



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

**NEW JERSEY CHARTER SCHOOL
ANNUAL REPORT 2017**

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

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

BASIC INFORMATION ABOUT THE SCHOOL

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

BASIC INFORMATION

Name of School	BERGEN ARTS AND SCIENCE CHARTER SCHOOL
Grade level(s) to be served in 2017-18	K-12
2016-17 enrollment (as of June 30, 2017)	1109
Projected enrollment for 2017-18	1136
Current waiting List for 2017-18	1135
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	Mustafa Coban
SBA email address	mcoban@ilearnschools.org
SBA phone number	(201) 773-9140

SCHOOL SITE 1	
Site Name	Bergen-ASCS Elementary
Year Site Opened	2014
Grade level(s) served at this site in 2016-17	K-3
Grade level(s) to be served at this site in 2017-18	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

SCHOOL SITE 2	
Site Name	Bergen-ASCS Middle
Year Site Opened	2007
Grade level(s) served at this site in 2016-17	4-8
Grade level(s) to be served at this site in 2017-18	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
Year Site Opened	2011
Grade level(s) served at this site in 2016-17	9-12
Grade level(s) to be served at this site in 2017-18	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

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

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.

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

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

4. **Community Involvement** - concentration is placed on parent programs, community outreach, and fostering school, family and community collaboration/involvement. The students of 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.

c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these academic goals may have changed from the school's original charter application.

Guidelines

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

Format

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

Goal 1	Students in grades K-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: From a total of 393 students, 28 students did not meet the grade-level expectation. 93% of students in grades K-3 are reading at or above grade level. In addition, 322 students (82%) 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
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	(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, 2017.
Actual Outcome	Actual outcome for BASCS students in grades 4-8: From a total of 430 students, 13 students did not meet the grade-level expectation. 417 (97%) students are reading above grade level. 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 percentage of 2016 AP students with scores 3 or higher will be more than 60%.
Measure/Metric	Year to year growth in the pass rate on AP tests.
Target	Percentage of students passing AP tests will be more than 60%.
Actual Outcome	63 %

GOAL HAS BEEN MET.

1.2 Curriculum

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

Please see [Appendix A](#).

1.3 Instruction

a) What constitutes high quality instruction at this school?

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.

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

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) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations ("proficiency rate") on all PARCC assessments administered by the school. Note: If 2016-17 PARCC results have not been released to schools by July 15, 2017 then leave the 2016-17 column blank.

PROFICIENCY RATES ON PARCC ASSESSMENTS			
Assessment	2014-15	2015-16	2016-17
ELA 3	73%	65.90%	66.70%
ELA 4	67%	62.50%	46.20%
ELA 5	64%	72.10%	64.40%
ELA 6	63%	67.60%	61%
ELA 7	71%	77.50%	59.80%
ELA 8	72%	61.10%	73.50%
ELA 9	43%	65%	57%
ELA 10	55%	66.60%	52.60%
ELA 11	64%	46.90%	54.30%
MAT 3	70%	60.70%	76.80%
MAT 4	61%	62.50%	44.10%
MAT 5	58%	56.90%	59.30%
MAT 6	60%	55.90%	56.10%
MAT 7	39%	61.30%	50%
MAT 8	50%	39.30%	50.80%
Algebra I	27%	40%	50%
Geometry	64%	20.30%	26.90%

Algebra II	51%	26.80%	22.80%
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- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, English language learners, students with disabilities, and racial/ethnic groups).

Bergen Elementary: Proficiency rates in grade 3 ELA showed some improvement and Math proficiency rates showed a substantial increase since 2015-2016 .

Some factors contributing to this growth:

1. departmentalization of ELA and MATH-: allowed for targeted instruction and extended blocks of ELA and MATH throughout the day
2. behavioral issues of current 3rd grade class was less than previous year's class.
3. availability of district coaches to assist teachers in designing targeted, PARCC aligned instruction.

Bergen Middle: There are a number of factors that may have contributed to the lack of increase in proficiency rates:

- The reading and writing curriculum has undergone changes with the intention of strengthening the ELA scores. One of the changes included a division of reading and writing classes for more focused instruction. However, this led to students meeting with those teachers only two or three times weekly which interrupted consistency. More consistency is needed here along with more quality sustained reading time. This will be remedied by having students meet with a single ELA teacher daily.
- The 4th graders new to the building have not been provided with the needed structured support for their transition to a new building, leading to behavioral issues which then affects academic performance. A transition plan will be devised that addresses the 4th grade developmental needs and establish more consistency for them.
- Tutoring for struggling students takes place after school. Many students who need tutoring cannot attend due to transportation issues (no late bus is provided) or conflict with other commitments. The school day schedule is being revisited to include academic support time during the school day.
- Students experienced testing fatigue. Students take a number of assessments including MAP testing, subject benchmarks and skills assessments, and three practice PARCC exams. The number and timing of assessments is being revisited as well.

Bergen High: Consistent growth has not been seen with the exception of Algebra I, perhaps, because skills and standards aren't being retaught. After school tutoring is sparse and needs to be more targeted for our students in need. Across all subject areas, reading needs to be included in lessons on a daily basis since reading comprehension isn't a strength.

Steps to be taken to ensure future progress:

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

Bergen Elementary:

- Quarterly benchmarks
- Chapter tests and quizzes
- MAP assessments
- PARCC PREP assessments (3)
- Skills check
- Quarterly projects

Bergen Middle:

- Teacher created classroom tests and quizzes
- Reading and writing benchmarks
- Math skills checks
- Fall and spring MAP testing
- Three practice PARCC assessments

Bergen High:

- Reading Benchmarks
- Writing Assessments
- PARCC Practice Tests
- Math Skill Checks

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

Bergen Elementary: Results from assessments were used to help plan future instruction. Centers were targeted to meet the specific needs of students. Analysis from PARCC Preps were used to help create and adjust tutoring schedules. The need for review and reteaching of specific skills was determined based on results of these various assessments.

Bergen Middle: Math and ELA teachers were given three half day “data days” in which test scores were analyzed with the intention of informing instruction. Teachers created action plans around standards that needed to be retaught and students who needed support. These assessments were also used to inform tutoring lists and assignments.

Bergen High: Math & ELA teachers analyzed Practice Test Scores to find the areas that needed the

most improvement based on standards and to identify students who are in need of extra support. Some re-teaching and after school tutoring were implemented.

1.5 Organizational Capacity - School Leadership/Administration

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

SCHOOL LEADERSHIP/ ADMINISTRATION INFORMATION		
Administrator Name	Title	Start Date
Sheila Goodstein	School Director	8/22/2008
Yunus Kuloglu	School Director	7/1/2013
Ufuk Zini	School Director	7/1/2015
Donna Cecere	Project Coordinator	9/1/2007
Daniel Carhart	Project Coordinator	8/19/2013
Patrick Renahan	Project Coordinator	1/21/2012
Shana Lewis	Curriculum Supervisor Assistant	8/22/2011
Kelly Stevens	Curriculum Supervisor Assistant	8/19/2013
Bridget McCarthy	Curriculum Supervisor Assistant	8/22/2011

School Culture & Climate

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

2.1 School Culture and Climate

a) Fill in the requested information below regarding learning environment at the school.

LEARNING ENVIRONMENT	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	96%
Elementary School Attendance Rate (grades K-5)	97%
Middle School Attendance Rate (grades 6-8)	96%
High School Attendance Rate (grades 9-12)	94%

Student - Teacher Ratio	11:1
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b) Fill in the requested information below regarding the professional environment at the school.

PROFESSIONAL ENVIRONMENT	
Teacher Retention Rate (from SY 2016-17 to 2017-18)	82.7%
Total Staff Retention Rate (from SY 2016-17 to 2017-18)	82.1%
Frequency of teacher surveys and date of last survey conducted	1x a year/December 2016
Percent of teachers who submitted survey responses	76%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	83%

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

- Strong school leadership
- Overall school safety and security
- Teacher practice in terms of working collaboratively with ESL and Special Services departments

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

- Professional development opportunities
- Student respect towards teachers
- Support from PTO

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

DISCIPLINE ENVIRONMENT 2016-17			
Grade Level	Number of students enrolled (as of Oct. 15, 2016)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	98	3	0
1	98	3	0
2	98	3	0
3	99	5	0
4	93	0	0
5	86	4	0
6	84	0	0
7	82	1	0
8	84	3	0
9	86	0	0
10	77	5	0
11	61	4	0
12	86	0	0

2.2. Family and Community Engagement

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

FAMILY INVOLVEMENT AND SATISFACTION	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	3
Frequency of parent/guardian surveys	1x a year
Date of last parent/guardian survey conducted	June 2017
Percent of parents/guardians completing the survey (consider one survey per household)	21%
Percent of parents/guardians that expressed satisfaction with the overall school environment	80%

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

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

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

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

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

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

In August, 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 Bergen ASCS campuses commemorate the 9/11 tragedy. 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. Students participated in *Project Goody Bag* to express support and appreciation to our military men and women, veterans, and first responders, through the gift of a goody bag. At the High School, students had a 9/11

remembrance talk and viewed a video during the morning assembly. Moments of silence marked the events of the day and social studies classes were dedicated to September 11th.

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

In September, parents and guardians were invited to meet the BASCS staff and faculty and receive an overview of the course content to be taught for the 2016 - 2017 school year. Brochures were handed out explaining the school's philosophy, database procedures and various ways to communicate with the students' teachers.

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

In October, 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.

- **INTERNET SAFETY SEMINAR – 1 hour (Bergen Middle)**

In October, we partnered with the Bergen County Prosecutor's Office, Computer Crimes Division, and offered an information session to our 7th Grade Students 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.

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

BASCS Middle and Elementary held its 9th 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 face painting, painting pumpkins, henna, apple print trees, arts and crafts, and a grandparent's bake-off.

- **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 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 & High School celebrated with a costume contest in which prizes were awarded.

- **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, singing, and dancing to Hispanic music and artists.

- **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.

- **VETERAN'S DAY REMEMBRANCE – 1 Hour (All Campuses)**

Bergen ASCS Elementary commemorated Veterans Day by hosting former Bergen County Sheriff Leo McGuire, who spoke about his experiences as a Veteran of the U.S. Army. He had fun telling the students they were soldiers in the army as they participated in some exercises for "Boot Camp." The K-3 students gathered and sang a patriotic song to all. The Middle School hosted a Red, White, and Blue Dress Down to raise money for Pets for Vets, a company that supports veterans and provides a second chance for shelter pets by rescuing, training, and pairing them with America's veterans who could benefit from a companion animal. On November 11th, the Middle School had four 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 held a “Nets for Vets” basketball game to raise funds for veterans causes. All schools hosted a Jeans for Vets fundraiser.

- **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 2016 - 2017 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. Students of the Marking Period, as well as awards for outstanding performance in various academic disciplines, character education, and citizenship were awarded.
- **HOLIDAY DINNER/FOOD DRIVE – 4 Hours (All Campuses)**
In November, Bergen ASCS 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 Bergen ASCS campus presented their winter and spring concerts. Students sang songs and played musical instruments. Parents, teachers, and administration attended each performance, and enjoyed the shows.
- **10th ANNUAL MUFFINS WITH MOMS – 1 Hour (Elementary and Middle Schools)**
In January, Bergen ASCS hosted a fabulous morning with mothers (and other special women) and their children enjoying muffins and socializing with other parents and teachers.
- **10th ANNUAL DONUTS WITH DADS – 1 Hour (Elementary and Middle Schools)**
In February, Bergen ASCS’s Donuts with Dads brought fathers (and other special men) and their children together at breakfast-time in the school cafeteria. All were welcome to celebrate alongside staff and families.
- **JUNGLE BOOK, KIDS – 1 HOUR (Elementary)**
In March, second and third grade Bergen ASCS Elementary students presented two performances of Jungle Book Kids at our Middle School campus. The students performed for all to enjoy including teachers, staff, students, and parents.
- **WILLY WONKA JR.– 90 MINUTES (Middle)**
In April, students in grades 4-8 presented two live performances of Willy Wonka Jr at our Middle School campus. The students performed for all to enjoy including teachers, staff, students, and parents.
- **THE HOUSE OF BLUE LEAVES – 2 ½ HOURS (High)**
In January, students in grades 9-12 presented four live performances of The House of Blue Leaves at our high school campus. The students performed for all to enjoy including teachers, staff, students, and parents.
- **THE FANTASTICKS – 2 ½ HOURS (High)**
In June, students in grades 9-12 presented four live performances of *The Fantasticks* at our high school campus. The students performed for all to enjoy including teachers, staff, students, and parents.
- **ART FAIR – 3 HOURS (All Campuses)**
This year’s student art fairs were held in April. There was no purchase necessary to attend, and families had an opportunity to view their child’s beautiful mixed-medium pieces. Some of the activities include face painting, spin art, spray painting, and henna.
- **MAKER’S FAIR (All Campuses)**
All BASCS students came together at Bergen High for the Maker’s Fair on April 22, 2017. This event was a celebration of science, engineering, artistry, and ingenuity. Students presented

their own science experiments and inventions, and visitors were able to participate in hands-on activities.

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

In May, BASCS honored the Mexican holiday, Cinco de Mayo, where there was dancing, singing, playing guitars, and cultural art work was displayed.

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

With over 50 countries represented, food samples, and guest performers, our sixth annual GSIHF was held on June 12th at the Bergen High Campus. Families and students had the opportunity to celebrate diversity, heritage, and culture as they toured various country booths, set up by parent volunteers and teachers, each grade or class section from all three campuses was assigned a country and student crafts and artwork was displayed at each of the booths.

- **BERGEN IDOL VOCAL COMPETITION- 2 Hours (Middle and High)**

In June, the winner of each BERGEN IDOL 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 as well as Student of the Marking Period for each grade section. Families were invited for light refreshments at the conclusion of the ceremony.

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

The Middle School graduation was held in June on the Bergen Middle Campus. The guest speaker, Dr. Wendy R. Hurst, MD presented an inspirational speech to the students, staff, and families in attendance.

- **HIGH SCHOOL GRADUATION – 2 HOURS (High School)**

High School graduation was held in June on the Hackensack Campus. N.J. Assemblywoman Maria Rodriguez-Gregg was the keynote speaker; Mr. Guvercin, parents, students, and administration gave inspirational speeches and students were presented with their diplomas.

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

- **DRESS DOWN DAYS – THROUGHOUT THE YEAR (All Campuses)**

The Bergen ASCS PTO sponsored 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 student events and activities throughout the year.

- **BOX TOPS FOR EDUCATION/CAMPBELLS' LABELS – THROUGHOUT THE YEAR (All Campuses)**

The PTO organized the collection of box tops to raise funds for the PTO. These funds helped the PTO make purchases for the classrooms.

- **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.

- **BREAKFAST AND PICTURES WITH SANTA – 2 Hours (Elementary)**

Students and families attended Breakfast with Santa. Parents had the opportunity to have their child's picture taken with Santa and to purchase photos.

- **HOLIDAY SHOP – 5 HOURS (Elementary)**

A holiday shop was held where students and parents purchased gifts for their family and friends for the holiday season.

- **CHERRYDALE FARM FUNDRAISER – WINTER (All Campuses)**

THE PTO organized a Cherry Dale Farm fundraiser to raise money for the PTO general fund.

- **MOVIE NIGHTS – THROUGHOUT 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.

- **CLOTHING DRIVE (All Campuses)**

Students and families raised funds by collecting clothing, shoes, books and more for those in need. The PTO earned money for the total weight of collected items.

- **HEALTH FAIR (All Campuses)**

A community health fair was held for all families to receive free health exams, blood pressure checks, and more along with free tips on healthy lifestyle habits.

- **FIELD DAY – 4 Hours (All Campuses)**

Bergen ASCS held their annual field day in June. Students competed in many sporting events. Everyone then enjoyed a barbecue style lunch, ice water was provided, and Italian ice to finish out the day. The PTO used the funds that were raised by events held throughout the year to purchase Field Day competition t-shirts for the staff and students for the event.

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

COMMUNITY INVOLVEMENT		
Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
<i>Education Institutions:</i>		
Rutgers University	In collaboration with Rutgers University, 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 completed online courses in order to obtain supervisory certification. Tuition costs were reduced due to this partnership.	1 school administrators utilized this partnership in order to further his education.
Model United Nations (Model UN)	Model UN is an authentic simulation of the UN general assembly, UN security council, or multilateral body, which	12 students step into the shoes of ambassadors of countries that are members of the UN, from

	introduces students to the world of diplomacy, negotiation, and decision making.	Argentina to Zimbabwe. The students, better known as “delegates”, debate current issues on the global level.
<i>Community Institutions:</i>		
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.	Middle school students were enrolled. Most students spend on average 2-3 hours per day/ 5 days a week at Boys & Girls Club.
Garfield Public Library 500 Midland Ave, Garfield, NJ 07026	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 30 th – August 11 th from 10 am -11 am and from 2 pm – 3 pm. This volunteer opportunity will ensure that our students are reading throughout the summer, and that they helping younger students strengthen their reading abilities.	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	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.	The 7 th and 8 th grade students were given two different presentations on Internet Safety and Cyberbullying. Parents were invited to an

	These programs allowed us to inform students and families about the dangers of social media, but also the ways to be safe online.	Internet Safety night, where more specifics and details were shared.
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 \$1,200 were raised to support the work of the Susan G. Komen research.	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 and broader communities, and create maximum impact. There are 3 pillars of Students-in-Action: Leadership, Engagement, and Impact.	Students-in-Action comprised of a mix of Sophomores, Juniors, and Seniors who possess the leadership traits and eagerness to make a difference in the school and in the community at large.

Board Governance

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

3.1 Board Capacity

- a) Fill in the requested information below regarding board governance.

BOARD GOVERNANCE	
Number of board members required by the charter school's by-laws	7
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	5/24/2017
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	5/24/2017

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

N/A

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

5141.6-Suicide Prevention

3.2 Board Compliance

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

BOARD OF TRUSTEE INFORMATION						
Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Murat Teke	5/9/13	5/31/18	President	tekemurat100@gmail.com	10/2/13	11/23/16
Jordania Gonzalez-Hackensack Parent	9/12/13	5/31/17	Vice President	jordaniagonzalez908@gmail.com	10/23/13	12/30/13
Beatriz Rodriguez-Lodi Parent	10/15/15	5/31/17	Vice President	brodriguez@trevor.org	11/18/15	Scheduled
Lorian Henderson-Manning	9/12/13	5/31/17	Trustee	l.manning@hackensackschools.org	10/16/13	12/28/16
Ozgur Dogru	3/1/08	5/31/19	Trustee	odogru@hotmail.com	6/15/16	12/24/16
Alejandrina Banch-Almodovar-Garfield Parent	8/18/16	5/31/19	Trustee	abanch724@gmail.com	11/30/16	Recent Mbr.
Sancar Avcioglu	5/9/13	Res. 3/20/17	Trustee	sanavc@gmail.com	10/23/13	Resigned
Mustafa Coban	7/1/16	5/31/17	Trustee	mcoban@ilearnschool.org	7/16/14	NA
Christopher Lessard	7/1/14	5/31/17	Trustee	clessard.sba@gmail.com	12/23/04	NA

ACCESS AND EQUITY

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

4.1 Access and Equity

- a) Fill in the requested information below regarding the timeline of the school's application process for prospective students for school year 2017-18.

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

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

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

- c) List all of the venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2017-18.
- Information Packets are being made available and distributed to any parent contacting the school requesting more in depth information about the charter school as well as New Jersey's charter school movement and education reform nationwide.
 - School website is designed professionally to provide all necessary information regarding charter schools and application process for existing and prospective parents.
 - Parents responding to any of the outreach strategies are being added to the school's database and/or ongoing outreach and communication list, for additional information to be sent to them via direct postal mailing or iContact email system.
 - Members of the board of trustees and representative stakeholders are regularly attending community events or other appropriate gatherings that promote the charter school and New Jersey's charter school movement so that parents have the opportunity for interactive contact to answer questions or address concerns not covered through other outreach venues.
 - Printed materials such as brochures, flyers, and posters describing the 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.
- d) List all of the languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.

English and Spanish

- e) List all of the ways in which the school advertised that applications for prospective students for school year 2017-18 were available prior to the enrollment lottery.
- School website
 - Application forms were made available at high visibility locations such as libraries, municipal buildings, community centers, doctor's offices, social service offices, churches, retail stores, or any other location that is appropriate and visible to families residing in the school community.
- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2016-17.

STUDENT ENROLLMENT AND ATTRITION			
Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2016-17	Number of students retained in 2016-17 for the 2017-18 school year
K	12	2	0
1	2	1	0
2	4	3	0
3	1	2	0
4	7	5	0
5	3	5	1
6	0	1	1
7	4	6	2
8	1	8	0
9	18	8	0
10	8	3	0
11	6	3	0
12	3	3	0

- g) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

5.1 COMPLIANCE

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

- a) Provide a description of the [educator evaluation system](#) the school has implemented.

Teacher Evaluation System

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

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

School Leader Evaluation System

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

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

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

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

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

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

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

- a support system for providing assistance when needed.

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

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

- **Student Growth Objective Average:** Student growth objectives (SGOs) are no longer required for charter schools; therefore, the 10% score that resulted from the SGO average is now incorporated into the administrative goals calculation.
- **Administrator Goals:** The percent of the school administrator’s summative rating based on administrator goals is either 50% or 20% depending on whether the school administrator is an SGP administrator or Non SGP administrator.
- **School Student Growth Percentile (SGP):** Where applicable, 30% of the school administrator’s summative rating is based on SGPs.
- **Principal Practice:** 50% of a school administrator’s overall evaluation is based on observations of school administrator practice that is conducted by the iLearn Schools’ administrative evaluation team. This team is composed of the Lead Person/CEO, Chief of Academics and the administrative coach.
- **Evaluation Leadership Instrument** is no longer required by the New Jersey Department of Education.

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

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

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

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

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

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

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