



# Central Jersey College Prep Charter School

**August 1, 2023**

**ANNUAL REPORT 2022-23**

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# Annual Report Questions:

## Basic Information about the School

Table 1: Basic Information

| Basic Information                                                                              |                                                                                                            |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Name of charter school                                                                         | Central Jersey College Prep Charter School                                                                 |
| Grade level(s) to be served in 2023-2024                                                       | Kindergarten-12th grade                                                                                    |
| 2022-2023 Total enrollment as of June 30, 2023                                                 | 1271                                                                                                       |
| 2022-2023 Students with disabilities (SWD) enrollment as of June 30, 2023                      | 106                                                                                                        |
| 2022-2023 English language learners (ELL) enrollment as of June 30, 2023                       | 28                                                                                                         |
| Projected enrollment for 2023-2024                                                             | K=48 1st=63 2nd= 72 3rd=96 4th=96 5th=96<br>6th=156 7th=156 8th=132 9th=156 10th=156<br>11th=105 12th= 72  |
| Current waiting list for 2023-2024 by grade level<br><i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i> | K=224 1st=129 2nd= 132 3rd=119 4th=116<br>5th=128<br>6th=89 7th=68 8th=59 9th=45 10th=22<br>11th= 5 12th=6 |
| Waitlist within the district/region of residence                                               | K=159 1st=105 2nd=108 3rd=83 4th=90<br>5th=95<br>6th=57 7th=40 8th=41 9th=19 10th=11<br>11th=4 12th= 1     |
| Waitlist of non-resident district/region of residence                                          | K=65 1st=24 2nd= 24 3rd=36 4th=26<br>5th=33<br>6th=32 7th=28 8th=18 9th=25 10th=11<br>11th=1 12th= 2       |
| Website address                                                                                | <a href="https://www.cjcollegeprep.org/">https://www.cjcollegeprep.org/</a>                                |
| Name of board president                                                                        | Dr. Ferhan Tunagar                                                                                         |
| Board president email address                                                                  | Ferhant@gmail.com                                                                                          |
| Board president phone number                                                                   | 732-357-5944                                                                                               |
| Name of school leader                                                                          | Dr. Namik Sercan                                                                                           |

|                                                           |                           |
|-----------------------------------------------------------|---------------------------|
| School leader email address                               | nsercan@cjcollegeprep.org |
| School leader office phone number and extension           | 732-649-3954 ext 1001     |
| Name of Title IX McKinney-Vento District Homeless Liaison | Carrie Thomas             |
| Name of School Business Administrator (SBA)               | Matt Anar                 |
| SBA email address                                         | manar@cjcollegeprep.org   |
| SBA phone number                                          | 732-649-3954 ext 1509     |

## School Site Information

*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 2021-2022                  | K - 12                |
| Grade level(s) to be served at this site in 2022-2023            | K - 12                |
| Site street address                                              | 101 Mettlers Rd       |
| Site city                                                        | Somerset              |
| Site zip                                                         | 08873                 |
| Site lead or primary contact's name                              | (732) 649-3954 x 1100 |
| Site lead or primary contact's office phone number and extension | Dr. Namik Sercan      |
| Site lead or primary contact cell phone number                   | 404-409-8610          |

|                           |                           |
|---------------------------|---------------------------|
| 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 2021-2022                  | 6-8                                         |
| Grade level(s) to be served at this site in 2022-2023            | 6-8                                         |
| Site street address                                              | 222 Livingston Ave                          |
| Site city                                                        | New Brunswick                               |
| Site zip                                                         | 08901                                       |
| Site lead or primary contact's name                              | 732-532-6848                                |
| Site lead or primary contact's office phone number and extension | Dr. Namik Sercan                            |
| Site lead or primary contact cell phone number                   | 404-409-8610                                |
| Site lead's email address                                        | nsercan@cjcollegeprep.org                   |



# Organizational Performance Areas

## Education Program and Capacity

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### 1.1 Mission and Key Design Elements

#### a) School's 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 delivers its mission by diligently deploying high-caliber instructional methodologies, fostering a supportive and nurturing school climate, and remaining dedicated to pioneering innovative programs that foster college- and career-ready proficiencies. These focal areas encapsulate CJCP's overarching vision and are pivotal to its programmatic endeavors.

To ensure that all students benefit from enriched educational experiences, CJCP provides a comprehensive, school-wide gifted program at the elementary level, which bestows advanced and differentiated curriculum content to every student, irrespective of their backgrounds or prior achievements. This inclusive program instills a culture of high expectations, thereby cultivating an environment where all learners are held to rigorous standards. As students progress into middle school, they gain access to core curriculum resources designed to foster college and career readiness, with a notable opportunity for grades 6 through 8 students to enroll in high school-level courses while still in middle school. At the high school level, CJCP actively encourages all students to undertake at least one college-level course, thus priming them for success beyond graduation.

The successful implementation of these strategic programs has garnered recognition for CJCP at both local and state levels. Notably, CJCP earned the esteemed Blue Ribbon status in 2016 and has consistently maintained a high-performance trajectory. In 2022, CJCP achieved an impressive ranking of 32 out of 445 high schools in New Jersey, distinguishing itself as the highest-ranked charter school in the state, surpassing the rankings of the three sending districts, namely Franklin High School (172), North Brunswick High School (166), and New Brunswick (348).<sup>1</sup>

At the crux of CJCP's achievements lies an unwavering emphasis on preparing students for post-secondary education, which is evident across all facets of the school's vision and programming. The institution actively promotes college-level coursework opportunities for all high school students. Notably, the New Jersey Department of Education's School Performance Reports reveal a substantial 64% participation rate among 11th and 12th graders in Advanced Placement (AP) courses at CJCP, significantly surpassing the state average of 28.4.7%. Additionally, a noteworthy 72.3% of 11th and 12th graders at CJCP engage in dual enrollment courses, in stark contrast to the state's overall rate of 19.9%.<sup>2</sup> These efforts have

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<sup>1</sup> U.S. New High School Ranking (2023). Retrieved from <https://www.usnews.com/education/best-high-schools/new-jersey/rankings>

<sup>2</sup> NJDOE School Performance Reports 2021-2022. Retrieved from <https://rc.doe.state.nj.us/>.

yielded promising outcomes, with CJCP students achieving commendable scores in college readiness benchmarks, as exemplified in Table 4: College Readiness Results.

*Table 4: College Readiness Results*

| <b>Participation Type</b>           | <b>District Average Score</b> | <b>State Average Score</b> | <b>College Readiness Benchmarks</b> | <b>District - Students scores at or above Benchmark</b> | <b>State - Students scores at or above Benchmark</b> |
|-------------------------------------|-------------------------------|----------------------------|-------------------------------------|---------------------------------------------------------|------------------------------------------------------|
| PSAT 10/NMSQT - Reading and Writing | 547                           | 474                        | Grade 10: 430<br>Grade 11: 460      | 90%                                                     | 61%                                                  |
| PSAT 10/NMSQT - Math                | 538                           | 464                        | Grade 10: 480<br>Grade 11: 510      | 66%                                                     | 36%                                                  |
| SAT - Reading and Writing           | 587                           | 538                        | 480                                 | 74%                                                     | 61%                                                  |
| SAT - Math                          | 604                           | 532                        | 530                                 | 69%                                                     | 36%                                                  |

Source: NJDOE School Performance Reports 2021-22

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. 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*

| <b>Graduating Class</b> | <b>CJCP</b>                                                                                                                                                                    | <b>Franklin</b>                                                                                                                                                              | <b>New Jersey</b>                                                                                                                                                              |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class of 2022           | 95.3% of graduates enrolled in a post-secondary institution by the fall of 2022.<br><br>91.3% of economically disadvantaged students enrolled in a post-secondary institution. | 88.7% of graduates enrolled in a post-secondary institution by the fall of 2022.<br><br>86% of economically disadvantaged students enrolled in a post-secondary institution. | 90.9% of graduates enrolled in a post-secondary institution by the fall of 2022.<br><br>85.4% of economically disadvantaged students enrolled in a post-secondary institution. |

Source: NJDOE School Performance Reports 2021-22

## **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:

| <b>Program</b>                                 | <b>Subject</b>                       | <b>Grades</b> |
|------------------------------------------------|--------------------------------------|---------------|
| Everyday Mathematics                           | Problem-based math                   | K - 5         |
| Pearson SAVVAS                                 | Problem-based math                   | 6 - 12        |
| MyWorld Interactive by Pearson                 | Student-Centered Social Studies      | K-12          |
| Pearson SAVVAS                                 | Inquiry-based science                | K - 12        |
| Balanced Literacy based in Fountas and Pinnell | Workshop-based English Language Arts | K - 3         |
| Scholastics                                    | Novel Based ELA                      | 4 - 5         |
| College Board Springboard                      | English Language Arts                | 6-12          |
| Renzulli Learning                              | Gifted and Talented                  | K-5           |

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 ChromeBooks in grades 1-12
- Electronic textbooks including Pearson SAVVAS, Everyday Mathematics, Pearson Science, My World, and MyLab by Pearson
- Supplemental electronic resources including RAZ-Kids, BrainPop, BrainPop Jr., ReadWorks, NewsELA, iCivics, IXL, SplashMath, Prodigy, Pear Deck, Nearpod, Scholastic Magazine, Gizmo, Mystery Science, Quiziz, 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 are built into the daily schedule to maximize access to additional tutoring and support services
- Intervention period five times a week for both math and ELA for students in grades K-8
- WIN (What I Need) period five times a week to close skill gaps.
- Reteach lessons twice 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 six and above
- Mathematics, English language arts, social studies, and science are taught by content specialists starting in grades four and above
- Comprehensive remedial summer and weekend programs aimed to bridge the skills gap of students who are not yet meeting grade-level proficiency
- Summer enrichment programs are offered to students to extend learning opportunities and foster academic, social, and emotional growth

### **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 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
- Holistic professional development plan geared to facilitate implementation of research-based practices and positive collaboration among staff members
- PBIS 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

Further information on the professional development activities is provided in Section 6.

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

*Table 6: Performance Goals*

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal for 2022-23 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.<br>For the past few years, CJCP's performance goals have focused upon improving AP exam scores for students enrolled in AP courses. CJCP feels confident that its programming successfully supported student achievement and improved AP scores. Based on these prior achievements, the next logical goal to help CJCP further deliver its mission is to increase student enrollment and participation in college-level courses, including AP and dual enrollment courses. This action plan will also promote equity by ensuring that all students have access to college-level courses and high academic expectations. |
| Measure                                | Number of students who have successfully completed a college-level course during 2022-23.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Target                                 | Increase enrollment in AP/dual enrollment courses to ensure that a minimum of 60% of the high school population is engaged in at least one college-level course for the 2022-2023 academic year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Actual Outcome for 2021-22 School Year | CJCP successfully met its targets for the 2022-2023 academic year based upon the following participation in college level courses.<br><br>There were 280 students in grades 9 through 12 enrolled in at least one AP or dual enrollment course. This represents 78% of the total student population for the 2022-2023 school year. Goal has been met.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## 1.2 Curriculum

CJCP's affirmation that the school implements a curriculum aligned to the New Jersey Student Learning Standards is provided as [Appendix A](#).

## 1.3 Instruction

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

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.<sup>3</sup> 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.<sup>4</sup> 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.<sup>5</sup>

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

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<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

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 Biology and AP Human Geography, and dual enrollment courses during 10th grade, including Pre-Calculus.

CJCP offered a total of 22 AP courses and 21 Dual Enrollment courses across a wide-range of disciplines, including science, math, English, science, social studies, fine arts, computer programming, and economics during the school year 2022-23. CJCP was approved to implement the full sequence of the AP Capstone Diploma program for the first time six years ago, and had 100% of students enrolled in the AP Seminar course and AP Research course scored a 3 or higher on the exam since the implementation of the full sequence.

For elementary school, all students participated in a school-wide 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. Teachers were provided with intensive and ongoing training through Renzulli learning to fully support their ability to implement the program into their 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) Daily 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 on their performance levels from LinkIt benchmark assessments, utilizing the following criteria: Tier 2 students who are approaching the grade level standards, and Tier 3 students are not yet meeting grade-level standards.

Throughout the marking period, these students are continually assessed by their teachers, the counseling department, and the 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:

- a) Students are placed in additional remedial courses in math and ELA throughout the school day in addition to their regular courses. These courses provide students with an opportunity to hone and strengthen foundational skills to help them make progress towards their individual learning goals. This additional instruction allows for 10 hours or more of instruction in each math and ELA per week.
- b) Students are assigned 1:1 or small group intervention as part of their daily schedule. Students who require additional supplemental instruction are assigned to tutoring groups based upon levels from benchmark assessments, NJSLA scores, and running records.

Throughout the marking period, the data is continuously analyzed by teachers, school counselors, and administrators to ensure student growth as well as the implementation of additional intervention strategies.

- c) In addition to the abovementioned remedial interventions, Tier 2 and 3 elementary students are paired with high-achieving high school students in order to receive needs-based 1:1 peer tutoring in ELA and mathematics throughout the school year.
- d) All elementary and middle students participating in WIN (What I NEED) time:
  - a. Universal WIN: All students received an additional period of support in either ELA and/or math during the school day.
    - i. 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.
    - ii. 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.
  - b. Pull out program: This intensive intervention pull out program consists of high intensity tutoring in groups of four to eight 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 5 hours or more of instruction in each math and ELA per week in addition to their regular coursework.
    - i. Grouping: Students are placed in groups of fewer than eight 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 altered at the close of each marking period based on that end of marking period LinkIt benchmark assessments.
    - ii. 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.

- iii. **Teacher support:** Teachers are trained in small group intervention strategies to support their small group learning environment. Teachers work closely with the math and reading interventionist and school leaders to develop action plans based on student learning gaps to support their learning growth and skill mastery. Teachers and administrators meet weekly to review the skills and standards that are being taught during these sessions and review the student's progress on the weekly checks for understanding. This consistent progress monitoring allows for sharing best practices and ensuring that the teachers have support to implement the program effectively.

- 4) **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. Ninety-seven students participated in the program on a weekly basis and 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 were in need of additional academic support to enhance their mastery of core academic subjects. Starting in grade 3, teachers taught their content area, and students switched teachers for math and ELA to ensure that they were receiving targeted instruction from content specialists.
- **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 9 am to 1 pm and included breakfast and lunch at no cost to families.

- 5) **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. Enrichment programs and

activities were developed in order to provide remote students with opportunities to reintegrate into the school and classroom setting.

- **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 1 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.
  - **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.
  - **Program Logistics:** Students are grouped by level and assigned to a teacher for math and English. In grades Kindergarten through 3, teachers support students in both areas of math and English, 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 four 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.
  - **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 45 families whose students would have otherwise been unable to attend the program.
- 6) 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. The student-teacher ratio was 9.6:1 in Somerset and 8.1:1 in New Brunswick during the 2020-2021 school year. 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 classes<sup>6</sup>, (b) smaller classes present an opportunity for increased learning and less

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<sup>6</sup> 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.

behavioral problems due to increased interaction between the students and teachers in smaller classes<sup>7</sup>, and (c) minorities benefit more from being in smaller classes in the long run.<sup>8</sup>

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.<sup>9</sup> 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.

7) 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.

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. Workshops were offered about 1-2 times per month on various topics that included: Technology in the Classroom, Writing Across the Curriculum, Positive Behavioral Interventions, and Classroom Management Strategies.

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<sup>7</sup> 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.

<sup>8</sup> 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.

<sup>9</sup> 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.

- **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 also strengthened 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 to support 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.<sup>10</sup> Two main PLCs emerged this year based on identified teacher interests and community needs: Writing Across the Curriculum and Race and Equity. 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 are able to better support the growth and development of their students.<sup>11</sup> 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 regular 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.

- 8) **Data Driven Instruction:** Based upon the lessons covered in classes, CJCP implements data-driven instruction through a variety of ongoing summative and formative assessments in order to execute effective, targeted, and differentiated instruction. Further discussed in Sections 1.4 and Remedials.
- 9) **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

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

<sup>11</sup> 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?>

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.

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

CJCP provided additional learning opportunities for all students during the school day to address potential learning loss. Students were given benchmark exams in the beginning of the year to help the teachers identify the areas of needs. Teachers utilized the second block of math and ELA to reteach and practice skills that they had not yet mastered. Students were also grouped into intervention groups based on their skill gaps to receive tutoring services during the school day. Students were invited to the school building on Saturdays to enhance their mastery of core academic subjects. By providing this option, it allowed students an opportunity to receive extra support. As benchmark and state test results suggest that gaps continue to persist, CJCP is offering a comprehensive summer program for math and ELA support as discussed in section 1.3a.

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

Students who tested positive for COVID-19 would need to stay home for 5 days and could complete asynchronous work. Upon arrival back to school, students would receive support from their classroom teacher to fill in any learning gaps while they were absent.

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

Based on Central Jersey College Prep Charter School's findings and assessments, as of August 1, 2023 there are no students who will be retained from progressing to the next grade.

## 1.4 Assessment

### a) Local Benchmark Assessment Outcomes

*Table 7a: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022*

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| ELA K      | 56        | 25     | 15        |
| ELA 1      | 14        | 18     | 67        |
| ELA 2      | 55        | 23     | 23        |
| ELA 3      | 33        | 62     | 5         |
| ELA 4      | 42        | 36     | 22        |
| ELA 5      | 14        | 72     | 14        |
| ELA 6      | 29        | 57     | 15        |
| ELA 7      | 6         | 39     | 43        |
| ELA 8      | 17        | 52     | 31        |
| ELA 9      | 20        | 67     | 13        |
| ELA 10     | 39        | 38     | 23        |
| ELA 11     | 37        | 36     | 30        |
| ELA 12     | N/A       | N/A    | N/A       |
| MAT K      | 8         | 28     | 64        |
| MAT 1      | 15        | 20     | 64        |
| MAT 2      | 47        | 27     | 27        |
| MAT 3      | 11        | 39     | 31        |
| MAT 4      | 24        | 62     | 14        |
| MAT 5      | 14        | 62     | 25        |

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| MAT 6      | 45        | 46     | 11        |
| MAT 7      | 31        | 60     | 9         |
| MAT 8      | 80        | 20     | 0         |
| Algebra I  | 43        | 56     | 0         |
| Geometry   | 54        | 64     | 11        |
| Algebra II | 17        | 62     | 22        |

*Table 7b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2023*

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| ELA K      | 7         | 18     | 76        |
| ELA 1      | 13        | 39     | 48        |
| ELA 2      | 32        | 21     | 48        |
| ELA 3      | 27        | 49     | 24        |
| ELA 4      | 48        | 28     | 22        |
| ELA 5      | 18        | 30     | 52        |
| ELA 6      | 28        | 27     | 46        |
| ELA 7      | 22        | 24     | 54        |
| ELA 8      | 17        | 29     | 54        |
| ELA 9      | 33        | 32     | 35        |
| ELA 10     | 32        | 55     | 13        |
| ELA 11     | 18        | 20     | 61        |
| ELA 12     | N/A       | N/A    | N/A       |
| MAT K      | 5         | 18     | 77        |
| MAT 1      | 10        | 17     | 73        |
| MAT 2      | 21        | 17     | 63        |

| Assessment | Below (%) | On (%) | Above (%) |
|------------|-----------|--------|-----------|
| MAT 3      | 4         | 28     | 68        |
| MAT 4      | 19        | 27     | 54        |
| MAT 5      | 4         | 17     | 79        |
| MAT 6      | 17        | 23     | 59        |
| MAT 7      | 10        | 24     | 66        |
| MAT 8      | 27        | 42     | 30        |
| Algebra I  | 18        | 39     | 43        |
| Geometry   | 23        | 18     | 59        |
| Algebra II | 45        | 52     | 4         |

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

*Table 8: Interim Assessment Type*

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

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

*Table 9: Interim Assessment Type*

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

*Table 10: Proficiency Rates on NJSLA Assessments*

| <b>NJSLA Assessment</b> | <b>2021-2022<br/>Percentage of students who met or exceeded expectations</b> | <b>2022-2023<br/>Percentage of students who met or exceeded expectations</b> |
|-------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| ELA 3                   | 49                                                                           | 62                                                                           |
| ELA 4                   | 59                                                                           | 55                                                                           |
| ELA 5                   | 80                                                                           | 79                                                                           |
| ELA 6                   | 71                                                                           | 68                                                                           |
| ELA 7                   | 70                                                                           | 79                                                                           |
| ELA 8                   | 65                                                                           | 79                                                                           |
| ELA 9                   | 69                                                                           | 77                                                                           |
| ELA 10                  | N/A                                                                          | N/A                                                                          |
| MAT 3                   | 73                                                                           | 78                                                                           |
| MAT 4                   | 61                                                                           | 59                                                                           |
| MAT 5                   | 73                                                                           | 82                                                                           |
| MAT 6                   | 68                                                                           | 65                                                                           |
| MAT 7                   | 43                                                                           | 51                                                                           |
| MAT 8                   | 36                                                                           | 28                                                                           |
| Algebra I               | 30                                                                           | 45                                                                           |
| Geometry                | 31                                                                           | 42                                                                           |
| Algebra II              | 89                                                                           | 51                                                                           |

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

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 in ELA and/or Math during our activity period. 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 a new program, Freckle, 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. Notable improvement is evident when comparing the results of the 2022 NJSLA (New Jersey Student Learning Assessment) to those of the 2023 NJSLA, underscoring the positive impact of the increased exposure to CJCP programming on students' performance.

To discern the reasons behind this surge in proficiency, a meticulous analysis of the NJSLA scores by cohort is imperative. An example is that within the domain of ELA, the 4th-grade cohort of the current academic year exhibited an impressive gain from 49% proficiency in the 2022 NJSLA to 55% proficiency in the 2023 NJSLA, translating to a 6% increase in proficiency. Similarly, the 5th-grade cohort demonstrated laudable progress, increasing from 59% proficiency in the 2022 NJSLA to 79% proficiency in the 2023 NJSLA, thus attaining a 20% increase in proficiency.

The increase in proficiency rates as students progress in grade levels suggests that the longer students are enrolled at CJCP, the more likely they are to be proficient in grade level standards. These substantial proficiency gains across ELA underscore the efficacy of CJCP programming in nurturing and enhancing student learning outcomes. The diligent analysis of NJSLA scores by cohort provides valuable insights into the areas where CJCP interventions have proven most impactful, guiding future strategies to ensure continued progress in elevating student proficiency levels and fulfilling the state expectations.

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

*Formative Assessments:* Teachers utilize various means of formative assessment on a daily basis throughout each of their lessons. Teachers use checks for understanding through visual cues, written responses, and online evaluative tools. These frequent checks provide teachers instant feedback on student learning in order to gauge student understanding of the material and mastery of the skills being taught. This then allows teachers to make quick instructional decisions to best meet the needs of their students.

*Summative Assessments:* All students take three diagnostic assessments throughout the year aimed to measure student proficiency, growth and progress towards overall skill development. Teachers utilize these assessments to understand areas of overall weaknesses and create individualized plans to support students' progress in addressing their learning

gaps. Additionally, students take four benchmark exams throughout the year to measure students proficiency on grade-level standards. Teachers use this data to understand student mastery and tailor their instruction to meet student needs. Standardized interim assessments can provide meaningful information to help teachers improve their instruction and thus increase student achievement. This need is higher for students from disadvantaged backgrounds because they tend to show more gaps and less growth throughout the year.<sup>12</sup>

*Table 11: Diagnostic, formative, and summative assessment administered.*

| 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 |

<sup>12</sup> Konstantopoulos, S., Li, W., Miller, S. R., & van der Ploeg, A. (2017). Do interim assessments reduce the race and SES achievement gaps? *The Journal of Educational Research*, 110(4), 319-330. Retrieved from <https://doi.org/10.1080/00220671.2015.1103685>

|                              |                         |                                                                                                                                           |                             |
|------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 2nd - 5th grades Math        | LinkIt Benchmarks       | Observations, Questioning, Discussions, Peer/Self Assessments, Projects, Presentations, Classwork, Graphic Organizers, Quizzes, Homework, | LinkIt Benchmarks           |
| 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 |

**f) Describe 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 free 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.

- g) Describe the school’s process for selecting the locally administered assessments. Explain how they align to NJSLs and the school’s chosen curricula.**

The school conducted the state-required Start Strong assessment. The school also continued to administer the LinkIt Benchmarks. 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.

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

Results between the NJSLA and LinkIt benchmarks were consistent 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.

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

LinkIt and other formative and summative assessments are entered into CJCP’s student information management system so that all parents and students have access to their performance data. PSAT, SAT, and AP results are distributed to parents for progress monitoring.

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 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**

### **a) Information regarding School Leadership**

*Table 12: School Leadership/ Administration Information*

| <b>Administrator Name</b> | <b>Title</b>                            | <b>Start Date</b> | <b>Annual Salary</b> |
|---------------------------|-----------------------------------------|-------------------|----------------------|
| Dr. Namik Sercan          | Chief Education Officer                 | August 11, 2016   | \$169,744            |
| Dr. Tasha Mosconi         | Director of Curriculum (6-12)           | August 27, 2012   | \$130,500            |
| Ms. Suzan Dincer          | Director of Curriculum (K-5)            | August 31, 2015   | \$120,200            |
| Ms. Carrie Thomas         | Director of Curriculum (6-12)           | July 1, 2022      | \$110,000            |
| Mr. Matt Anar             | School Business Administrator           | October 1, 2022   | \$96,000             |
| Mr. Victor Bright         | Director of Student Support Services    | July 1, 2021      | \$110,000            |
| Ms. Nima Amin             | Operations Director                     | October 29, 2018  | \$80,000             |
| Dr. Christian Matthews    | Humanities Curriculum Supervisor (6-12) | August 1, 2019    | \$84,076             |
| Ms. Francine Brown        | STEM Curriculum Supervisor (6-12)       | July 1, 2022      | \$80,900             |
| Ms. Barbara Grossman      | Operations Manager, New Brunswick       | August 1, 2018    | \$87,550             |

## School Culture & Climate

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### 2.1 School Culture and Climate

#### b) Information Regarding Culture and Climate

*Table 13: School Culture and Climate Learning Environment*

| Learning Environment                                                                                       |           |
|------------------------------------------------------------------------------------------------------------|-----------|
| Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled) | 95.436%   |
| Elementary School Attendance Rate (grades K-5)                                                             | 95.516%   |
| Middle School Attendance Rate (grades 6-8)                                                                 | 95.555%   |
| High School Attendance Rate (grades 9-12)                                                                  | 94.351%   |
| Student - Teacher Ratio                                                                                    | 9.15 to 1 |

#### c) Information Regarding Professional Environment

*Table 14: School Culture and Climate, Professional Environment*

| Professional Environment                                                                                     |                                                           |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Teacher Retention Rate from SY 2021-2022 to 2022-2023                                                        | 83.20%                                                    |
| Total Staff Retention Rate from SY 2021-2022 to 2022-2023                                                    | 81.57%                                                    |
| Frequency of teacher surveys and date of last survey conducted                                               | Biannually. Last one June 1, 2023- school climate survey. |
| Percent of teachers who submitted survey responses                                                           | 42.15%                                                    |
| Percent of teachers who expressed satisfaction with school leadership or with the overall school environment | 72.5%                                                     |

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

1. embraces diversity,
2. safe learning environment, and
3. positive and equitable approaches in supporting students' academic, social and emotional needs.

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

1. long school hours,
2. significantly increased social and emotional needs of students, and

3. closing the achievement gap as a result of more students being placed in honors/AP classes.

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

*Table 15: Discipline Environment 2022-2023*

| Grade Level | Number of students enrolled as of Oct. 15, 2022 | Number of students receiving an out-of-school suspension (unique count) | Number of students expelled |
|-------------|-------------------------------------------------|-------------------------------------------------------------------------|-----------------------------|
| K           | 84                                              | 0                                                                       | 0                           |
| 1           | 86                                              | 0                                                                       | 0                           |
| 2           | 111                                             | 1                                                                       | 0                           |
| 3           | 100                                             | 3                                                                       | 0                           |
| 4           | 99                                              | 4                                                                       | 0                           |
| 5           | 88                                              | 0                                                                       | 0                           |
| 6           | 141                                             | 3                                                                       | 0                           |
| 7           | 145                                             | 3                                                                       | 0                           |
| 8           | 171                                             | 5                                                                       | 0                           |
| 9           | 179                                             | 4                                                                       | 0                           |
| 10          | 115                                             | 7                                                                       | 0                           |
| 11          | 76                                              | 3                                                                       | 0                           |
| 12          | 41                                              | 0                                                                       | 0                           |

## **2.2. Family and Community Engagement**

### **a) Family Involvement and Satisfaction.**

*Table 16: Family Involvement and Satisfaction*

| Family Involvement Satisfaction                                                                               |            |
|---------------------------------------------------------------------------------------------------------------|------------|
| Number of parents/guardians currently serving on the school's board, out of the total number of board members | 1 out of 5 |
| Frequency of parent/guardian surveys                                                                          | Annual     |
| Date of last parent/guardian survey conducted                                                                 | 5/19/2023  |

|                                                                                              |     |
|----------------------------------------------------------------------------------------------|-----|
| Percent of parents/guardians completing the survey (consider one survey per household)       | 15% |
| Percent of parents/guardians that expressed satisfaction with the overall school environment | 65% |

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

1. Families have respect for school staff.
2. Parents are proud of the school and the school community.
3. Parents are happy with high level of expectations and academic standards set by school staff.

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

1. Parents indicated an interest in extended extracurricular opportunities for students.
2. Parents find the school day too long.
3. Parents desire stronger communication between school and families.

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

- Parent and Student Orientations for new students in grades K-12, 9/1/2022: Topics covered include Student Handbook and Code of Conduct, Schedules, Mealtime application for lunch, School, Student Database Account Info, and Chromebook Distribution. In-person
- Uniform Sale and Free Uniform and School Supply Distribution for qualified families, 9/1/2022: In-person
- Back to School Night, 9/21/2022: Parents met with teachers and learned about teacher expectations and classroom procedures. Hybrid
- Parent Advocacy training, 10/12/2022: Virtual
- Monthly Coffee Chat with Admin (PTSO Board Members and School Staff): In-person
- Parent/Teacher Conferences: Twice a year. Hybrid
- 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 Cyber-Bullying Night. Virtual
- Color Run, 10/15/2022: Elementary-level Family Fun Day organized by CJCP staff and students. In-person
- Haunted Hallways, 10/28/2022: Family Fun Event. In-person
- 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

- Art Shows, Winter and Summer: Elementary and Upper School students' artwork were on display-gallery style. In-person
- Spelling Bee in-school Competition and School Choice Celebration, 1/20/2023: In-person
- School Play, 1/20/2023: The Longest Winter. In-Person
- Red Cross Blood Drive, 1/30/2023: Community service. In-person
- Open House for prospective families, 2/25/2023: In-person
- Admission Lottery for prospective families to enroll new students, 3/7/2023: Hybrid
- Meet and Greet Event for newly enrolled students and their families, 5/24/2023: In-person
- Career Day, 6/6/2023: Parents were invited to present their occupations to enlighten students' curiosity regarding jobs/occupations available now and in the future. In-person
- Middle School STEM Fair, 6/9/2023: Volunteer parents were invited to judge the student projects. In-person
- Multicultural Night, 6/9/2023: Parents were invited to watch student performances and celebrate CJCP's diverse student body. In-person
- AP Capstone Fair, 6/12/2023: Parents were invited to listen to student presenters and explore poster presentations. In-person
- 8<sup>th</sup> Grade Step-Up Ceremony, 6/14/2023: In-person
- Kindergarten Graduation Ceremony, 6/15/2023: In-person
- 12<sup>th</sup> Grade Commencement, 6/15/2023: In-person

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

- PTSO General Meetings, monthly: Providing space and time for families to get together and speak their mind, raise questions, and bring support systems to improve life at CJCP for students and staff. Hybrid
- PTSO Back to School Event, 9/10/2022: A family-friendly get-together on the school grounds with a DJ and refreshments, and outdoor game activities . In-person
- High School Dance, 9/30/2022: Creates safe environment for students to get together and have fun after school hours, and gives volunteering opportunities to parents. In-person
- Middle School Game Night, 10/07/2022: this event supports middle school students have fun and compete in a creative and friendly way. In-person
- Fall Festival, 10/22/2022: Trunk or Treat, Family Fun Event. In-person
- Movie Night, 11/18/2022: A fun event for elementary school students and volunteer parents. In-person
- Thanksgiving Pies for Staff and Teacher Appreciation Week Activities, November 2022: It is to boost school staff's morale and satisfaction. In-person
- Scholastic Book Fair – Twice a year (fall & spring): In-person
- Holiday Shoppe, Family Fun Holiday Shopping, and entertainment event, 12/17/2022: In-person
- Middle School Dance, 2/10/2023: In-person
- Easter Egg Hunt, Family Fun, 3/25/2023: In-person
- Mothers' Day Plant Sale, May 2023: In-person

- You and Me Dance, 5/26/2023: In-person

**f) Community Involvement**

*Table 17: Community Involvement with Education Institutions*

| <b>Partnering Organization</b>     | <b>Description of the Partnership</b> | <b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>                                                                                                                                               |
|------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>William Paterson University</b> | The Dual Enrollment program           | -Opportunity to earn both high school and college credit for courses that have been approved by William Paterson University<br>- 150 Students enrolled<br>-10 teacher approved by WPU<br>-10 Month Program<br>-5 hours a week<br>-WPU library<br>-WPU syllabus |
| Raritan Valley Community College   | The Dual Enrollment program           | Opportunity to earn both high school and college credit for courses that have been approved by RVCC<br>- 69 Students enrolled<br>- 8 teacher approved by RVCC<br>-10 Month Program<br>-5 hours a week<br>-RVCC library<br>-RVCC syllabus                       |
| <b>Middlesex College</b>           | The Dual Enrollment program           | Opportunity to earn both high school and college credit for courses that have been approved by Middlesex College<br>- 65 Students enrolled<br>- 3 teachers approved by MC<br>-10 Month Program<br>-5 hours a week<br>-RVCC library<br>-RVCC syllabus           |

| Partnering Organization          | Description of the Partnership                                                                  | Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Big Brothers Big Sisters Program | School Based Mentoring Program (HS students mentoring elementary students in Grades 3, 4 and 5) | <p>Mentors (HS students) and Mentees (elementary students) meet twice a month to engage in fun and friendship-building activities aimed at increasing Social and Emotional Learning Competencies.</p> <ul style="list-style-type: none"> <li>-Every other Friday from 11:25-12:25</li> <li>-Each session facilitated by BBBS staff members</li> <li>-uses evidence-based approach of 1:1 mentoring (mentors are enrolled, screened and trained by BBBS staff)</li> <li>-Mentors check in with BBBS Case Manager to ensure suitability and continue training</li> <li>-BBBS staff are trained in cultural competency, trauma-informed care, Youth Mental Health First Aid</li> <li>-Final total of mentors participated: 28</li> <li>-Final total of mentees participated: 28</li> </ul> |
|                                  |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

*Table 18: Community Involvement with Community Institutions*

| <b>Partnering Organization</b>                      | <b>Description of the Partnership</b>                                                                                                                                                                                                                                                   | <b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>                                                                                                                                                    |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unity Square Community Center (USCC), New Brunswick | <ul style="list-style-type: none"> <li>Promoting CJCP within Spanish-speaking, low-income families in New Brunswick</li> <li>Increasing applications from Spanish-speaking families for the 2023-24 school year</li> </ul>                                                              | USCC distributed CJCP's bilingual flyers to its families within food/care packages to its community members in need.                                                                                                                                                |
| Holy Family Parish (HFP), New Brunswick             | <ul style="list-style-type: none"> <li>Promoting CJCP within neighborhoods of Spanish-, Polish-, and Hungarian-speaking, low-income families in New Brunswick</li> <li>Increasing applications from families with low socioeconomic backgrounds for the 2023-24 school year.</li> </ul> | CJCP staff visited the HFP several times during the application cycle to promote the school to families attending the weekly service. The HFP displayed the school's pamphlet and application materials that are both Spanish and English on their bulletin boards. |
| New Brunswick Free Public Library                   | <ul style="list-style-type: none"> <li>Promoting CJCP within the City of New Brunswick</li> <li>Increasing applications from families who reside in the City New Brunswick</li> </ul>                                                                                                   | CJCP staff visited the library several times during the application 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                       | <ul style="list-style-type: none"> <li>Promoting CJCP within the low-income families who reside in the City of New Brunswick</li> </ul>                                                                                                                                                 | CJCP staff visited the center, and the center displayed the school's pamphlet and application materials in both Spanish                                                                                                                                             |

| <b>Partnering Organization</b>                                                                 | <b>Description of the Partnership</b>                                                                                                                                                           | <b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>                                                                                                                                     |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                |                                                                                                                                                                                                 | and English visible to their daily visitors.                                                                                                                                                                                                         |
| Several local shopping and entertainment centers in New Brunswick (e.g., C-Town and Tropical). | <ul style="list-style-type: none"> <li>• Promoting CJCP within the City of New Brunswick.</li> <li>• Increasing applications from families who reside in the City New Brunswick.</li> </ul>     | CJCP staff visited several shopping and entertainment centers in New Brunswick to reach out to local families. CJCP also left the school pamphlet at such locations to be displayed and distributed to customers.                                    |
| Franklin Township Public Library                                                               | <ul style="list-style-type: none"> <li>• Educational resources and instruction for students.</li> <li>• Reaching out to the cross section of the community within Franklin Township.</li> </ul> | <p>The librarians visited CJCP at the Career Day and spent the day with several grade level students, with presentations and Q&amp;A sessions.</p> <p>The library displayed and made available the school's brochures and application materials.</p> |
| Middlesex County Regional Chamber of Commerce                                                  | <ul style="list-style-type: none"> <li>• Reaching out to the cross section of the community within New Brunswick and Middlesex County.</li> </ul>                                               | CJCP staff attended several events organized by MCRCC and introduced the school wherever and whenever it is possible to create visibility and acceptance in the community.                                                                           |
| Franklin Township Chamber of                                                                   | <ul style="list-style-type: none"> <li>• Reaching out to the cross section of the community within Franklin Township.</li> </ul>                                                                | FTCC sent out emails to all its members a few times featuring information about                                                                                                                                                                      |

| <b>Partnering Organization</b>                  | <b>Description of the Partnership</b>                                                                                                                                                            | <b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>                                                                                        |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Commerce (FTCC)                                 | <ul style="list-style-type: none"> <li>Being recognized as a community partner who nurture education and community service within Franklin Township.</li> </ul>                                  | the CJCP's application process and open house dates. Some accomplished CJCP Students were recognized and awarded in FTSS' Annual Gala.                                                                  |
| Franklin Reporter and Advocate (FRA)            | <ul style="list-style-type: none"> <li>Reaching out to the cross section of the community within Franklin Township through event coverages and press releases.</li> </ul>                        | 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                              | <ul style="list-style-type: none"> <li>Reaching out to the cross section of the community within Franklin Township through event coverages and press releases.</li> </ul>                        | 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                     | <ul style="list-style-type: none"> <li>Promoting CJCP through community service initiative</li> </ul>                                                                                            | CJCP community, including students, parents, staff participated in the annual food drive.                                                                                                               |
| Puerto Rican Action Board (PRAB), New Brunswick | <ul style="list-style-type: none"> <li>Promoting CJCP within the Puerto Rican community</li> <li>Increasing applications from the Puerto Rican community for the 2023-24 school year.</li> </ul> | CJCP and PRAB worked together to promote the school within the Puerto Rican community, and to increase awareness of the school's offerings for the application purposes. CJCP staff visited the PRAB to |

| <b>Partnering Organization</b>                            | <b>Description of the Partnership</b>                                                                                                                                                                                                                                                    | <b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>                                                                                                           |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           |                                                                                                                                                                                                                                                                                          | replenish the school flyers to be displayed.                                                                                                                                                                               |
| Youth Empowerment Services (YES), New Brunswick           | <ul style="list-style-type: none"> <li>Promoting CJCP within neighborhoods of low-income families in New Brunswick who receives after-school services from the YES</li> <li>Increasing applications from low-income families for the 2023-24 school year</li> </ul>                      | 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                   | <ul style="list-style-type: none"> <li>Promoting CJCP within neighborhoods of Spanish-, Polish-, and Hungarian- speaking, low-income families in New Brunswick</li> <li>Increasing applications from families with low socioeconomic backgrounds for the 2023-24 school year.</li> </ul> | 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                               | <ul style="list-style-type: none"> <li>Promoting CJCP within the City of New Brunswick</li> <li>Increasing applications from families who reside in the City New Brunswick</li> </ul>                                                                                                    | CJCP was able to display its informational brochures in the building throughout the application timeline.                                                                                                                  |
| Somerset County Action Board (SCAP) Early Learning Center | <ul style="list-style-type: none"> <li>Promoting CJCP's kindergarten program</li> </ul>                                                                                                                                                                                                  | SCAP Early Learning Center distributed the school flyers to all their students.                                                                                                                                            |
| Play Learn and Care Child Care Center                     | <ul style="list-style-type: none"> <li>Promoting CJCP's kindergarten program</li> </ul>                                                                                                                                                                                                  | CJCP staff visited the childcare center and left school flyers and                                                                                                                                                         |

| <b>Partnering Organization</b>                                     | <b>Description of the Partnership</b>                                                                                                                                                 | <b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>                                                                          |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    |                                                                                                                                                                                       | application materials for them to distribute to their parents.                                                                                                                            |
| HOPES<br>Community Action Partnership:<br>Somerset & New Brunswick | <ul style="list-style-type: none"> <li>Promoting CJCP within the City of New Brunswick and Franklin Township</li> <li>Increasing applications from low-income families</li> </ul>     | 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                                      | <ul style="list-style-type: none"> <li>Promoting CJCP within the City of New Brunswick</li> <li>Increasing applications from families who reside in the City New Brunswick</li> </ul> | 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 placed.          |
| Salvation Army                                                     | <ul style="list-style-type: none"> <li>Promoting CJCP within the City of New Brunswick</li> </ul>                                                                                     | 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                                                        | <ul style="list-style-type: none"> <li>Promoting CJCP within the low-income families who are registered and receive donations from ICNA</li> </ul>                                    | 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 |

| Partnering Organization | Description of the Partnership | Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc. |
|-------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------|
|                         |                                | those flyers in their care packages.                                                                      |

**b) Briefly describe how the educational and community partnerships established furthers the school's mission and goals.**

The educational and community partnerships established by CJCP further the school's mission and goals in several ways:

1. **Diversifying Applications:** The partnerships with various organizations and community centers help promote CJCP to specific target demographics, such as Spanish-speaking families, low-income families, and communities with diverse backgrounds. By increasing awareness and distributing school materials, the partnerships aim to attract more applications from these communities, aligning with CJCP's goal of fostering a diverse student body.
2. **Community Outreach:** Through collaborations with local organizations, libraries, chambers of commerce, and media outlets, CJCP extends its reach and visibility within the community. This outreach helps create awareness about the school's programs, achievements, and educational resources, enabling CJCP to fulfill its mission of providing high-quality education to a broader audience.
3. **Resource Sharing:** Partnerships with libraries and educational centers allow CJCP to access additional educational resources, instruction, and support for its students. By leveraging the expertise and resources of these organizations, CJCP enhances its educational offerings and enriches the learning experience of its students, aligning with its goal of providing a well-rounded education.
4. **Community Engagement and Service:** Collaborations with community centers, soup kitchens, and food banks provide CJCP students, parents, and staff opportunities to actively engage in community service initiatives. By participating in food drives, community events, and other service activities, CJCP fosters a sense of social responsibility and civic engagement among its stakeholders, reinforcing the school's mission of promoting community involvement and service.
5. **Cultivating Partnerships:** By partnering with local chambers of commerce and media outlets, CJCP strengthens its relationship with the broader community. These partnerships help CJCP gain recognition as an educational institution that values community engagement, nurtures education, and contributes to the local economy. This aligns with CJCP's goal of being an active and respected member of the community.

Overall, these educational and community partnerships established by CJCP serve to further its mission and goals by increasing applications, promoting diversity, engaging in community service, accessing additional resources, and building strong relationships within the community.

## Board Governance

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### 3.1 Board Capacity

#### a) Board Governance

*Table 19: 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 <b>Appendix B</b> )                                                                                                                                                                                                 | June 13, 2023 |
| Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )                                                                                                                                                                                     | June 13, 2023 |
| If applicable, date of the latest evaluation of the charter school's contracted education service provider such as a charter management organization (CMO) or education management organization (EMO)<br><br>(include a copy of the board's evaluation tool for this contracted organization as <b>Appendix D</b> ) | N/A           |

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

None

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

1. Policy 2520: Instructional Supplies
2. Policy 5305: Health Services Personnel
3. Policy 5308: Student Health Records
4. Policy 5310: Health Services
5. Policy 6112: Reimbursement of Federal and Other Grant Expenditures Regulation
6. 6115.01: Federal Awards/Funds Internal Controls
7. Policy 6115.04: Federal Funds - Duplication of Benefits
8. Policy 6311: Contracts for Goods and Services Funded by Federal Grants
9. Policy 7440: School District Security
10. Policy 5722 Student Journalism
11. Policy 6113 E-Rate Program
12. Policy 4216 Dress And Grooming
13. Policy 0143.2 High School Student Representative to the Board of Trustees

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

1. Accomplishing long-range goals and objectives,
2. Academic, financial, and legal oversight, and
3. Conducting productive board meetings.

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

1. Finding adequate time to get involved in advocacy opportunities.
2. Finding adequate time to attend statewide and national events and conferences.
3. Lack of engagement with philanthropic organizations.

### 3.2 Board Compliance

**a) Information regarding the Board of Trustees**

*Table 20: Board of Trustees Information*

| Name                    | Start Date | Term Expiration Date | Role on Board   | Email Address             | Date of Criminal Background Check | Date of all NJSBA Trainings                             |
|-------------------------|------------|----------------------|-----------------|---------------------------|-----------------------------------|---------------------------------------------------------|
| Dr. Ferhan Tunagur      | 3/1/2006   | 3/1/2023             | President       | ferhant@gmail.com         | 2/8/2012                          | 2/3/2007,<br>2/4/2009,<br>9/12/2010<br>10/19/2018       |
| Jackie Lewis            | 7/1/2013   | 7/1/2025             | Trustee         | jlewis@cjcollegeprep.org  | 1/8/2014                          | 1/1/13<br>7/8/14,<br>12/4/18,<br>8/4/20                 |
| Dr. Ozcan Uzun          | 11/29/2016 | 11/30/2023           | Trustee         | ouzun@nyit.edu            | 2/1/2012                          | 2/3/07,<br>3/28/08,<br>11/22/08,<br>1/14/17,<br>8/24/18 |
| Dr. Anton Arockiasamay* | 7/1/2021   | 7/1/2025             | Trustee         | hillsky007@gmail.com      | 9/15/2020                         | 9/16/2020<br>8/2/2021                                   |
| Eric Van Bladel         | 7/22/2020  | 6/30/2024            | Trustee         | ericvanbladel@gmail.com   | 9/10/2020                         | 8/2/2021                                                |
| Dr. Tracy Gill          | 6/13/2023  | 6/30/2024            | Trustee         | gilllaurent@msn.com       | In-progress                       | In-progress                                             |
| Dr. Namik Sercan        | 8/12/2016  | N/A                  | CEO             | nsercan@cjcollegeprep.org | 9/21/2016                         | N/A                                                     |
| Victoria Mosier         | 2/14/2023  | N/A                  | Board Secretary | vmosier@cjcollegeprep.org | 9/15/2022                         | N/A                                                     |

\*Resigned effective January 19, 2023.

**a) The meeting notices and minutes from the Board of Trustees may be accessed at the following link below:**

<https://cjcollegeprep.org/board-meeting-minutes/2022-2023>

**b) Latest board meeting minutes posted on the school's website.**

The latest board meeting minutes posted on the website is April 25, 2023. The last meeting the Board conducted was June 13, 2023, for which the minutes will be posted upon approval in the next board meeting on August 29, 2023.

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

## **Access and Equity**

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### **4.1 Access and Equity**

**a) School's application process for prospective students for school year 2022-2023.**

*Table 21: School Year 2022-2023 Application Process Timeline*

|                                                                                                  |                                            |
|--------------------------------------------------------------------------------------------------|--------------------------------------------|
| Date the application for school year 2022-2023 was made available to interested parties          | January 1, 2023                            |
| Date the application for school year 2022-2023 was due back to the school from parents/guardians | March 1, 2023                              |
| Date and location of the lottery for seats in school year 2022-2023                              | March 7 & 14, 2023 at CJCP Somerset Campus |

**b) Provide the URL to the school's application for prospective students for school year 2022-2023. As Appendix F, provide a copy of the application in as many languages as available.**

<https://cjcollegeprep.org/admission>

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

- School website
- School front office
- Mailing upon request
- School social media accounts: Facebook, Twitter
- Local newspaper: Franklin Digest
- Online newspapers: Franklin Reporter and Advocate, TapInto, Carlos Ramirez New Brunswick Today
- Religious institutions
  - The Presbyterian Church, New Brunswick
  - Sacred Heart Church, New Brunswick
  - Holy Family Parish, New Brunswick
- 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) List all languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below.**

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:

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

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

- 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).
- PTSO meetings
- School website
- School social media accounts; Facebook, Twitter
- E-mail blasts through our community partners such as New Brunswick Today and Franklin Township Chamber of Commerce
- Local newspaper; Franklin Digest
- Online newspapers; Franklin Reporter and Advocate, TapInto, Carlos Ramirez New Brunswick Today
- Religious institutions
  - The Presbyterian Church, New Brunswick
  - Sacred Heart Church, New Brunswick
  - Holy Family Parish, New Brunswick
- 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
- CJCP Weekly Newsletters covering information regarding the application for the school year 2023-24.

**f) Student enrollment and attrition rates by grade level in 2022-2023.**

*Table 22: Student Enrollment and Attrition*

| Grade Level | Number of student withdrawals (for any reason) during the school year | Number of students enrolled after the first day of school year 2022-2023 | Number of students retained in 2022-2023 for the 2023-2024 school year |
|-------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|
| K           | 6                                                                     | 63                                                                       | 57                                                                     |
| 1           | 2                                                                     | 82                                                                       | 80                                                                     |
| 2           | 4                                                                     | 103                                                                      | 99                                                                     |
| 3           | 6                                                                     | 91                                                                       | 85                                                                     |
| 4           | 5                                                                     | 96                                                                       | 91                                                                     |
| 5           | 9                                                                     | 79                                                                       | 70                                                                     |
| 6           | 8                                                                     | 134                                                                      | 126                                                                    |
| 7           | 3                                                                     | 128                                                                      | 125                                                                    |
| 8           | 8                                                                     | 156                                                                      | 148                                                                    |
| 9           | 7                                                                     | 137                                                                      | 130                                                                    |
| 10          | 4                                                                     | 97                                                                       | 93                                                                     |
| 11          | 5                                                                     | 72                                                                       | 67                                                                     |
| 12          | 0                                                                     | 41                                                                       | 0 - All graduated.                                                     |

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

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

## Compliance

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### 5.2 Office of Charter and Renaissance School Compliance

*Table 23: School Site Facility Information*

| <b>School Site Facility Information</b>    |                                                    |
|--------------------------------------------|----------------------------------------------------|
| Site name                                  | Main Campus - 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                                          |
| 2022-2023 annual lease cost                | \$1,530,826.68                                     |
| Facility mortgage/bond information         | N/A                                                |
| Purchase date                              | N/A                                                |
| Mortgage lender/Bond Issuer(s)             | N/A                                                |
| Outstanding loan amount as of July 1, 2023 | N/A                                                |
| Latest date of appraisal                   | N/A                                                |
| Appraised value of property                | N/A                                                |
| <b>School Site Facility Information</b>    |                                                    |
| Site name                                  | New Brunswick Satellite Campus                     |
| Facility lease information                 |                                                    |
| Landlord name                              | Anshe Emeth Memorial Temple                        |
| Lease commencement date                    | 8/1/2019                                           |
| Lease termination date                     | 6/30/2024                                          |
| 2022-2023 annual lease cost                | \$197,500                                          |
| Facility mortgage/bond information         | N/A                                                |
| Purchase date                              | N/A                                                |
| Mortgage lender/Bond Issuer(s)             | N/A                                                |
| Outstanding loan amount as of July 1, 2023 | N/A                                                |
| Latest date of appraisal                   | N/A                                                |
| Appraised value of property                | N/A                                                |

*Table 24: School Site Facility Information Lease Summary*

|                                           |             |
|-------------------------------------------|-------------|
| Total number of leased facilities         | 2           |
| Total annual cost of all leases           | \$1,728,326 |
| Total lease amount budgeted for 2023-2024 | 2,080,826   |

*Table 25: School Site Facility Information Mortgage/Bond Summary*

|                                      |   |
|--------------------------------------|---|
| Total number of mortgaged facilities | 0 |
|--------------------------------------|---|

|                                                  |     |
|--------------------------------------------------|-----|
| Total mortgage/bond amount                       | N/A |
| Mortgage principal budgeted for 2023-2024        | N/A |
| Mortgage payment interest budgeted for 2023-2024 | N/A |

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

### 5.3 Other Compliance

- a) Educator evaluation system implemented.

Teachers will be evaluated on a comprehensive system that consists of formal and informal observation of teaching practices, professionalism, and student outcomes. The evaluations are conducted using a rubric based on the Danielson Framework and focus on the following domains including (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.<sup>13</sup> Each teacher will have three formal observations throughout the school year in addition to four walk-through observations. Student outcomes are assessed through establishing the SGOs each year. The SGO is factored together with the formal observation scores and the walkthrough scores to generate the summative teacher evaluation score.

Prior to the formal observations, teachers complete a pre-observation conferences where they will identify key portions of the intended lesson. They also have the opportunity to reflect on the lesson by completing a post observation form prior to the 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 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 given a Corrective Action Plan, which identifies opportunities for professional development and the support to be provided by the school. This establishes clear goals and tasks that teachers need to improve upon to earn an effective rating.

<sup>13</sup> Minnick, C., Warren, I., Riley, T., & Ingram, R. (2012). The anatomy of an effective teacher- One model: Charlotte Danielson's model of appropriate practices. *Intellect Base*, 15(5), 27-42. Retrieved from <http://web.b.ebscohost.com.ezproxy2.library.drexel.edu/ehost/pdfviewer/pdfviewer?vid=20&sid=9af347a8-fac7-487b-a2b8-be0e4451c274%40pdv-v-sessmgr02>

**b) School leader evaluation system implemented.**

The Board of Trustees conducts the annual evaluation of the lead person. Currently, Central Jersey College Prep Charter School 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) As **Appendix H**, provide the board resolution approving the teacher and school leader evaluation systems.