Board Compliance

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

Board of Trustees						
Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Emin Bahadir	10/1/10	5/17 (Resigned-5/16)	President Voting Member Parent	eminbahadir@gmail.com	2/1/12	Gov. I-6/12 Gov.II-10/13
Eileen Fuentes	10/20/11	5/16 (Resigned-9/16)	Vice President Voting Member Parent	eileen.fuentes@me.com	9/15/2011	Gov. I-12/3/11 Gov.II-4/14
NJDOE, Office of Charter Schools						

Jordania Gonzalez	9/12/13	5/16	Vice President Voting Member Parent	paul9088@msn.com	10/23/13	Gov. I-1/14 Gov. II- Scheduled
Murat Teke	5/9/13	5/18	Voting Member	tekemurat100@gamil.com	10/2/13	Gov. I-11/13 Gov. II - Scheduled
Perno W. Young	7/25/15	5/31/17 (Resigned 2/16)	Vice President	pyoungiii@aol.com	12/4/13	Gov. I- Scheduled
Lori Manning	9/12/13	5/17	Voting Member	l.manning@hackensackschools.org	10/16/13	Gov. I-10/15 Gov. II-1/16
Beatriz Rodriguez	10/15/15	5/17	Voting Member	brodriguez@trevor.org	11/18/15	Gov. I- Scheduling
Ozgur Dogru	3/1/08	5/16	Voting Member	odogru@hotmail.com	6/15/16	Gov.I-9/10 Gov.II-1/11 Gov.III- 12/12 Gov. IV- 1/13, Scheduled
Sancar Avcioglu	5/9/13	5/16	Voting Member	sanavc@gmail.com	10/23/13	Gov. I-1/14 Gov. II- 11/15
Recep Ornek	7/1/2009	6/16	Secretary Non- Voting Member	ronnek@ilearnschools.org	7/22/2009	N/A
Christopher Lessard	7/1/2014	6/16	Treasurer Non- Voting Member	clessard.sba@gmail.com	12/23/2004	N/A

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

4.1 Access and Equity

- a) Provide information regarding the school's suspension/expulsion/attrition/backfilling rate

School Suspensions / Expulsions 2015 - 2016			
	Total # Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
K	80	0	0
Grade 1	80	0	0
Grade 2	80	0	0
Grade 3	80	0	0

Grade 4	79	9	0
Grade 5	80	7	0
Grade 6	80	4	0
Grade 7	80	2	0
Grade 8	79	7	0
Grade 9	79	12	0
Grade 10	62	6	0
Grade 11	59	3	0
Grade 12	52	3	0
Total	970	53	0

Student Mobility and Retention Rates 2015 - 2016			
	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year	Total # of students not promoted (retained) in the same grade for SY 2016-17
K	1	0	0
Grade 1	2	1	0
Grade 2	1	1	0
Grade 3	1	1	0
Grade 4	1	0	0
Grade 5	0	0	0
Grade 6	1	2	0
Grade 7	1	2	0
Grade 8	4	2	0
Grade 9	1	4	0
Grade 10	2	2	0
Grade 11	1	1	0
Grade 12	0	0	0
Total	16	16	0

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

Application/Admissions/Lottery/Enrollment	
Provide the URL to the school's application. If the application is not available online, then, as Appendix D , provide a copy of the schools current application in as many languages as available	http://www.ilearnschools.org/admission.html
List all of the ways the application is	<ul style="list-style-type: none"> School website

disseminated	<ul style="list-style-type: none"> Application forms were made available at high visibility locations such as libraries, municipal buildings, community centers, doctor's offices, social service offices, churches, retail stores, or any other location that is appropriate and visible to families residing in the school community.
List all languages in which the application is available	English, Spanish
Provide the date on which the initial application for prospective students for the school year 2016-17 was made available.	Tuesday, September 1, 2015
What was the deadline for prospective students for school year 2016-17 to return the initial application to the school? Please provide the exact date.	Friday, April 15, 2016
List all of the ways in which initial applications are accepted.	Online or paper application
Provide the date and location of the lottery held in the 2015-16 school year for prospective students for the 2016-17 school year. If the school did not have a lottery, provide a brief explanation why.	<p>Saturday, April 23, 2016</p> <p>Bergen ASCS Middle School Campus, 200 MacArthur Ave, Garfield, NJ 07026</p>
List the public avenues that the school utilized to advertise that initial applications are available to enter the school's lottery (e.g. local newspapers, school website).	<ul style="list-style-type: none"> Information Packets are being made available and distributed to any parent contacting the school requesting more in depth information about the charter school as well as New Jersey's charter school movement and education reform nationwide. School website is designed professionally to provide all necessary information regarding charter schools and application process for existing and prospective parents. Parents responding to any of the outreach strategies are being added to the school's database and/or ongoing outreach and communication list, for additional information to be sent to them via direct postal mailing or iContact email system. Members of the board of trustees and representative stakeholders are regularly attending community events or other appropriate gatherings that promote the charter school and New Jersey's charter school movement so that parents have the opportunity for interactive contact to answer questions or address concerns not covered through other outreach venues. Printed materials such as brochures, flyers, and posters describing the Bergen Arts and Science Charter School are being prominently displayed at high visibility

	locations throughout the community such as libraries, municipal buildings, community centers, doctor’s offices, social service offices, churches, retail stores, or any other location that is appropriate and visible to families residing in the school community.
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5.1 Compliance

- a) Every charter school must develop and implement a high-quality, rigorous [educator evaluation system](#), which must be approved by their board of trustees. Provide the following:
- Provide a description of the teacher evaluation system and school leader evaluation system that aligns with [Department guidance](#); and
 - **As Appendix E**, provide a board resolution approving the teacher and school leader/principal evaluation systems.

Teacher Evaluation System

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

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

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

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

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

provides Bergen ASCS administrators with easy access to actionable data that is used to continually develop its teachers.

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

Instructional measures focus on:

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

Behavioral measures focus on:

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

School Leader Evaluation System

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

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

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

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

- optimize student learning and growth;
- contribute to successful achievement of the goals and objectives defined in the vision, mission and goals of the organization;

- provide a basis for leadership improvement through productive administrator performance appraisal and professional growth; and
- encourage collaboration between the administrator and evaluator, and promote self-growth, leadership effectiveness and improvement of overall job performance.

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

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

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

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

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

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

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

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

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

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

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