



Central Jersey College Prep
Charter School
Annual Report

August 1, 2025

ANNUAL REPORT 2024-25

101 Mettlers Road, Somerset, NJ 08873
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Basic Information about the School

Table 1: Basic Information

Name of charter school	Central Jersey College Prep Charter School
Grade level(s) to be served in 2025-2026	K-12
Projected enrollment for 2025-2026	K-80, 1st-80, 2nd-60, 3rd-67, 4th-82, 5th-99, 6th-134, 7th-148, 8th-166, 9th-154, 10th-144, 11th-125, 12th-125
2024-2025 Total enrollment as of June 30, 2025	1386
2024-2025 Students with disabilities (SWD) enrollment as of June 30, 2025	111- IEP Only 15- Speech Only
2024-2025 Multilingual learners (ML) enrollment as of June 30, 2025	40
Current waiting list for 2025-2026 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K-167, 1-94, 2-87, 3-128, 4-108, 5-104, 6-62, 7-60, 8-41, 9-0, 10-22, 11-9, 12-4 Total 886
Waitlist within the district/region of residence	K-57, 1-68, 2-74, 3-110, 4-84, 5-85, 6-37, 7-46, 8-23, 9-0, 10-13, 11-7, 12-4
Waitlist of non-resident district/region of residence (Organize by district/region)	K-110, 1-26, 2-13, 3-18, 4-28, 5-19, 6-25, 7-14, 8-18, 9-0, 10-9, 11-2, 12-0
Website address	https://cjcollegeprep.org/
Name of board president	Dr. Ferhan Tunagur
Board president's email address (Embed link to board president's email address on charter school website)	ferhant@gmail.com
Board president's direct phone number (Do not include charter school number)	732-357-5944
Name of school leader (Include the preferred point of contact for official communications)	Dr. Namik Sercan
School leader's email address	nsercan@cjcollegeprep.org
School leader's direct office phone number and/or extension	732-649-3954 ext 1001

Title IX McKinney-Vento District Homeless Liaison's name and email address	Carrie Thomas cthomas@cjcollegeprep.org
School Safety Specialist's name and email address	Nima Amin namin@cjcollegeprep.org
School Threat Assessment Team Members' names and email addresses	Nima Amin namin@cjcollegeprep.org Carrie Thomas cthomas@cjcollegeprep.org Dominique Jacobs djacobs@cjcollegeprep.org Laura Dobrin ldobrin@cjcollegeprep.org Kevin Tempalsky ktempalsky@cjcollegeprep.org Jessica Tadros jtadros@cjcollegeprep.org Rebecca Blaskopf rblaskopf@cjcollegeprep.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Carrie Thomas cthomas@cjcollegeprep.org
Name of School Business Administrator (SBA)	Matt Anar
SBA email address	manar@cjcollegeprep.org
SBA phone number	732-649-3954 ext 1509
Name of District Testing Coordinator (DTC)	Nima Amin
DTC email address	namin@cjcollegeprep.org
DTC phone number	732-649-3954 ext 1125

Table 2.1: School Site Information

School Site Information

Site name	Main Campus
Year site opened	2006
Grade level(s) served at this site in 2023-2024	K - 12
Grade level(s) to be served at this site in 2024-2025	K - 12

Site street address	101 Mettlers Rd.
Site city	Somerset
Site zip	08873
Site lead or primary contact's name	Dr. Namik Sercan
Site lead or primary contact's office phone number and extension	(732) 649-3954 x 1100
Site lead's email address	nsercan@cjcollegeprep.org

Table 2.2: School Site Information

School Site Information

Site name	Central Jersey College Prep - New Brunswick
Year site opened	2019
Grade level(s) served at this site in 2023-2024	6-8
Grade level(s) to be served at this site in 2024-2025	6-8
Site street address	222 Livingston Ave
Site city	New Brunswick
Site zip	08901
Site lead or primary contact's name	Dr. Namik Sercan
Site lead or primary contact's office phone number and extension	(732) 649-3954 x 1100
Site lead's email address	nsercan@cjcollegeprep.org

Education Program and Capacity

1.1 Mission and Key Design Elements

a) The school's Commissioner-approved mission.

The mission of Central Jersey College Prep Charter School (CJCP) is to provide academic and social challenges and opportunities for students to attain the skills necessary for success in

post-secondary education. CJCP has been able to deliver its mission through high-quality instructional practices, a supportive and collaborative school climate, and a dedication to implementing innovative programming that promotes career- and college-ready skills. CJCP's focus on preparing students to be college-and-career ready prior to graduation is evident in the school's vision and programming.

CJCP offers an intervention and gifted program at the elementary level that exposes students to advanced and differentiated curriculum content, regardless of students' background or prior achievement levels. The program fosters an environment where all students are held accountable to high expectations. As students progress into middle school, they are provided access to core curriculum resources that promote college-and-career readiness. In addition, students in grades 6 through 8 are afforded the opportunity to take high school-level courses while enrolled in middle school. Lastly, all high school students are encouraged to take a minimum of one college-level course in order to prepare them for post-graduation success.

As a result of implementing the above-mentioned strategy programs outlined below, CJCP has been recognized on both local and state levels. CJCP earned the Blue Ribbon status in 2016 and continues to perform at a high level. In 2024, the most recent ranking available, US News ranked CJCP 26 out of 426 high schools in New Jersey. This ranking is particularly notable because CJCP was the highest ranked charter school in the state and CJCP's ranking was significantly higher than the rankings of all three sending districts: Franklin High School (185), North Brunswick High School (206), and New Brunswick (324).¹

CJCP's focus on preparing students for postsecondary education is evident in all the school's vision and programming. CJCP is a recipient of the 2024 College Board School Honor Roll Gold and AP Access that recognizes schools who provide all students the opportunity to participate in AP, including students from underrepresented populations. CJCP encourages all students to take college level coursework throughout high school. The New Jersey Department of Education's School Performance Report shows 77.1% participation from 11th and 12th graders in AP courses at CJCP versus 35.9% in the state overall. Similarly, 85.4% of 11th and 12th graders participated in dual enrollment courses at CJCP compared to 26.9% of 11th and 12th graders enrolled in dual enrollment courses across the state.² As a result of the preparation for college level coursework that begins at the elementary and middle school levels, our students are scoring higher in college readiness benchmarks as illustrated in Table 3: College Readiness Results.

Table 3: College Readiness Results

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<https://www.usnews.com/education/best-high-schools/search?state-urlname=new-jersey&public=true&magnet=true&charter=true>

² NJ School Performance Report. Retrieved from <https://rc.doe.state.nj.us>.

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students scores at or above Benchmark	State - Students scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	534	459	Grade 10: 430 Grade 11: 460	79%	54%
PSAT 10/NMSQT - Math	525	454	Grade 10: 480 Grade 11: 510	59%	32%
SAT - Reading and Writing	598	530	480	90%	65%
SAT - Math	599	519	530	72%	46%

Source: NJ School Performance Reports 2023-24

As a result of CJCP's instructional structure, 100% of CJCP's students not only graduate in four years, but also all graduates received acceptances to 4-year, accredited universities since 2011. According to the NJDOE Post Secondary Enrollment Data for the 2023-2024 school year is not yet available. Based on the 2022-23 school year data, the most recent available, the rates of enrollment in post-secondary institutions can be found below to illustrate CJCP's dedication to its college preparatory mission.

Table 5: Post-Secondary Attendance Rates

Graduating Class	CJCP	Franklin	New Jersey
Class of 2023	95.5% of graduates enrolled in a post-secondary institution by the fall of 2023.	67.2% of graduates enrolled in a post-secondary institution by the fall of 2023.	72% of graduates enrolled in a post-secondary institution by the fall of 2023
Class of 2022	98.1% of graduates enrolled in a post-secondary institution by the fall of 2023. 100% of economically disadvantaged students enrolled in a post-secondary institution.	73.1% of graduates enrolled in a post-secondary institution by the fall of 2023. 61.1% of economically disadvantaged students enrolled in a post-secondary institution.	72% of graduates enrolled in a post-secondary institution by the fall of 2023 64.7% of economically disadvantaged students enrolled in a

			post-secondary institution.
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Source: NJDOE School Performance Reports

b) The school's key design elements

The educational program at CJCP is specifically designed to give all students consistent exposure to an academically challenging college preparation curriculum. Through the integration of rigorous, ongoing professional learning activities for our teachers, the focus on college preparation is evident and visible in both daily classroom instruction and extracurricular activities. Teachers have specific learning plans focused on research-based strategies designed to increase preparation for post-secondary education. CJCP fosters a collaborative teaching environment through PLCs, integrated lesson plans, and interdisciplinary projects designed to produce a holistic learning outcome. These collaborative approaches help address the needs of each and every student at CJCP. Teachers at CJCP implement rigorous, research-based, field-tested, and technology-enriched curriculum and utilize distinct and innovative organizational practices to engage students at every level of academic achievement. The curriculum at CJCP is delivered through the following programs:

Table 6: CJCP Curriculum

Program	Subject	Grades
Everyday Math	Problem-based math	K-5
Pearson/SAVVAS	Problem-based math	6-12
Cengage	Chemistry, Environmental Science and Calculus	9-12
MyWorld Interactive by Pearson	Student-Centered Social Studies	K-12
Pearson/SAVVAS	Inquiry-Based Science	K-12
Students 2 Science	Lab science	5-12
Balanced Literacy based in Fountas and Pinnell	Workshop-based English Language Arts	K-3
Foundations	Phonics	K-2
Scholastics	Novel-based English Language Arts	4-5
MyPerspectives	English Language Arts	6-12

For the school year 2024-25 CJCP implemented a new ELA resource as part of the curriculum. The newly adopted NJSLS ELA standards as well as the discontinuation of the Springboard

Program gave us an opportunity to take a fresh approach in our ELA curriculum resources. After research and examination, CJCP utilized the SAVVAS' My Perspectives curriculum for ELA. This program empowers students and inspires lifelong literacy learning using engaging, diverse content, integrated technology and purposeful activities that promote effective and powerful communication skills to build confident students. We have included more details in Section 1.3 Instruction.

CJCP evaluated multiple resources for our dual-enrollment and AP math and science courses. After considering content accuracy and alignment with course content CJCP selected resources from Cengage for Chemistry, Environmental Science, and Calculus. These resources have an appropriate depth of coverage, pedagogical approach, and up-to-date content. During the 2024-25 school year, CJCP added an additional dual enrollment science class called Principles of Biology. As part of this course, students conduct research and experiments that encourage them to think critically about scientific research and results.

CJCP utilizes the Students 2 Science program which provides students with authentic, dynamic lab and in-class learning experiences. Science is connected to real-world applications and exposes students to STEM jobs and illustrates pathways for their future. Informed by research and best practices, CJCP offers additional instructional delivery strategies that have proven to be successful in increasing student achievement across the learning spectrum. Such practices include, but are not limited to:

Integrating Technology:

- One-to-one technology with tablets/ChromeBooks in grades K-12
- Electronic textbooks including Pearson SAVVAS, Everyday Mathematics, Pearson Science, My World, and MyLab by Pearson, and My Perspectives (ELA) by SAVVAS.
- Supplemental electronic resources including RAZ-Kids, BrainPop, BrainPop Jr., ReadWorks, NewsELA, iCivics, IXL, SplashMath, Prodigy, Pear Deck, Nearpod, Scholastic Magazine, Gizmos, Mystery Science, Quizziz, ABC Mouse, ABCya, EdPuzzle, Padlet, Renaissance Freckle and STAR Assessments, and LinkIt.

Targeted Instruction:

- Additional remedial math & reading instruction built into the scheduled school day for all students in grades K-8
- RTI sessions built into the daily schedule to maximize access to additional tutoring and support services
- Intervention period 3-5 times a week for both Math and ELA for students in grades K-8
- WIN (What I Need) period 5 times a week to close skill gaps.
- Reteach lessons once a week in ELA and math based on data analysis in grades K-12.
- A gifted program that serves students in grades K-5 and honors programs for students in grades 6 and above

- Mathematics, English Language Arts, Social Studies, and Science are taught by content specialists starting in grades 4 and above
- Comprehensive remedial summer and weekend programs aimed to bridge the skills gap of students who are not yet meeting grade level proficiency

College and Career Readiness:

- Annual career month programming that increases students' awareness of career pathways and options
- Increased opportunity to take high school level courses as early as 7th grade and college level courses starting in 9th grade
- Strong partnerships with higher education institutions to provide additional opportunities for students to engage in college-level classes, recruitment events, and college preparation activities

Supportive and Safe Learning Environment:

- Small learning community featuring a low student-teacher ratio and small intervention class sizes, which promotes more effective classroom management and permits more individualized attention to students
- School uniforms to promote school safety and equity
- Social Emotional Learning is integrated into the curriculum beginning in Kindergarten
- Partnership with Big Brothers Big Sisters to provide social emotional support to students in grades 4-8.
- Collaborated with Empower Somerset to push into classrooms to provide social emotional lessons for elementary, middle and high school students.
- Holistic professional development plan geared to facilitate implementation of research-based practices and positive collaboration among staff members
- PBSIS and restorative justice models cultivate a positive school culture and help students develop into positive and conscientious citizens

Mission-Driven Professional Development for Staff:

Holistic professional development plan geared to facilitate implementation of research-based practices and to enable collaboration among staff members. Professional learning opportunities are provided in the following formats:

- Summer Institute
- Designated PD days
- Afternoon & Learn Series
- Teacher Mentorship
- Collaborative PLCs

- c. **Performance goals:** CJCP's performance goals include the following mission-specific goal:

Table 7: Performance Goals

Goal for 2024-25 School Year	As a college-preparatory charter school, CJCP seeks to graduate students who are well prepared for the rigor of post-secondary education. By successfully completing college level courses during their high school years, students build their academic stamina and increase their chances of success at the post-secondary level. For the past few years, CJCP's performance goals have focused upon improving AP exam scores for students enrolled in AP courses while increasing student participation and access to college level courses. CJCP feels confident that its programming successfully supported student achievement and improved AP scores while offering increased opportunities and support for students who may be from historically underserved backgrounds. Based on these prior achievements, the next logical goal to help CJCP further deliver its mission is to increase student achievement in college-level courses, specifically by demonstrating a score of 3 or higher on the AP Exam. This action plan will also promote equity by ensuring that all students have access to college-level courses and are able to meet high academic expectations.
Measure	Percentage of total AP scores of students with an exam score of three and above.
Target	Increase the percentage of AP scores of students with an exam score of three and above by at least two percent.
Actual Outcome for 2024-25 School Year	CJCP successfully met its targets for the 2024-2025 academic year based upon the following achievement status. The percentage of total AP scores of students with an exam score of three and above for the 2023-2024 school year was 83%. The percentage of total AP scores of students with an exam score of three and above for the 2024-2025 school year was 91%. The goal has been met.

1.2 Curriculum

- CJCP's affirmation that the school implements curriculum aligned to the New Jersey Student Learning Standards is provided as [Appendix A](#), available at the end of this document.
- Pursuant to *N.J.A.C. 6A:8-3.1(a)3*, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below. [Curriculum](#)

1.3 Instruction

a) High-quality instruction at CJCP

CJCP delivers high quality of instruction through standards-based curriculum, evidence-based practices, and comprehensive standard-based assessments. CJCP follows New Jersey Student Learning Standards, employing a research-based curriculum as outlined in Section 1.1 above. CJCP's assessment structure is discussed in Section 1.4. The following is a list of evidence-based practices employed at CJCP:

1. Increased Technology Integration

One-to-one technology is a major component of Central Jersey College Prep Charter School (CJCP) classrooms. Studies largely show that one-to-one technology initiatives have had a positive impact on teacher pedagogy, student learning experience, classroom behavior management, and achievement results.³ In addition, families from low socioeconomic background and minorities are less likely to be able to afford a computer and internet access at home. As a result, these families possibly lack the required knowledge and skills to meaningfully utilize technological resources.⁴ CJCP's implementation of one-to-one technology program aims to address the disadvantages facing minority and low-income students by increasing their technological literacy, which will eventually translate into increased student achievement and a narrowing of the achievement gap.

With the use of one-to-one technology, teachers at CJCP no longer function as the sole source of the content knowledge. Instead, learning at CJCP is interactive, and accountability for learning is shared between students and teachers. In CJCP's classrooms, teachers are facilitators, and students are active and accountable participants in the learning process. CJCP's teachers use technology to introduce, reinforce, extend, enrich, assess, and remediate student mastery of learning objectives. Students use computers to create their own products by employing word-processing, database, presentation and graphic software. One-to-one technology program at CJCP also empowers students to produce higher quality work and allows them to express their ideas through creative illustrations and demonstrations to their teachers and peers. Teachers at CJCP use Google Apps, including Google Classroom, on a daily basis to create a collaborative learning environment. When teachers are able to create a classroom environment that is based on mutual trust and accountability, students feel encouraged and inspired to be active members of the classroom community and overall student engagement and achievement is improved.⁵

³ Keppler, M. k., Weiler, S. s., & Maas, D. d. (2014). Focused Ubiquity: A Purposeful Approach to Providing Students with Laptops. *Journal of Educational Technology & Society*, 17(4), 278-288.

Rosen, Y. D. (2012). Intertwining Digital Content and a One-To-One Laptop Environment in Teaching and Learning: Lessons from the Time to Know Program. *Journal of Research on Technology in Education* (International Society for Technology in Education), 44(3), 225-241.

⁴ Ritzhaupt, A. D., Liu, F., Dawson, K., & Barron, A. E. (2013). Differences in Student Information and Communication Technology Literacy Based on Socio-Economic Status, Ethnicity, and Gender: Evidence of a Digital Divide in Florida Schools. *Journal of Research on Technology in Education*, 45(4), 291-307.

⁵ Weiner, J. M., & Higgins, M. C. (2016). Where the two shall meet: exploring the relationship between teacher professional culture and student learning culture. *Journal of Educational Change*, (18)1, 21-48.

Through the one-to-one technology program, CJCP is able to offer interactive resources for all subjects, including electronic textbooks. Using unique technological features, teachers can design and implement individualized instructional plans to best meet the needs of each student and assist students in making progress towards their individual learning goals. Teachers can utilize online platforms as tools for formative assessment to measure student understanding. With one-to-one technology, students can explore their educational interests and supplement classroom instruction through use of instructional software programs, which can be used both inside and outside the classroom.

2. Extended Opportunities for Advancement

Central Jersey College Prep Charter School offers high school courses in math and science at the middle school level. These course offerings allow for increased participation in honors, Advanced Placement, and college-level courses during students' high school years, which is in direct alignment with CJCP's mission. Students can begin taking Advanced Placement courses during 9th grade, including AP Computer Science Principles, AP Biology and AP Human Geography, and dual enrollment courses during 10th grade, including Pre-Calculus.

CJCP offered a total of 17 AP courses and 29 Dual Enrollment courses across a wide range of disciplines, including science, math, English, social studies, fine arts, computer programming, and economics during the 2024-25 school year. CJCP was approved to implement the full sequence of the AP Capstone Diploma program seven years ago. Since then, 97% of students enrolled in the AP Seminar and AP Research courses have scored a 3 or higher on the exams. Additionally, CJCP offers an associate degree via RVCC in Computer Science and an Associate of Science Degree in Science and Mathematics.

For elementary school, all students are provided an opportunity to participate in screening for the Gifted and Talented program. The teaching and learning framework focused on utilizing a myriad of learning styles while underscoring the theories of multiple intelligences and highly diversified pedagogical tools. Using STEAM-related topics, students incorporated project-based learning and team-building activities to support their individual and collective intellectual and social-emotional advancement. Our designated Gifted and Talented Teacher was provided with access to intensive and ongoing training and learning through the New Jersey Association for Gifted Children to fully support their ability to implement the program into daily instruction. As the goal of CJCP is to ensure that all students are gaining college and career ready skills, exposing all students to these learning activities sets high expectations for all students and further promotes equity.

3. Remediation and Intervention

At CJCP, student academic performance classifications are determined through an ongoing data analysis and a structured benchmarking system. The school's instructional team identifies and addresses the academic needs of each student throughout the school year. Students are tiered into categories based on their performance indicators and assigned to either intervention or enrichment sessions as needed. Tier 2 and 3 students are referred to the Response to Intervention (RTI) program based upon their performance levels from LinkIt benchmark assessments, utilizing the following criteria: Tier 2 are students who are approaching the grade level and Tier 3 students are not yet meeting grade level standards. Intervention groups are adjusted periodically throughout the year to account for changes in student performance.

Throughout the marking period, these students are continually assessed by their teachers, the counseling department, and administration to ensure student growth as well as implement additional intervention strategies as needed. While RTI programs are offered in all public schools in New Jersey, the RTI program at Central Jersey College Prep Charter School is innovative and consists of the following components.

- ***Middle and High School Intervention Programming:*** Most middle school students were assigned to either an intervention or WIN courses in Math and/or ELA as part of their daily schedule in addition to their regular math and ELA periods. For those high school students not meeting grade level standards in ELA they were assigned to intervention classes. All middle and high school intervention classes were assigned based upon levels from benchmark assessments and NJSLA scores. Throughout the school year, the data is continuously analyzed by teachers, school counselors, and administrators to ensure student growth as well as the implementation of additional intervention strategies.

In the 2024-2025 school year, the middle school was able to serve about 100 sixth grade students in ELA and Math, 125 seventh grade students in ELA and Math, and 125 eighth grade students in Math and/or ELA through these intervention groups. The structure of the intervention lessons included the following:

Reteaching: All students received reteaching support weekly as needed by a classroom teacher to reinforce concepts that were taught during that unit of study. Teachers used formative assessments to determine the topics and skills that needed to be retaught and designed instruction accordingly.

Adaptive Practice: Students received frequent adaptive practice on their level through online portals such as IXL. These portals utilized ongoing assessment results to create targeted and individualized pathways for students in both ELA and Math. Students worked through practice questions that were assigned on their individual levels and received support from the portal and the teacher as they progressed. In ELA students received additional instruction in specific areas of focus such as non-fiction writing or narrative writing as well as reading fiction and non-fiction texts.

- ***Elementary Intervention Programming:*** Students at the elementary level have received a variety of intervention strategies based on their needs as discussed below:
 - **Universal WIN (What I Need):** All students who are assigned to a WIN class received an additional period of support in either ELA and/or math during the school day.
 - o ***Reteaching:*** All students received reteaching support at least twice a week by their classroom teacher to reinforce concepts that were taught during that unit of study. Teachers used formative assessments to determine the topics and skills that needed to be retaught and designed instruction accordingly.
 - o ***Adaptive Practice:*** Students in Tier 1 groups received daily adaptive practice on their level through online portals such as Freckle and IXL. These portals utilized pre-assessment results to create targeted and individualized pathways for students in both ELA and math. Students worked through practice questions that were assigned on their individual levels and received support from the portal and the teacher as they progressed. Teachers monitored their progress on these portals throughout the session and assigned additional practice as needed.
 - **Pull out program:** This intensive intervention pull out program consists of high intensity tutoring in groups of four to six students for a full period during the school day in either Math and/or ELA. These sessions provide additional learning opportunities in Math and ELA to hone and strengthen foundational skills to help them make progress towards their individual learning goals. This additional instruction allows for 3 periods or more of instruction in Math and/or ELA per week in addition to their regular coursework.
 - o ***Grouping:*** Students are placed in groups of fewer than six students based on the skills and standards that they are not yet meeting grade level expectations. These homogeneous groups allow teachers to provide the most targeted and meaningful instruction to help students fill these learning gaps. Throughout the marking period, intervention teachers continuously assess student progress to continue to plan and deliver instruction and meet students' needs. Cross grouping strategies are utilized to ensure that struggling students get support in the areas where they need it by the teachers most equipped to support their learning needs. Groups are reviewed at the close of each marking period based on that end of marking period LinkIt benchmark assessments and/or running records and any necessary adjustments are made. In the 2024-2025 school year, the elementary school was able to serve about 112 students for English Language Arts and about 80 students for Math in the Pull-out Program. This highly targeted pull-out intervention provided small group instruction for our most fragile learners.
 - o ***Instruction:*** Teachers are assigned intervention groups based on their subject expertise to ensure that they are well equipped to provide specialized instruction in their subject. Teachers create unit and daily lesson plans based on the skills and standards that the students have not yet mastered. They work in coordination with the classroom teacher to ensure that the interventions serve to reinforce and

reteach learning from the classroom. The teachers work on specific and targeted skills that the students need support with during each session.

- ***Extended Learning Opportunities:*** CJCP offered extended learning opportunities and invited certain students to attend based on their performance from a variety of assessment as discussed below:
 - **Saturday School:** After the instructional week, CJCP provided a sixth day of learning for students for free on Saturdays. This option was offered to all students who were not yet meeting grade level expectations and included students in both Tier 2 and Tier 3.
 - ***Groupings:*** Students in Tier 2 and Tier 3 were invited to attend and then grouped according to their levels and needs. Approximately 120 students participated in the program on a weekly basis over a period of three instructional sessions. They were placed in groups of seven to ten students.
 - ***Instruction:*** Students received 90 minutes of math and 90 minutes of ELA each Saturday. Teachers provided assistance to students who need additional academic support to enhance their mastery of core academic subjects starting in 1st grade through 10th grade. Starting in grade 4, teachers taught their content area and students switched teachers for math and ELA to ensure that they were receiving targeted instruction from content specialists. The Saturday program started on December 14, 2024, and served 64 students in the first six-week session, 89 in the second six-week session and 120 in the last eight-week session.
 - ***Collaboration:*** Saturday school teachers worked closely with classroom teachers to develop curriculum and lesson plans to create instruction that aligned with both the grade level standards and the needs of students.
 - ***Equity and Logistics:*** Sessions were held from 9am to 1pm and included breakfast and lunch at no cost to families.
 - **Summer Remedial Program:** CJCP believes that it is imperative to student success to utilize time during the summer to address student learning gaps. The guidelines for the summer remedial program are as follows:
 - ***Program Goals:*** There were two main goals of the summer program: (1) to bridge the skills gap for students in need and (2) to prepare students for the skills needed to be successful at the next grade level. Targeted interventions are planned by the classroom teacher and developed in collaboration with the summer course teacher to ensure continuity of instruction and needs-based support for students. This process ensures that students are receiving support in the specific areas where they struggle academically, thus enabling students to be best prepared for the next grade level.
 - ***Identification of Students:*** In the spring, students are identified based on assessment results and classroom performance to attend a summer remedial program. All previously identified Tier 3 students are included, along with many of the Tier 2 students who were identified based upon results from the third

benchmark, the last administration of benchmarks assessment, and their final running record assessment.

- o ***Teacher Collaboration and Support:*** Classroom teachers designed individualized and targeted goals and assignments for each of their students attending the program. This information was provided to the summer school program teacher to ensure that students received a continuity of instruction and that the summer instructor had the information necessary to provide high quality, targeted instruction. Counselors worked closely with teachers to provide social and emotional support lessons and interventions for all students.
- o ***Program Logistics:*** Students are grouped by level and assigned to a teacher for Math and ELA. In grades Kindergarten through 3, teachers support students in both areas of Math and ELA, whereas students in grades 4 and above transition between content specialists for their coursework. This model allows students to receive expert support in the foundational courses. The program ran for five weeks and students received an hour and a half of time in each subject, along with an hour break for lunch and recess. Lunch and recess time also allowed students to have their social and emotional needs met.
- o ***Efforts in Equity:*** CJCP offers this program at no cost to students who receive free/reduced lunch services, and at a low cost to all other students. This program structure further proves CJCP's commitment to equity in education and providing quality educational opportunities for all students. CJCP utilized its bus for the purpose of supporting students attending the summer program. In the past, one of the major barriers for some students who wished to attend the summer program was a lack of transportation. CJCP was able to offer transportation services to over 35 families whose students would have otherwise been unable to attend the program.

4. Small learning community

Another component of the Central Jersey College Prep Charter School's instructional infrastructure is the small classroom size and low student-teacher ratio. Studies reported that: (a) students who were taught in smaller classes posted higher test scores, as a result of receiving more individualized attention from teachers in smaller classes⁶, (b) smaller classes present an opportunity for increased learning and less behavioral problems due to increased

⁶ Merritt, E. G., Rimm-Kaufman, S. E., Berry, R. Q., Walkowiak, T. A., Larsen, R. A. (2011). The Contribution of Mathematics Instructional Quality and Class Size to Student Achievement for Third Grade Students from Low Income Families. *Society for Research on Educational Effectiveness*.

Shin, Y., & Raudenbush, S. W. (2011). The Causal Effect of Class Size on Academic Achievement: Multivariate Instrumental Variable Estimators with Data Missing at Random. *Journal of Educational and Behavioral Statistics*, 36(2), 154-185.

interaction between the students and teachers in smaller classes⁷, and (c) minorities benefit more from being in smaller classes in the long run.⁸

Coupled with the small classroom size, the low student-to-teacher ratio helped yield positive outcomes and helped close the achievement gap for struggling students.⁹ Consistent with studies, the small class size and low student-to-teacher ratio at CJCP allowed for more individualized student attention and the ability to track student growth and progress on a personal level.

5. Mission-Driven Professional Development Plan:

The small learning community at CJCP also affords teachers and staff the opportunity to work closely together to hone teaching skills and instructional practices. Collaboration between the Somerset and New Brunswick campus, along with a partnership with Middlesex County STEM Charter School, allows for CJCP to provide constant and quality professional development programming.

- **Summer Institute:** The academic year kicks off with an intensive summer institute for teachers and staff. Teachers report one week prior to the first day of school and participate in a comprehensive training program. Workshops that were offered during the summer institute included: Culturally Responsive Teaching, Intervention & Referral Services, Special Education Accommodations and Modifications, Using Data to Drive Instruction, Balanced Literacy, Using Rigor to Increase Student Engagement, and Increasing Student Motivation. There was also time for staff members to collaborate within their respective departments and/or grade levels, update curriculum and plan for events and activities throughout the school year. Teachers also lead “breakout” sessions on topics of strength and specialization to share their key understandings with other teachers.
- **Ongoing Professional Development Workshops:** Throughout the school year, CJCP hosts workshops to target student and teacher needs. Workshops are offered during professional days that are built into the school year. Some of the topics at these events included Responding to Crisis Situations, IEP Goal Writing, Assessment Platform Trainings, Using Technology to Enhance Student Learning, and Using Data to Create Targeted Interventions.

⁷ Blatchford, P., Bassett, P., & Brown, P. (2011). Examining the Effect of Class Size on Classroom Engagement and Teacher-Pupil Interaction: Differences in Relation to Pupil Prior Attainment and Primary vs. Secondary Schools. *Learning and Instruction*, 21(6), 715-730.

⁸ Konstantopolous, S., & Chung, V. (2009). What Are the Long-Term Effects of Small Classes on the Achievement Gap? Evidence from the Lasting Benefits Study. *American Journal of Education*, 116(1), 125.

⁹ Schwartz, R. M., Schmitt, M. C., & Lose, M. K. (2012). Effects of Teacher-Student Ratio in Response to Intervention Approaches. *Elementary School Journal*, 112(4), 547-567.

CJCP also offered workshops after school and in the afternoon. These workshops were offered based upon teachers' interests, which were gathered by survey, and were often led by staff members. These efforts deepened the collaboration and support structure of our teachers and staff. One of the most highly attended workshops was a series focused on relationship building and classroom management strategies.

In the 2025-26 school year CJCP will have eight half-day professional development days built into the school calendar year. To effectively utilize these days CJCP has formed a district-wide and school-based committee. The committee will meet regularly to plan for the upcoming PD days. We have outlined a scope and sequence of topics and activities that need to be addressed during the year, matching the time of year with the most appropriate topics that staff will likely need to address. This will help us ensure the effective and timely implementation of professional development at the most strategic times during the school year.

- **Video Training Library:** In order to target all teachers' ongoing needs, CJCP developed a video library of training and workshops that are available to all staff throughout the year. Teachers were selected and volunteered to be recorded and explain their instructional practices and strategies. Videos were logged and tagged with key strategies and features so that all teachers could access them and watch the ones that pertained to their individual needs. Again, this not only helped teachers improve their own practices, but it also strengthened the collaboration and peer support because teachers were able to learn and grow from one another.
- **Professional Learning Communities:** PLCs allow teachers to work within their departments on supporting one another's growth and development as a teacher. This will ensure that teachers are able to develop relationships with one another, and this is a key in setting the foundation for collaboration and limiting teachers' perception of feeling isolated and on their own in terms of their practice.¹⁰ Two PLCs that emerged this year were Trauma-informed Practices and Writing Across the Curriculum. These teams met at least once per month to collaborate and work on group tasks.
- **Ongoing Professional Development Practices:** Throughout the school year, administrators organized shadowing experiences for all teachers, allowing teachers to visit their colleagues' classrooms and observe their instructional practices. Research suggests that when teachers utilize the skills and strengths of their colleagues, they can

¹⁰ Waldron, N., & McClesky, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*, 20 (1), 58-74.

better support the growth and development of their students.¹¹ This practice directly supports CJCP's mission of high-level instruction by allowing teachers to see best practices in action so that they can implement them more successfully in their own classrooms.

Administrators also distribute surveys prior to each professional development training so that all workshops can be geared specifically to teacher needs. This approach of involving the teachers on their own individual learning is aligned with creating a collaborative culture among staff members and helps ensure that the teachers are receiving the training they need to best support their students.

6. Research-Based & Data-Driven Curriculum Decisions:

CJCP administrators are committed to utilizing research-based best practices in selecting curriculum resources and materials, ensuring that educational tools are grounded in proven methodologies. By carefully evaluating academic studies and educational research, administrators can identify resources that align with evidence-based instructional strategies, promoting effective teaching and learning. This rigorous selection process involves assessing the efficacy, accessibility, and cultural relevance of materials to cater to the diverse needs of the student population. By prioritizing resources that have demonstrated success in improving student outcomes, CJCP administrators aim to provide educators with the most effective tools to enhance instruction. This commitment to research-based decision-making not only supports teachers in delivering high-quality education but also fosters an environment where students can achieve their fullest potential.

As a result of rigorous curriculum research, CJCP's administrators worked with teachers to select a new ELA program since the College Board announced it would discontinue the SpringBoard program. CJCP's administrators, with the help of the ELA teachers, selected a new program that is rooted in the science of reading to best support students' reading growth. SAVVAS My Perspectives was selected based on the research and positive outcomes for students. This program can significantly enhance students' literacy by providing a structured, evidence-based approach to reading instruction. These programs incorporate the latest research on how children learn to read, emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension. By focusing on these key components, My Perspectives offers comprehensive, differentiated instruction that meets the diverse needs of all learners. This approach ensures that students develop strong foundational reading skills, enabling them to decode text effectively and build the critical thinking abilities necessary for understanding complex texts. Additionally, the integration of engaging, diverse reading materials fosters a love of reading and motivates students to become lifelong learners. Ultimately, adopting these programs supports CJCP

¹¹ Gruenert, S. (2005). Correlations of collaborative school culture on student achievement. *National Association of Secondary School Principals*, 89 (645), 43-55. Retrieved from <http://ezproxy2.library.drexel.edu/login?url=https://search-proquestcom.ezproxy2.library.drexel.edu/docview/216015928?>

teachers in delivering high-quality literacy instruction that can lead to improved reading outcomes and overall academic success for students.

7. Supportive School Environment:

Aligned with the mission and vision of the school, CJCP strives to meet the needs of all students. This mission requires a strong and comprehensive counseling department to ensure that the social and emotional needs of students are being met, in addition to the academic needs and progress. The counseling team provides a character education program for all students on a monthly basis to address topics such as: conflict resolution, goal setting, empathy, career awareness, and time management. The counselors also provide small group services for students who show higher needs in areas such as study skills, leadership principles, and anger management.

This year CJCP partnered with The Boggs Center on Disability and Human Development, part of Rutgers, Robert Wood Johnson Medical School's Department of Pediatrics to evaluate and implement a school-wide PBSIS system. A team of various stakeholders began a two-year, grant-funded program with Rutgers representatives to engage in a review of all school-wide disciplinary practices and create visible look-fors to help students understand expectations in various school settings which are all aligned to three core school values: responsible, respectful, and confident (ex: cafeteria, hallway, classroom, etc.). In the 2025-26 school year the team will roll out additional programming in line with the defined core values and expectations.

b) Description of the school's common instructional practices.

With the implementation of the aforementioned instructional programs, CJCP's teachers integrate a variety of instructional theories and strategies into their teaching. CJCP teachers employ the following strategies to ensure proper implementation of its curriculum, aimed at improving student learning:

- Project-Based Instruction
- Interdisciplinary Learning
- Alternative Assessments
- Contextual Learning
- Direct Instruction
- Writing Across the Curriculum
- Center-Based Learning
- Higher-Order-Thinking Approaches
- Inquiry-Based Curriculum
- Focus on Critical Thinking Skills
- Multiple Intelligence Learning Models
- Student-Centered Classrooms
- Flipped Classrooms
- Integration of Real Life Application

In each classroom, CJCP's teachers use instructional approaches and methods that align with their subject matter and the course outcomes. For example, the Mathematics Department regularly uses tiered instructional process techniques by assigning targeted homework at the individual level of each student. This method allows students to practice skills that need further

development instead of having students all work on the same practice problems, which may be detrimental to a student's understanding and growth. In all departments, instructors differentiate instruction by conducting informal assessments throughout lessons to gauge student understanding. Informal assessments, such as Socratic Seminars, Accountable Talk, Self and Peer Evaluations, and Think/Pair/Share are implemented daily. The English Department frequently uses the Write/Pair/Share check for understanding method. This practice allows students to individually write responses and then discuss with a classmate to share ideas. It also facilitates higher-order thinking by allowing students to demonstrate individual understanding, evaluate their peers' work, and provide high-quality feedback to their peers.

In addition, technology-based support plays a vital role in the school's learning environment. All CJCP teachers use either Google Classroom or ClassDojo as a means to create a collaborative and supportive learning environment. Teachers, students, and parents utilize these portals to communicate regularly about important updates, assignments, assessments, questions, and progress. Teachers can also assign individual or group learning tasks to each student based on their individual needs. Other online resources include Pearson SAVVAS, EdPuzzle, Kahoot, Socrative, Virtual Labs, NewsELA, ReadWorks, BrainPop, RAZKids, Quizlet, Renaissance Freckle, IXL, and Padlet. These technology-based resources appeal to different learners, as well as help to prepare students for the NJSLA exam. For instance, classroom teachers use LinkIT to administer quarterly benchmark exams. This program allows instructors to align questions to New Jersey Student Learning Standards, assess student understanding of standards, and collect data to help drive instruction in the classroom.

Teachers and administration at CJCP rely heavily upon data-driven instruction, which allows teachers to identify target areas that need additional attention in order to improve student learning. The faculty work collaboratively to analyze student Benchmark Assessment Tests (BAT) results. This data allows the teachers to pinpoint areas of student weakness and devise an action plan to provide supplemental instruction to re-teach the course material. The BATs are given four times a year. Each BAT is cumulative of the work done since the beginning of the school year. After the teachers have analyzed the data, identified the weak areas, and developed an action plan to be implemented with the students, an appropriate remediation plan is made and implemented. This model of data analysis, action planning, and re-teaching will allow the school administration and teachers to monitor and track student progress as well as ensure that all students learn and meet expectations.

CJCP models its curriculum around the New Jersey Student Learning Standards. The desired results are identified, the evidence is determined, and the learning experiences and instructional pieces are planned accordingly. Each unit consists of big ideas and essential questions, which guide the student thought processes throughout the unit. Appropriate assessment methods are chosen using a variety of formative and summative assessment tools such as observation, tests, performance-based tasks, portfolios, projects, daily checks for understanding, and authentic

tasks. These assessments provide an outline for how teachers craft their daily lessons, ensuring that all lesson plans fit into the desired end result of achievement for a particular assessment.

c) The school's policies regarding instruction for students who were required to quarantine during the 2024-2025 school year

No students were required to quarantine during the 2024-2025 school year.

d) Student retention and promotion

The number of students, by grade level, that the school retained and did not promote to the next grade for the 2025-2026 school year is presented in the Table 8.

Table 8: Retention Numbers

Grade Level	Number of Students	Justification for Retention
Kindergarten	2	Below-grade level reading level
Grade 1	1	Below-grade level reading level

CJCP understands the gravity of retention as well as a need to balance the best academic path for each student's individualized growth. As per the District policy on retention of elementary students, students can be retained if they are not demonstrating proficiency in the instructional objectives for their respective grade levels. In the case of these three students, each was showing only partial mastery of grade level standards as per student achievement measurements such as grades, and benchmarks. In particular, these students did not meet the expected grade level standards for reading levels. These students were carefully monitored over the course of the school year with regular communication to families. They were all provided with some pull-out intervention services during the course of the school year and although they made progress, they did not achieve the markers in reading that we expect at their respective grade levels.

e) Students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be retained for the 2025-2026 school year

None of the above-mentioned retained students currently have an IEP or Section 504 Plan.

f) Support services the school offer to retained students during the 2025-2026 school year

The retained students were all offered the opportunity to attend summer academy to reinforce grade-level skills. Two out of three elected to attend. All retained students will all be scheduled for intervention in ELA and math for the SY 2025-26 school year. This daily intervention will be more intensive and designed to target their specific needs and areas of weakness. Their progress will be monitored closely to determine if they are making progress towards mastery of grade level standards. They will also be recommended for additional supplemental instruction such as the opportunity to attend our Saturday School program. If they do not make adequate progress in the first eight weeks of school they will be referred to our IR&S committee for next steps.

1.4 Assessment

- a) **Year-over-year trends in the proportion of students meeting or exceeding expectations on the New Jersey Student Learning Assessment (NJSLA) for ELA and Math, as well as the proportion of students that achieved proficient or advanced proficiency on the NJSLA for Science administered by the school**

Table 9: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	63	58	59
ELA 4	56	64	57
ELA 5	78	65	74
ELA 6	69	81	64
ELA 7	80	76	73
ELA 8	79	76	72
ELA 9	77	81	64
MAT 3	78	71	73
MAT 4	59	72	67
MAT 5	82	71	77
MAT 6	65	65	50
MAT 7	51	46	47
MAT 8	27	29	22
Algebra I	45	58	61
Geometry	42	46	61
Algebra II	51	52	91

Table 10: 3-Year NJSLA Science Assessment Results (Percentage of Students That Achieved Proficient or Advanced Proficiency)

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	68	44	Yet to be released
SCI 8	34	40	Yet to be released
SCI 11	63	42	Yet to be released

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

Counselors and administrators monitored student progress on the assessments listed below on a quarterly basis. These results were organized by subgroups so that programming decisions could be determined based on students' needs. All students who were classified as special education or who were at-risk based on assessment results were invited to attend a Saturday program.

This program supported students' learning and aimed to help support them practice and master the grade level standards. Students were also given the opportunity based on needing to attend tutoring sessions for additional support and assistance completing assignments. Counselors worked closely with teachers and parents to ensure that students who needed additional support had access to these opportunities and were able to take advantage of them.

CJCP also implemented IXL in Math and ELA for grades 9-12 and IXL in Math, Science, Social Studies, and ELA in grades 6-8, specifically for targeted intervention. Teachers analyzed assessment results in LinkIt and Freckle by each specific sub-skills for each class to determine any learning gaps that may exist in students' foundations. Teachers met in grade level and department teams to understand their student assessment data not only by their individual students, but also by subgroups. Following the data analysis, teachers worked to create targeted interventions to best support their students based on any identified skill gaps.

The assessment of student proficiency plays a pivotal role in gauging the level of mastery and comprehension of skills among students. CJCP steadfastly adheres to its commitment to ensuring that all students meet and exceed the standards set forth by their respective grade levels.

CJCP conducts a meticulous analysis of the NJSLA scores by grade and cohort. An example is that within the domain of ELA, the 5th-grade cohort of the current academic year exhibited a gain from 64% proficiency in the 2024 NJSLA to 74% proficiency in the 2025 NJSLA. Similarly in Math, the 5th-grade cohort demonstrated laudable progress, increasing from 72% proficiency in the 2024 NJSLA to 80% proficiency in the 2025 NJSLA.

c) The total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2024-2025 school year.

Table 11: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	40	40
DLM-ELA	0	0
DLM-Math	0	0
DLM-Science	0	0

d) Information on the local benchmark assessments administered for ELA and Math during the 2024-2025 school year.

Table 12: ELA Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	9/30/2024	2024-25 ELA LinkIt! NJSLs Form A	K-12	Vendor created
Mid	12/9/2024 3/3/2025	2024-25 ELA LinkIt! NJSLs Form B 2024-25 ELA LinkIt! NJSLs Form C	K-12	Vendor created
End	6/12/2025	2024-25 ELA LinkIt! NJSLs EOY	K-12	Vendor created

Table 13: Math Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	10/1/2024	2024-25 Math LinkIt! NJSLs Form A	K-12	Vendor created
Mid	12/10/2024 3/4/2025	2024-25 Math LinkIt! NJSLs Form B 2024-25 Math LinkIt! NJSLs Form C	K-12	Vendor created
End	6/13/2025	2024-25 Math LinkIt! NJSLs EOY	K-12	Vendor created

e) The school's process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLs) and the school's chosen curricula.

The school administers the LinkIt Benchmarks and STAR assessment. These assessments were selected because of their strong alignment with NJSLs in Math and ELA. They are also strongly correlated with predictive outcomes on the NJSLA. The school uses this data to ensure that our instructional practices align with NJSLs and that students who may have gaps in specific grade-level skill areas are identified and provided with targeted interventions.

f) Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA).

Results between the NJSLA and LinkIt benchmarks were substantially within the margin of errors with each other. This demonstrates that LinkIt is a useful tool and indicator for student progress and CJCP plans to continue to use it as the main benchmarking tool for the future.

g) For each subject and grade level, a list of the diagnostic, formative, and summative assessments that were administered during the 2024-2025 school year.

Grade/Subject	Diagnostic	Formative	Summative
Kindergarten & 1st grade ELA	Running Records, LinkIt Benchmarks	Observations, Questioning, Discussions, Peer/Self Assessments, Projects, Presentations, Classwork, Graphic Organizers, Quizzes, Homework	LinkIt Benchmark Writing portfolio
Kindergarten & 1st grade Math	Unit assessment, LinkIt Benchmarks	Observations, Questioning, Discussions, Peer/Self Assessments, Projects, Presentations, Classwork, Graphic Organizers, Quizzes, Homework	Linkit Benchmark
2nd - 5th grades ELA	Running Records, LinkIt Benchmarks	Observations, Questioning, Discussions, Peer/Self Assessments, Projects, Presentations, Classwork, Graphic Organizers, Quizzes, Homework	LinkIt Benchmarks Writing portfolio
6th - 8th grades ELA & Math	LinkIt Benchmarks	Teacher developed quizzes, tests, projects	LinkIt Benchmarks
9th - 10th grade ELA & Math	LinkIt Benchmarks, PSAT	Teacher developed quizzes, tests, projects	LinkIt Benchmarks, AP Exams

11th - 12th grade ELA & Math	LinkIt Benchmarks, SAT	Teacher developed quizzes, tests, projects	LinkIt Benchmarks, AP Exams
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h) Description of how results from the assessments listed above were used to improve instructional effectiveness and student learning.

Based on assessments and data collected, students who needed additional interventions were provided with targeted academic programs to help meet their learning goals. Teachers implemented targeted interventions and reteaching of specific skills based on data extracted from assessments such as running records, benchmark assessments and Freckle adaptive practice paths to improve fluency and comprehension as well as mathematical concepts to assist students in reaching their grade level reading goals. At-risk students were invited to attend a Saturday program that was provided weekly until the end of the school year. The program provided targeted instruction to support students' learning and aimed to help support them practice and master the grade level standards. Counselors worked closely with teachers and parents to ensure that students who needed additional support had access to these opportunities and were able to take advantage of them.

Using the results from the assessment, the counseling department and administration reached out to families and invited Tiers 2 and 3 students to attend the school's on-site summer program. Teachers and administration analyzed the mastery level of grade level standards to create and drive the instructional program in order to target student learning and provide an instructional plan to meet students' academic needs. This allowed the teachers to make informed instructional planning decisions that would positively affect students' learning outcomes.

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

The administrative team pulled reports from LinkIt portals after each assessment period to aggregate the data and determine school-wide processes based on the results. The administrative team worked closely with instructional supervisors and coaches to ensure that data was used to inform classroom instruction. Results are shared with parents and students through our student information system. The administration team also presented this information to the board of trustees to keep them informed on the progress and the programming needs.

1.5 Organizational Capacity - School Leadership/Administration

Table 13: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/ Contract Fee (2024-2025)
Dr. Namik Sercan	Chief Education Officer	Employed by the School	11-Aug-16	\$180,081.00

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/ Contract Fee (2024-2025)
Dr. Tasha Mosconi	Director of Curriculum (6-12)	Employed by the School	27-Aug-12	\$149,347.00
Ms. Suzan Dincer	Director of Curriculum (K-5)	Employed by the School	31-Aug-15	\$127,926.00
Ms. Carrie Thomas	Director of Curriculum (6-12)	Employed by the School	1-Jul-22	\$120,493.00
Ms. Sarah Kaeli	Director of Curriculum (6-12)	Employed by the School	1-Jul-23	\$117,420.00
Mr. Matt Anar	School Business Administrator	Employed by the School	1-Dec-22	\$103,000.00
Mr. Victor Bright	Director of Student Support Services	Employed by the School	1-Jul-21	\$143,870.40
Dr. Debra Vesper	Director of Special Education	Employed by the School	1-Aug-24	\$110,000.00
Ms. Nima Amin	Director of Operations	Employed by the School	29-Oct-18	\$113,300.00
Dr. Christian Matthews	Humanities Curriculum Supervisor (6-12)	Employed by the School	1-Aug-19	\$99,196.23
Ms. Francine Brown	STEM Curriculum Supervisor (6-12)	Employed by the School	1-Jul-22	\$95,826.81
Ms. Barbara Grossman	Operations Manager, New Brunswick	Employed by the School	1-Aug-18	\$92,882.00

School Culture & Climate

2.1 School Culture and Climate

a) The learning environment at the school

Table 14: School Culture and Climate Learning Environment

Total Attendance Rate	95.1%
Elementary School Attendance Rate (grades K-5)	95.4%
Middle School Attendance Rate (grades 6-8)	96.2%
High School Attendance Rate (grades 9-12)	93.4%
Student to Certified Teacher Ratio	12:1

b) The professional environment at the school

Table 15: School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2024, to July 1, 2025	87.75%
Total Staff Retention Rate from July 1, 2024, to July 1, 2025	85.25%
Frequency of teacher surveys and date of last survey conducted	Annually, Mar 15, 2025
Percent of teachers who completed the most recent survey	69.38%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	88%

c) Actions the charter school took to ensure that teachers complete the culture and climate surveys, and specific expectations the charter school had regarding teacher participation in these surveys

- **Clear Communication:** The administration communicated the importance of the survey through staff meetings, weekly newsletters, and direct emails, emphasizing how results are used for school improvement and decision-making.
- **Dedicated Time for Completion:** Teachers were provided time during staff meetings, professional development sessions, or planning periods to complete the survey to ensure everyone had the opportunity.
- **Reminders and Follow-Up:** Multiple reminders were sent via email and verbal announcements. Department heads and team leaders also followed up with staff members who had not yet completed the survey.

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

- a. CJCP is a good place for me to work and learn.
- b. Teachers at CJCP build strong relationships with students.
- c. Teachers have close working relationships with others.

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

- a. CJCP students need more opportunities to learn how to manage their time.
- b. Teachers expressed more time for collaboration.
- c. Teachers expressed more ways to help with enforcing code of conduct.

f) The school's discipline environment in 2024-2025

Table 16: Discipline Environment 2024-2025

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K	63	0	0	0
1	59	1	0	0
2	63	1	1	0
3	82	0	0	0
4	98	0	2	0
5	83	1	3	0
6	149	4	4	0
7	164	2	3	0
8	154	3	2	0
9	139	12	18	0
10	123	5	5	0
11	124	4	5	0
12	85	2	3	0

g) The grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2024-2025 school year.

- a. 1st Grade: 1 student

b. 9th Grade: 2 students

- h) If the suspensions and expulsions in 2024-2025 increased or decreased by ten percentage points or more than those in 2023-2024, please describe the reasons for the change.**

Suspension rates collectively decreased by 20 percent points from 42 in SY 2023 - 2024 to 35 in SY 2024-2025. We attribute this decrease in overall suspensions rate due to continued, sustained efforts to implement effective restorative practices for students. In particular we have also seen a reduction of suspensions in our elementary grades where these approaches have made a noteworthy improvement.

- i) The affirmation of the charter school's commitment to the requirement of developing and implementing suspension and expulsion policies that are aligned with state law and regulation is included in [Appendix A](#), available at the end of this document.
- j) Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its department-issued 2023-2024 HIB Grade Report to the school website. Please provide the link to the school's report below:
<https://www.cjcollegeprep.org/hib-cjcpcs>

2.2. Family and Community Engagement

- a) Family involvement and satisfaction.**

Table 17: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	2
Frequency of parent/guardian surveys	Annually
Date of last parent/guardian survey conducted	Mar 15, 2025
Percent of parents/guardians who completed the most recent survey	169 responses
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	95%

- b) Actions the charter school took to ensure that parents completed the culture and climate surveys, and expectations the charter school had regarding parent participation in these surveys**

- **Frequent Communication:** CJCP sent multiple reminders through email, text messages, phone calls, and the parent portal to encourage survey participation.
- **On-Site Assistance:** Staff provided support stations during events such as parent-teacher conferences or school gatherings where parents could complete the survey on-site.

- **Dedicated Time:** Survey completion links and QR codes were shared during school events, assemblies, and parent meetings to make it easier for families to participate.
 - **Tracking and Follow-Up:** The school monitored completion rates and followed up with families who had not yet completed the survey via phone or direct outreach.
- c) **What were the three main positive aspects identified by parents/guardians in the latest survey?**
1. Overall, I respect the teachers at my child's school.
 2. I am proud that my child attends CJCP
 3. School staff encourages students to respect each other's differences.
- d) **What were the three main challenges identified by parents/guardians in the latest survey?**
1. Parents hope to see more sports incorporated into our school program.
 2. Parents desire more transportation options.
 3. Parents expressed their interest in improving the extracurricular activities for their child.
- e) **Description of the major activities or events the school offered to parents/guardians during the 2024-2025 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.**
- o **Parent and Student Orientations for new students in grades K-12,** Topics covered include Student Handbook and Code of Conduct, Schedules, Mealtime application for lunch, School, Student Database Account Info, and Chromebook Distribution. (Virtual)
 - o **Back to School Nights for Somerset and New Brunswick,** Parents met with teachers and learned about teacher expectations and classroom procedures. (Hybrid)
 - o **Parent Breakfasts (Breakfast with Admin), monthly:** Parents received the invitation multiple times at the beginning of the school year and signed up based on their availability. These meetings are held on early Friday mornings to increase parent participation. Parents had the opportunity to meet with the administration and give feedback, voice concerns, and discuss ideas for improvement. (In-person)
 - o **Parent/Teacher Conferences:** Twice a year. (Hybrid)
 - o **School Counselors Workshops Series, throughout the school year:** College Readiness, SAT /ACT exams, Dual Enrollment courses through RVCC, FAFSA and Financial Aid for college education, Substance Abuse Awareness and Prevention, Healthy Relationships, Healthy Study Habits, Student Success Skills, and Internet Safety Information Cyberbullying Night. (Virtual)
 - o **Senior Night:** Families were invited to the Girls Volleyball Team senior students' recognition. The senior students were celebrated and received gifts from the school administration and from their coaches. (In-person)
 - o **Color Run:** Elementary-level Family Fun Day co-organized by CJCP staff, PTSO, and students. In-person

- o **Haunted Hallways:** Family Fun Event co-organized with the class of 2024. (In-person)
 - o **Music Concerts, Winter and Summer:** Elementary and Upper School students showcase vocal and instrumental performances in solo and choral, separately. (In-person and live streamed)
 - o **Art Shows, Winter and Summer:** Elementary and Upper School students' artwork were on display, gallery-style. (In-person)
 - o **Open House for prospective families** In-person
 - o **School Play, The Longest Winter.** In-Person
 - o **Admission Lottery for prospective families to enroll new students,** Hybrid
 - o **High School Showcase,** Parents and students in grades 8-10 had the opportunity to learn more about curriculum offerings, clubs and extracurricular activities from admin, teachers and leading students. (In-person)
 - o **Elementary Lego Competition,** Parents participated as audience in this friendly competition. (In-Person)
 - o **High School Information Session,** All current grade 8 students and parents were invited to receive information regarding HS courses, clubs, sports and activities. (In-person)
 - o **Meet and Greet Event,** This event was for the newly enrolled students and their families. (In-person)
 - o **Career Day,** Parents were invited to present their occupations to enlighten students' curiosity regarding jobs/occupations available now and in the future. In-person
 - o **AP Capstone Fair** The purpose of this event is to showcase the AP Capstone seminar and research posters, presentations, and work that the CJCP students have done. (In-person)
 - o **Middle School STEM Fair,** Volunteer parents were invited to judge the student projects. In-person
 - o **Middle School Dance Troop Recital,** Parents were invited to watch student performances and celebrate CJCP's very own Dance Club. In-person
 - o **Multicultural Night,** Parents were invited to watch student performances and celebrate CJCP's diverse student body. In-person
 - o **Kindergarten Graduation Ceremony,:** In-person
 - o **8th Grade Step-Up Ceremony,** In-person
 - o **12th Grade Commencement:** In-person
- f) **Description of the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.**

- o **PTSO General Meetings (Monthly):** Offering a platform for families to connect, share their thoughts, raise questions, and bring support systems to enhance the experience at CJCP for students and staff. (Hybrid)
- o **PTSO Back to School Event:** A family-friendly gathering on the school grounds featuring a DJ, refreshments, and outdoor games. (In-person)
- o **Game Night for Grades 5-8** Encouraging students to have fun and compete creatively and amicably. Held in game trucks and the school gymnasium. (In-person)
- o **Color Run** Family fun event co-organized by the Class of 2024 and the PTSO. (In-person)
- o **Fall Festival:** Trunk or Treat, a family fun event. This event brings hundreds of parents together, and it includes the best decorated car and pumpkin contest. (In-person)
- o **Movie Night** A fun event for elementary school students and volunteer parents. (In-person)
- o **Thanksgiving Pies for Staff and Teacher Appreciation Week Activities :** Aimed at boosting school staff morale and satisfaction. (In-person)
- o **Scholastic Book Fair (Twice a Year - Fall & Spring):** (In-person)
- o **Holiday Shoppe** Fun holiday shopping experience for students that entertains and teaches spending and budgeting concepts while raising money for future PTSO functions. (In-person)
- o **Middle School Dance:** (In-person)
- o **Elementary Movie Night:** Co-organized by the class of 2025 and the PTSO. (In-person)
- o **National Oreo Day:** PTSO distributed small packs of snacks to all students to cheer them up that day. (In-person)
- o **Easter Egg Hunt:** Family fun event. (In-person)
- o **Teacher Appreciation Lunch:** Hot lunch, and snacks served by PTSO volunteers to show parents' appreciation toward hardworking CJCP teachers and staff. (In-person)
- o **Mothers' Day Plant Sale** (In-person)
- o **You and Me Dance** Elementary students participated to the dance party with their special one (mother, father, or a guardian) (In-person)
- o **Fifth Grade Step-Up Celebration** Fun event to help students cherish their elementary years and look ahead for a successful middle school experience (In-person)
- o **PTSO Scholarship Presentation:** This presentation took place at the Commencement Ceremony where PTSO gave four scholarships, each \$750 to recognize a student's hard work. (In-person)

g) Community involvement

Table 18: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Middlesex College	Dual Credit Course Partnership	2020	3 Teacher, 25 Hours per Month, 118 students, 3 Subject
RVCC	Dual Credit Course Partnership	2016	11 Teachers 25 Hours a week 18 Subject, 277 Students
William Paterson University	Dual Credit Course Partnership	2022	6 Teachers 10-25 Hours per month, 8 subject, 306 Students

Table 19: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Unity Square Community Center (USCC), New Brunswick	- Promoting CJCP within Spanish-speaking, low-income families in New Brunswick - Increasing applications from Spanish-speaking families	2022	USCC included CJCP's bilingual flyers in the food and care packages it distributed to community members in need, helping share school information with families.
Holy Family Parish (HFP), New Brunswick	- Promoting CJCP within neighborhoods of Spanish-, Polish-, and Hungarian- speaking, low-income families in New Brunswick - Increasing applications from families with low socioeconomic backgrounds for the 2024-25 school year.	2020	CJCP staff made several visits to HFP during the application period to introduce the school to families attending weekly services. HFP supported this outreach by displaying CJCP's bilingual pamphlets and application materials on its bulletin boards.
New Brunswick Free Public Library	- Promoting CJCP within the City of New Brunswick	2020	CJCP staff visited the library several times during the application

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
	- Increasing applications from families who reside in the City New Brunswick		cycle to promote the school to families attending the events in the library. The library also displayed the school's pamphlet and application materials in both Spanish and English.
Elijah's Promise Soup Kitchen	- Promoting CJCP within the low-income families who reside in the City of New Brunswick	2020	CJCP staff visited the center, and the center displayed the school's pamphlet and application materials in both Spanish and English visible to their daily visitors.
Several local shopping and entertainment centers in New Brunswick (e.g., C-Town and Tropical).	- Promoting CJCP within the City of New Brunswick. - Increasing applications from families who reside in the City New Brunswick.	2020	CJCP staff visited multiple shopping and entertainment centers in New Brunswick to connect with local families. School pamphlets were also left at these locations to be displayed and distributed to visitors.
Franklin Township Public Library	- Educational resources and instruction for students. - Reaching out to the cross section of the community within Franklin Township.	2016	Librarians participated in CJCP's Career Day, engaging with students across multiple grade levels through presentations and Q&A sessions. They also supported outreach efforts by displaying and distributing the school's brochures and

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
			application materials at the library.
Franklin Township Chamber of Commerce (FTCC)	- Reaching out to the cross section of the community within Franklin Township. - Being recognized as a community partner who nurture education and community service within Franklin Township.	2016	FTCC sent out emails to all its members a few times featuring information about the CJCP's application process and open house dates. An accomplished CJCP student was recognized and awarded in FTCC's Annual Gala.
Franklin Reporter and Advocate (FRA)	- Reaching out to the cross section of the community within Franklin Township through event coverages and press releases.	2016	Serving Franklin Township as an online newspaper, FRA provided a space for CJCP to announce important events including the application process, and other selected activities.
TAPinto – Franklin	- Reaching out to the cross section of the community within Franklin Township through event coverages and press releases.	2018	Serving Franklin Township as an online newspaper, TAPinto featured the application process, and other selected events to keep the community informed.
Franklin Township Food Bank	- Promoting CJCP through community service initiative	2018	CJCP community, including students, parents, and staff participated in the annual food drive.

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Puerto Rican Action Board (PRAB), New Brunswick	- Promoting CJCP within the Puerto Rican community - Increasing applications from the Puerto Rican community for the 2024-25 school year.	2020	PRAB supported CJCP in promoting the school within the Puerto Rican community by helping raise awareness of its educational offerings during the application period. CJCP staff visited PRAB regularly to replenish and maintain the display of the school's informational flyers.
Youth Empowerment Services (YES), New Brunswick	- Promoting CJCP within neighborhoods of low-income families in New Brunswick who receives after-school services from the YES - Increasing applications from low-income families for the 2024-25 school year	2023	CJCP staff visited YES and gave the informational school flyer to be distributed to YES' registered families to garner applications from low-income families across the City of New Brunswick.
Holy Family Parish (HFP), New Brunswick	- Promoting CJCP within neighborhoods of Spanish-, Polish-, and Hungarian- speaking, low-income families in New Brunswick - Increasing applications from families with low socioeconomic backgrounds for the 2024-25 school year.	2022	CJCP staff visited the HFP several times during the application cycle to promote the school. The HFP displayed the school's pamphlet and application materials that are both Spanish and English on their bulletin boards.
Anshe Emeth Memorial Center	- Promoting CJCP within the City of New Brunswick - Increasing applications from families who reside	2022	CJCP was able to display its informational brochures in the

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
	in the City New Brunswick		building throughout the application timeline.
Somerset County Action Board (SCAP) Early Learning Center	- Promoting CJCP's kindergarten program	2019	SCAP Early Learning Center distributed the school flyers to all their students.
Somerset County Business Partnership	- Promoting CJCP's new student recruitment timeline and upcoming events	2018	SCBP publishes a periodical online newsletter that goes out to hundreds of individuals via email, and they included CJCP's application timeline and open house dates in those newsletters, featured as upcoming events.
HOPES Community Action Partnership: Somerset & New Brunswick	- Promoting CJCP within the City of New Brunswick and Franklin Township - Increasing applications from low-income families	2020	CJCP staff visited HOPES centers in Somerset and New Brunswick to present the school pamphlet to the parents who have students enrolled in HOPES Early Childhood Program.
New Brunswick Hub Teen Center	- Promoting CJCP within the City of New Brunswick - Increasing applications from families who reside in the City New Brunswick	2022	The Hub Teen Center displayed the school brochure and application materials in their front desk, bulletin board, and on a table where all the other informational flyers were placed.
Franklin Youth Center	- Increasing awareness of CJCP, its mission, and offerings for the youth	2023	The Youth Center displayed the school brochure and

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
	residing in Franklin Township		application materials in their bulletin board, and on a table where all the other informational flyers were placed.
Salvation Army	- Promoting CJCP within the City of New Brunswick	2022	Salvation Army, New Brunswick displayed the school brochure and application materials on a counter where they are exposed to the visitors as they come in and out.
ICNA Relief	- Promoting CJCP within the low-income families who are registered and receive donations from ICNA	2022	CJCP staff visited the center during the application cycle. The center displayed the school's pamphlet and application materials in both Spanish and English. The center also distributed those flyers in their care packages.
Children's Specialized Hospital Foundation	- CJCP keeps its promise of being a trustworthy and dynamic part of the community at large and helping other non-profit organizations in their meaningful initiatives.	2022	CJCP generously offers the use of its Somerset campus parking lot for the Foundation's long-standing Walk n Roll event, now in its 18th year. In addition, CJCP provides student volunteers to support the event, fostering a mutually beneficial partnership that promotes community service and engagement.

k) Description of how the educational and community partnerships further the school’s mission and goals.

CJCP’s educational and community partnerships have played a vital role in advancing the school’s mission and strategic goals. Through ongoing collaboration with local organizations, libraries, chambers of commerce, youth centers, and media outlets, CJCP has expanded access, diversified its applicant pool, and deepened community ties.

These partnerships help the school reach underserved populations—including Spanish-speaking and low-income families—supporting CJCP’s commitment to equity, diversity, and inclusion. Outreach efforts amplify awareness of CJCP’s programs and achievements, while partnerships with educational centers enhance student learning through shared resources and academic support.

Additionally, CJCP fosters a strong culture of civic engagement by organizing student and family participation in community service projects, food drives, and local events. These experiences promote responsibility, empathy, and active citizenship, which are core to the school’s mission.

By continuing to build and strengthen these partnerships, CJCP ensures it remains a dynamic educational institution—responsive to community needs, inclusive in its practices, and committed to academic excellence for all students.

Board Governance

3.1 Board Capacity

a) Board governance

Table 20: Board Governance

Number of board members required by the charter school’s bylaws	5
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	June 24, 2025
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C) (If the SBA receives a written evaluation, please include a copy of the tool as Appendix C)	June 24, 2025
If applicable, date of the latest evaluation of the charter school’s contracted education service provider (ESP) such as a charter management organization (CMO) or education management organization (EMO) (Include a copy of the board’s evaluation tool for this contracted organization as Appendix D and as Appendix E , provide a signed and	N/A

dated CMO or EMO contract with the ESP's EIN number and current business address for the 2025-2026 school year.)

- b) If the current number of board members does not meet the minimum required by the charter school's bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws.

N/A

- c) List the amendments to bylaws that the board adopted during the 2024-2025 school year.

N/A

- d) The critical policies adopted by the board during the 2024-2025 school year is presented in the following table:

Table 20: Board Governance

Type	#	Title	Type of Policy Adoption	Board Date	Resolution #
Policy	141	Board Member Number and Term	Revised	10/02/2024	20241002.3
Policy	0164.6	Remote Public Board Meetings During a Declared Emergency	Abolished	10/02/2024	20241002.3
Policy	2200	Curriculum Content	Revised	10/02/2024	20241002.3
Policy	5337	Service Animals	Revised	10/02/2024	20241002.3
Policy	5350	Student Suicide Prevention	Revised	10/02/2024	20241002.3
Policy	7231	Gifts From Vendors	Abolished	10/02/2024	20241002.3
Policy	8420	Emergency and Crisis Situations	Revised	10/02/2024	20241002.3
Policy	9181	Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistant	Revised	10/02/2024	20241002.3
Regulation	3160	Physical Examination	Revised	10/02/2024	20241002.3
Regulation	4160	Physical Examination	Revised	10/02/2024	20241002.3
Regulation	5200	Attendance	Revised	10/02/2024	20241002.3
Regulation	8467	Firearms and Weapon	Revised	10/02/2024	20241002.3
Policy	5512	Harassment, Intimidation or Bullying	Revised	03/18/2025	20250318.4
Policy	5533	Student Smoking	Revised	03/18/2025	20250318.4
Regulation	5533	Student Smoking	Revised	03/18/2025	20250318.4
Policy	7441	Electronic Surveillance in School Buildings and On School Grounds	Revised	03/18/2025	20250318.4

Regulation	7441	Electronic Surveillance in School Buildings and On School Grounds	Revised	03/18/2025	20250318.4
Policy	9320	Cooperation with Law Enforcement Agencies	Revised	03/18/2025	20250318.4
Regulation	9320	Cooperation with Law Enforcement Agencies	Revised	03/18/2025	20250318.4
Policy	2365	Acceptable Use of Generative Artificial Intelligence	Adopted	03/18/2025	20250318.4
Policy	5516	Use of Electronic Communication Devices	Revised	03/18/2025	20250318.4
Regulation	5516	Use of Electronic Communication Devices	Revised	03/18/2025	20250318.4
Policy	5701	Academic Integrity	Revised	03/18/2025	20250318.4
Policy	5710	Student Grievance	Revised	03/18/2025	20250318.4
Policy	8500	Food Service	Revised	03/18/2025	20250318.4
Policy	9163	Spectator Code of Conduct for Interscholastic Events	Adopted	03/18/2025	20250318.4

e) Main strengths of the board identified in the latest board self-evaluation:

- a. Demonstrated strong capacity in developing, reviewing, and revising board-level policies to support school governance.
- b. Provided effective fiscal oversight and demonstrated sound financial stewardship.
- c. Maintained consistent engagement with the school's strategic planning and priority-setting processes.

f) Main challenges identified in the latest board self-evaluation

- a. Expressed interest in expanding the board's knowledge through additional legal training, particularly in real estate matters.
- b. Recognized the value of increasing board participation in advocacy initiatives to further support the charter sector.
- c. Identified opportunities to enhance collaboration and learning through more frequent engagement with peer boards in other charter organizations.

3.2 Board Compliance

a) Information regarding the board

Table 21: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Dr. Ferhan Tunagur	3/1/06	6/30/26	7	President	ferhant@gmail.com	2/8/12	2/3/2007, 2/4/2009, 9/12/2010, 10/19/2018
Jackie Lewis	7/1/13	7/1/28	5	VP	jlewis@cjcollegeprep.org	1/8/14	1/1/13, 7/8/14, 12/4/18, 8/4/20, 10/24/23
Dr. Tracy Gill	6/13/23	6/30/26	2	Trustee	gillaurent@msn.com	9/5/23	9/11/23, 9/20/23, 9/21/23 (Governance III-IV)
Dr. Ahmet Atlig	2/20/24	2/29/28	2	Trustee	muharrem.atlig@gmail.com	3/16/24	2/29/24
Eric Van Bladel	7/22/20	6/30/27	3	Trustee	ericvanbladel@gmail.com	9/10/20	11/14/22, 2/13/23
Dr. Namik Sercan	8/12/16	N/A	N/A	CEO	nsercan@cjcollegeprep.org	9/21/16	N/A
Ms. Fiona Daubon	2/20/24	n/a	N/A	Board secretary	sba@cjcollegeprep.org	7/19/22	N/A

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

[2024-2025 Board Minutes - CJCP](#)

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

The latest board meeting minutes posted on the website is May 6, 2025. The last meeting the Board conducted was June 24, 2025, for which the minutes will be posted upon approval in the next board meeting on August 19, 2025.

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

[CJCP Board Grievance Committee](#)

- e) Provide the number of grievances presented to the board in the 2024-2025 school year.

Zero (0).

4.1 Access and Equity

- a) **The timeline of the school’s application process for prospective students for school year 2024-2025.**

Table 22: School Year 2024-2025 Application Process Timeline

Date the application for school year 2024-2025 was made available to interested parties	Jan 1, 2024
Date the application for school year 2024-2025 was due back to the school from parents/guardians	Feb 15, 2024
Date and location of the lottery for seats in school year 2024-2025	Feb 21, 2024 Upper School Feb 28 2024 Elementary Central Jersey College Prep Somerset Campus- Gymnasium

- b) **The URL to the school’s application for prospective students for the school year 2025-2026.**

- c) **Venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2024-2025 and school year 2025-2026.**

- o School website
- o School front office
- o Mailing upon request
- o School social media accounts: Facebook, Twitter
- o Local newspaper: Franklin Digest
- o Online newspapers: Franklin Reporter and Advocate, TapInto, Carlos Ramirez New Brunswick Today
- o Religious institutions
 - The Presbyterian Church, New Brunswick
 - Sacred Heart Church, New Brunswick
 - Holy Family Parish, New Brunswick
- o Community organizations
 - Franklin Township Public Library
 - New Brunswick Free Public Library
 - Puerto Rican Action Board, New Brunswick
 - Unity Square Community Center, New Brunswick

- Youth Empowerment Services, New Brunswick
- HOPES Community Action Partnership, Franklin Township

d) Languages in which the application is made available

The application is available in both English and Spanish on the school's website. The website also offers features to translate to the following languages:

- o Arabic
- o Chinese (Simplified)
- o Filipino
- o Gujarati
- o Italian
- o Japanese
- o Korean
- o Persian
- o Portuguese
- o Russian
- o Spanish
- o Vietnamese

e) Means in which the school advertised that applications for prospective students for school year 2024-2025 and school year 2025-2026 prior to the enrollment lottery.

- o Direct mail marketing campaign: More than 10,000 fliers were sent to every household in Franklin Twp., North Brunswick, and New Brunswick who have a school-aged child(ren).
- o PTSO meetings
- o School website
- o School social media accounts; Facebook, Twitter
- o E-mail blasts through our community partners such as New Brunswick Today and Franklin Township Chamber of Commerce
- o Local newspaper; Franklin Digest
- o Online newspapers; Franklin Reporter and Advocate, TapInto, Carlos Ramirez New Brunswick Today
- o Religious institutions:
 - The Presbyterian Church, New Brunswick
 - Sacred Heart Church, New Brunswick
 - Holy Family Parish, New Brunswick

f) Information regarding student enrollment and attrition rates by grade level in 2024-2025.

Table 23: 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 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
K	1	63	62 - New enrollees

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
1	0	59	59
2	2	63	61
3	0	82	82
4	2	98	96
5	0	83	83
6	2	149	147
7	4	164	160
8	2	154	152
9	10	139	129
10	4	123	119
11	2	124	122
12	0	85	85

g) The school's enrollment backfilling policy

CJCP employs a dynamic approach to address potential openings in its academic roster that may arise at any juncture during the academic year. In the process of filling such vacancies, the CJCP administration meticulously assesses several factors, including the physical capacity of the institution, the presence of siblings among the pool of applicants, and the applicable grade span.

It is noteworthy that, based on historical records, a substantial proportion of these backfilling endeavors have been historically executed by the conclusion of the second marking period. The CJCP administration has judiciously adopted this approach as a recognized exemplar of best practice. The primary rationale behind this strategic implementation is to ensure the school's ability to promptly and adequately cater to the educational requirements of newly enrolled students, thus ensuring a timely and seamless integration into the academic framework.

5.2 Office of Charter and Renaissance School Compliance

Table 24: School Site Facility Information

School Site Facility Information	
Site name	Main Campus
Site address	101 Mettlers Road, Somerset NJ 08873
Facility lease information	
Landlord name	101 Mettlers Road LLC
Lease commencement date	9/1/2017
Lease termination date	8/30/2037
2024-2025 annual lease cost	\$1,739,004.18
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2024	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

School Site Facility Information	
Site name	New Brunswick Satellite Campus
Site address	222 Livingston, Avenue, New Brunswick, Nj
Facility lease information	
Landlord name	Anshe Emet Temple
Lease commencement date	07/1/2024
Lease termination date	06/30/2025
2025-2026 annual lease cost	N/A - CJCP consolidated this campus with Somerset.
Facility mortgage/bond information	N/A
Purchase date	N/A

Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Table 25: School Site Facility Information Lease Summary

Total number of leased facilities	2
Total annual cost of all leases	\$2,038,481.18
Total lease amount budgeted for 2025-2026	\$2,200,000.00

Table 26: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	0
Mortgage principal budgeted for 2025-2026	N/A
Mortgage payment interest budgeted for 2025-2026	N/A

5.3 Other Compliance

a) Description of the educator evaluation system the school has implemented.

Teachers are evaluated on a comprehensive system that consists of formal and informal observation of teaching practices, professionalism, and student outcomes. The evaluations are conducted using the Danielson Framework and focus on the following domains: (a) Planning and Preparation, (b) Classroom Environment, (c) Instruction, and (d) Professionalism. The Danielson model does provide a helpful framework for educators to better understand effective teaching so that teachers have a clear idea of what their strengths are and where they need to grow.^[1]

Each nontenured teacher has two formal observations throughout the school year in addition to one walk-through observation. Tenured teachers have two formal observations throughout the year. Prior to the formal observations, all teachers complete pre-observation conferences where they identify key portions of the intended lesson. They also have the opportunity to reflect on the lesson by completing a post observation conference. During the conference, the observer reviews the strengths of the lesson and the teaching methods as well as strategies to improve for future lessons. These pre and post observation conferences are key in helping teachers feel

supported and help them grow their toolboxes of approaches and strategies to improve as a professional. During these conferences, teachers and supervisors work together to complete the individualized teacher professional development plan to improve practice. When teachers are earning less than effective ratings during their observations, they create a clear plan to improve and are provided with the tools and resources to help them meet their goals.

When necessary, teachers are placed on a Teacher Improvement Plan (TIP) or a Corrective Action Plan (CAP) to support their professional growth and improve instructional effectiveness. These plans clearly outline specific areas for development, aligned professional learning opportunities, and measurable goals. Supervisors and instructional leaders collaborate to provide ongoing support and monitoring throughout the process. Each plan establishes targeted tasks, timelines, and expectations that guide teachers in addressing performance concerns with the goal of achieving an effective rating.

b) Description of the school leader evaluation system that the school has implemented.

The Board of Trustees conducts the annual evaluation of the lead person. Currently, the Board of Trustees uses a comprehensive evaluation rubric that is developed by the New Jersey School Board Association on the following domains: (a) general responsibilities, (b) instructional leadership, (c) personnel administration, (d) financial management, (e) chief executive officer, and (f) school/community relations.

- c) **Appendix J** provides the board resolution approving the teacher and school leader evaluation systems.

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



Table 23: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)

Appendix	File Naming Convention
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, Fire Inspection Certificate with “Ae” code, and current leases.
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2025 – 2026 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy
Appendix O	Appendix O Local Benchmark Assessment Results

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2025.” Save each appendix by the file naming convention provided in the second column of the above table.

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

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C. 6A:9 et seq.</i> , and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.	✓
Background Checks; Fingerprinting The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections <i>N.J.S.A. 18A:6-7.1, et seq.</i>	✓
Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.	✓
Student Disciplinary Code The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.	✓
Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i>) (the “IDEA”), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i>) (the “ADA”) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) (“Section 504”) and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program (“IEP”) recommended by a student’s IEP team. The School shall comply with all applicable provisions of section <i>N.J.S.A. 18A:46-1 et seq.</i> , and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities. The School shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language	✓

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

School Official/School Lead

Signature of School Official (School Lead):

Date: August 1, 2025

Print/Type Full Name: Dr. Namik Sercan

Title: Chief Education Officer

Signatory Office (VP, Board of Trustees)

Signature:

Date: August 1, 2025

Print/Type Full Name: Ms. Jackie Lewis

Title: Vice President
