



# Middlesex County STEM Charter School

**August 1, 2026**  
**ANNUAL REPORT 2025-26**

613 Carlock Avenue, Perth Amboy, NJ 08861  
Phone: (848) 242-1818 | Fax: (848) 258-1088  
Web: <http://www.middlesexcharter.org> | Email: [info@middlesexcharter.org](mailto:info@middlesexcharter.org)

## Basic Information about the School

Table 1: Basic Information

|                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of charter school                                                                                    | Middlesex County STEM Charter School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Grade level(s) to be served in 2026-2027                                                                  | Kindergarten through 10th grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Projected enrollment for 2026-2027                                                                        | Grades K-5: 650<br>Grades 6-8: 235<br>Grades 9-10: 100<br>Total: 985                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2025-2026 Total enrollment as of June 30, 2026                                                            | 775                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2025-2026 Students with disabilities (SWD) enrollment as of June 30, 2026                                 | 109                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2025-2026 Multilingual learners (ML) enrollment as of June 30, 2026                                       | 133                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Current waiting list for 2026-2027 by grade level Pursuant to N.J.A.C. 6A:11-4.6(a)2                      | Kinder: 0, 1st: 0, 2nd: 0, 3rd: 0, 4th: 53, 5th: 54, 6th: 93, 7th: 70, 8th: 38, 9th: 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Waitlist within the district/region of residence                                                          | Kinder: 0, 1st: 0, 2nd: 0, 3rd: 0, 4th: 33, 5th: 31, 6th: 57, 7th: 45, 8th: 27, 9th: 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Waitlist of non-resident district/region of residence (Organize by district/region)                       | Woodbridge: 33, Parlin: 4, Edison: 19, Somerset: 1, Rahway: 2, Carteret: 3, Cliffwood: 1, Sayreville: 4, South Amboy: 6, Middlesex: 1, Kendall Park: 1, South Plainfield: 3, South River: 1, Metuchen: 1, Piscataway: 3, Roselle: 2, Old Bridge: 2, Monroe: 1.                                                                                                                                                                                                                                                                                                                                            |
| Website address                                                                                           | <a href="https://www.middlesexcharter.org/">https://www.middlesexcharter.org/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Name of board president                                                                                   | Ms. Jackie Lewis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Board president's email address (Embed link to board president's email address on charter school website) | <a href="mailto:jackiejl0@msn.com">jackiejl0@msn.com</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Board president's direct phone number (Do not include charter school number)                              | 732-322-4596                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Name of school leader (Include the preferred point of contact for official communications)                | Dr. Namik Sercan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| School leader's email address                                                                             | <a href="mailto:sercan@middlesexcharter.org">sercan@middlesexcharter.org</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| School leader's direct office phone number and/or extension                                               | 732-649-3954 ext. 1001                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Title IX McKinney-Vento District Homeless Liaison's name and email address                                | Dr. Tasha Mosconi,<br><a href="mailto:tmosconi@middlesexcharter.org">tmosconi@middlesexcharter.org</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| School Safety Specialist's name and email address                                                         | Asli Cebe, <a href="mailto:acebe@middlesexcharter.org">acebe@middlesexcharter.org</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| School Threat Assessment Team Members' names and email addresses                                          | Asli Cebe: <a href="mailto:acebe@middlesexcharter.org">acebe@middlesexcharter.org</a><br>John Tozan: <a href="mailto:jtozan@middlesexcharter.org">jtozan@middlesexcharter.org</a><br>Jennifer Gonzales: <a href="mailto:jgonzales@middlesexcharter.org">jgonzales@middlesexcharter.org</a><br>Angelina Prentiss: <a href="mailto:aprentiss@middlesexcharter.org">aprentiss@middlesexcharter.org</a><br>Jessica Pierz: <a href="mailto:jpierz@middlesexcharter.org">jpierz@middlesexcharter.org</a><br>Sharon Analuisa: <a href="mailto:sanaluisa@middlesexcharter.org">sanaluisa@middlesexcharter.org</a> |

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|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                  | Katherine Guzman: kguzman@middlesexcharter.org<br>Aneudy Alfonso: aalfonso@middlesexcharter.org<br>Louis Pucci: lpucci@middlesexcharter.org<br>Alia Hachil: ahachil@middlesexcharter.org<br>Mariel Inoa Castillo: mcastillo@middlesexcharter.org<br>Kaitlyn Wagner: kwagner@middlesexcharter.org<br>Sarah Sullivan: ssullivan@middlesexcharter.org |
| Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address | Michael Saulnier: msaulnier@middlesexcharter.org                                                                                                                                                                                                                                                                                                   |
| Name of School Business Administrator (SBA)                                      | Fiona Daubon                                                                                                                                                                                                                                                                                                                                       |
| SBA email address                                                                | sba@middlesexcharter.org                                                                                                                                                                                                                                                                                                                           |
| SBA phone number                                                                 | 732-649-3954x1509                                                                                                                                                                                                                                                                                                                                  |
| Name of District Testing Coordinator (DTC)                                       | Michael Saulnier                                                                                                                                                                                                                                                                                                                                   |
| DTC email address                                                                | msaulnier@middlesexcharter.org                                                                                                                                                                                                                                                                                                                     |
| DTC phone number                                                                 | 848-242-1818 ext 2102                                                                                                                                                                                                                                                                                                                              |
| Name of anticipated SY 2026-2027 Student Placement Liaison (SPL)                 | Mr. Eljasa Jashar                                                                                                                                                                                                                                                                                                                                  |
| SPL email address                                                                | ejashar@middlesexcharter.org                                                                                                                                                                                                                                                                                                                       |
| SPL phone number                                                                 | 848-242-1818 x 2101                                                                                                                                                                                                                                                                                                                                |

## School Site Information

Table 2.1: School Site Information

|                                                                  |                                                                  |
|------------------------------------------------------------------|------------------------------------------------------------------|
| Site name                                                        | Middlesex County STEM Charter School Main Building - Carlock Ave |
| Year site opened                                                 | 2021                                                             |
| Grade level(s) served at this site in 2025-2026                  | Kindergarten & 1 <sup>st</sup> Grade                             |
| Grade level(s) to be served at this site in 2026-2027            | Kindergarten & 1 <sup>st</sup> Grade                             |
| Site street address                                              | 613 Carlock Ave.                                                 |
| Site city                                                        | Perth Amboy                                                      |
| Site zip                                                         | 08861                                                            |
| Site lead or primary contact's name                              | Dr. Namik Sercan                                                 |
| Site lead or primary contact's office phone number and extension | 732-649-3954 ext. 1001                                           |
| Site lead's email address                                        | sercan@middlesexcharter.org                                      |

Table 2.2: School Site Information

|           |                        |
|-----------|------------------------|
| Site name | MCSCS - Hazel Building |
|-----------|------------------------|

|                                                                  |                             |
|------------------------------------------------------------------|-----------------------------|
| Year site opened                                                 | 2022                        |
| Grade level(s) served at this site in 2025-2026                  | Grade 2                     |
| Grade level(s) to be served at this site in 2026-2027            | Grade 2                     |
| Site street address                                              | 584 Hazel Ave               |
| Site city                                                        | Perth Amboy                 |
| Site zip                                                         | 08861                       |
| Site lead or primary contact's name                              | Dr. Namik Sercan            |
| Site lead or primary contact's office phone number and extension | 732-649-3954 ext.1001       |
| Site lead's email address                                        | sercan@middlesexcharter.org |

*Table 2.3: School Site Information*

|                                                                  |                             |
|------------------------------------------------------------------|-----------------------------|
| Site name                                                        | MCSCS - Mechanic St.        |
| Year site opened                                                 | 2025                        |
| Grade level(s) served at this site in 2025-2026                  | Grades 3-9                  |
| Grade level(s) to be served at this site in 2026-2027            | Grades 3-7                  |
| Site street address                                              | 351 Mechanic St             |
| Site city                                                        | Perth Amboy                 |
| Site zip                                                         | 08861                       |
| Site lead or primary contact's name                              | Dr. Namik Sercan            |
| Site lead or primary contact's office phone number and extension | 732-649-3954 ext.1001       |
| Site lead's email address                                        | sercan@middlesexcharter.org |

*Table 2.4: School Site Information*

|                                                       |                             |
|-------------------------------------------------------|-----------------------------|
| Site name                                             | MCSCS - Catherine St.       |
| Year site opened                                      | Projected September 1, 2026 |
| Grade level(s) served at this site in 2025-2026       | NA                          |
| Grade level(s) to be served at this site in 2026-2027 | Grades 8-10                 |
| Site street address                                   | 682 Catherine St.           |
| Site city                                             | Perth Amboy                 |
| Site zip                                              | 08861                       |

|                                                                  |                             |
|------------------------------------------------------------------|-----------------------------|
| Site lead or primary contact's name                              | Dr. Namik Sercan            |
| Site lead or primary contact's office phone number and extension | 732-649-3954 ext.1001       |
| Site lead's email address                                        | sercan@middlesexcharter.org |

## Organizational Performance Areas

### 1.1 Mission and Key Design Elements

#### a) The school's Commissioner-approved mission

The mission of the Middlesex County STEM Charter School is to provide rigorous science, technology, engineering, and math curricula in a diverse and nurturing environment to spark students' interest at early ages in STEM careers.

#### b) The school's key design elements

The educational infrastructure at MCSCS is strategically engineered to ensure longitudinal and equitable access to high-tier STEM instruction. This design is corroborated by the National Science Board's *Science and Engineering Indicators 2026*, which identifies significant variance in rigorous STEM opportunities correlated with socioeconomic status and institutional resource allocation. National trends indicate that students in underserved demographics frequently lack exposure to advanced curricula and hands-on investigative learning<sup>1</sup>. NJDOE 2024–2025 School Performance Reports revealed that fewer than 5% of eighth-grade students in Perth Amboy Public Schools were enrolled in high school level mathematics coursework<sup>2</sup>. In contrast, MCSCS achieved a 28% enrollment rate in high school level mathematics for its eighth-grade cohort, establishing parity with the New Jersey state average despite a significantly higher Free and Reduced Lunch (FRL) demographic (73% vs. 43%). This data underscores MCSCS's successful implementation of an accelerated learning model that mitigates local achievement disparities and provides high-quality STEM pathways beginning in the primary grades.

MCSCS addresses these systemic challenges through a multi-disciplinary instructional framework that integrates STEM methodologies into daily classroom practices. This schoolwide model shifts away from exclusionary advanced coursework toward an inclusive paradigm where all students engage in the scientific and engineering practices defined by the Next Generation Science Standards (NGSS). Pedagogical strategies emphasize the development of investigable inquiry, hypothesis testing, empirical data acquisition, and evidence-based argumentation.

<sup>1</sup> National Science Board. (2026). *Science and Engineering Indicators 2026: STEM talent, education, training, and workforce*. U.S. National Science Foundation.  
<https://nces.nsf.gov/pubs/nsbsep20261/stem-talent-education-training-and-workforce-2#elementary-and-secondary-stem-education>

<sup>2</sup> New Jersey Department of Education. *School Performance Reports*. Retrieved from <https://www.nj.gov/education/spr/>

Instructional personnel facilitate cognitive development through the application of productive struggle, iterative design cycles, and metacognitive reflection. Students are required to provide empirical justification for their reasoning and engage in peer-reviewed critique to refine conclusions. These intentional pedagogical interventions ensure that STEM literacy is an active, investigative process, fostering the analytical competencies and psychological resilience essential for success in a technologically advancing, AI-integrated global economy.

More specifically, MCSCS delivers a robust STEM curriculum by maximizing access to STEM coursework and electives that foster innovation, problem solving and technical proficiency. Longitudinal data indicates that 40% of the MCSCS ninth-grade cohort were enrolled in collegiate-level computer programming, a significant delta compared to the 16% participation rate in Perth Amboy Public Schools. This K-12 STEM continuum is further supported by the mandatory Engineering Design sequence in middle school and foundational Digital Literacy or STEM integration in the elementary grades. This pathway ensures that students achieve computational fluency and technological literacy, establishing the prerequisite skills necessary for success in competitive post-secondary STEM fields.

MCSCS provides accelerated access to advanced academic coursework starting in Grade 9. During the 2025–2026 academic cycle, 25% of ninth-grade students were enrolled in at least one Advanced Placement (AP) course, while 20% achieved credit through dual enrollment partnerships with William Paterson University. These metrics exceed the overall Perth Amboy Public Schools high school participation rates of 18% for AP and 9% for dual enrollment. For the 2026–2027 cycle, the school will expand its collegiate-level offerings to include AP Environmental Science, AP Cybersecurity, AP Human Geography, AP Computer Science Principles, AP Psychology, AP US History, and AP Government and Politics. This expansion demonstrates a firm commitment to academic acceleration and the provision of rigorous, post-secondary preparatory experiences for all students.

To facilitate student transition into rigorous, post-secondary coursework, MCSCS prioritizes the cultivation of advanced quantitative competencies during the middle school years. For the 2026–2027 academic cycle, approximately 38% of the eighth-grade cohort are matriculated in high school-level Algebra 1, establishing a foundational mathematical pipeline that enables vertical alignment with accelerated STEM trajectories in the high school level.

Augmenting this structural design, MCSCS deploys a validated, evidence-based pedagogical framework to maintain high-quality and consistent instructional delivery. Curricular assets are operationalized through an interdisciplinary learning experience that prioritizes the application of theoretical constructs to complex, real world problems. The instructional faculty systematically integrates laboratory praxis, project-based learning (PBL) methodologies, and iterative engineering design challenges to consolidate conceptual schemas and catalyze innovation. By synthesizing high-leverage instructional materials with an inclusive pedagogical paradigm,

MCSCS ensures that the entire student population acquires the critical heuristics, technical fluencies, and metacognitive dispositions requisite for navigating the intricacies of a technologically intermediated global ecosystem.

*Table 3: MCSCS Curriculum Resources*

| Program                     | Subject                      | Grade |
|-----------------------------|------------------------------|-------|
| SAVVAS My View              | English/Language Arts        | K-5   |
| SAVVAS My Perspectives      | English/Language Arts        | 6-9   |
| SAVVAS enVision Mathematics | Problem Based Mathematics    | K-9   |
| SAVVAS Elevate Science      | Inquiry-based Science        | K-9   |
| SAVVAS MyWorld Interactive  | Inquiry-based Social Studies | K-9   |
| College Board               | AP Human Geography           | 9     |
| William Paterson University | Computer Science             | 9     |
| William Paterson University | World History                | 9     |

Grounded in evidence-based research and educational best practices, MCSCS employs specialized instructional methodologies proven to accelerate academic achievement for all students. These practices include:

### 1) Integrating Technology

- i. **Balanced Technology Integration:** MCSCS intentionally integrates technology to enhance instruction while maintaining the rigorous standards of a classical education. Technology serves as a specialized tool to support learning—rather than a replacement for direct teacher instruction, close reading, Socratic discussion, handwriting, complex problem-solving, and laboratory investigations. This balance ensures students develop the critical thinking and communication skills essential for intellectual curiosity. Key examples of this integration include:
  - *Literacy & Reading:* Students physically annotate paper-based texts during close reading to deepen comprehension before utilizing digital platforms for vocabulary reinforcement and assessment.
  - *Mathematics:* Students execute multi-step problem-solving by hand to build procedural fluency before using adaptive tools such as IXL or SAVVAS enVision for targeted practice.
  - *Science & Inquiry:* Students conduct hands-on laboratory experiments and manually record observations in scientific notebooks before utilizing specialized software for data visualization and analysis.

- *Collaboration:* Classes engage in face-to-face Socratic seminars and debates before consolidating collaborative notes and reflections through interactive platforms like Pear Deck or Nearpod.
- ii. **1:1 Chromebook Initiative:** The school sustains a 1:1 technology environment, providing all students in Kindergarten through Grade 10 with a Chromebook to facilitate research, digital literacy, and equitable access to instructional assets. While maintaining this access, MCSCS remains committed to the balanced application of digital resources—particularly at the elementary level—to ensure students develop robust offline cognitive and tactile skills.
- iii. **Digital Curricular Resources:** MCSCS leverages high-quality electronic resources—including SAVVAS MyView, My Perspectives, Elevate Science, MyWorld, and enVision Mathematics—to complement teacher-led instruction and reinforce standard mastery.
- iv. **Adaptive Learning Tools:** Educators strategically incorporate supplemental digital tools—such as Amplify mCLASS, Newsela, STAR, and LinkIt—to differentiate instruction, monitor longitudinal progress, and provide targeted interventions while preserving a balanced pedagogical approach.
- v. **Bridging the Digital Divide:** To ensure equitable learning opportunities beyond the school day, MCSCS provides Chromebooks to Multilingual Learners and students with demonstrated financial need, enabling continuous access to English language development and instructional resources at home.

## 2) Targeted and Differentiated Instruction

- i. **Differentiated Instruction:** To optimize student outcomes, MCSCS embeds supplemental remedial and enrichment periods into the daily schedule for all students in grades K-8. This systematic approach to differentiation is detailed further in **Section 1.3, Instruction**.
- ii. **Pull-out Services:** The school provides targeted pull-out services to extend and enrich the learning experience for identified Gifted and Talented students, ensuring appropriate academic challenge.
- iii. **Departmentalization in Elementary School:** Beginning in 4th grade, students receive instruction from content specialists in Mathematics, ELA, Social Studies, and Science, fostering deeper disciplinary expertise.
- iv. **Extended learning opportunities** are provided through the following frameworks as further discussed in **Section 1.3 Instruction**:
  - *Saturday Academy:* Tuition-free, individualized academic support is offered to mitigate achievement gaps and reinforce standard mastery.
  - *Summer Remediation Program:* Tailored instructional blocks address critical skill deficits and accelerate academic growth for participating student cohorts.

- *Summer Bridge Courses:* Algebra I and Geometry bridge programs facilitate student transitions into accelerated coursework, ensuring continuity of learning above grade level.

### 3) Strategic STEM Integration and Exposure

In alignment with its mission, MCSCS prioritizes STEM education across all grade levels through a rigorous multi-disciplinary framework comprising advanced coursework, experiential learning, and strategic industry partnerships:

- i. **Academic Rigor and Graduation Standards:** High school graduation requirements exceed state minimums, mandating four years of laboratory science and at least one STEM-focused elective (see Appendix N). Students utilize accelerated pathways, including middle school Algebra 1, collegiate-level coursework in the high school grades, and specialized electives such as Digital Literacy, Computer Programming, Engineering Design, and Scientific Research.
- ii. **Expansion of Technical Pathways:** For the 2026–2027 academic year, MCSCS has established the infrastructure to implement dedicated Artificial Intelligence (AI) and Computer Science with Robotics curricula for all students beginning in Grade 3.
- iii. **Project-Based and Inquiry-Driven Learning:** The instructional model leverages project-based learning (PBL) to address complex, real-world challenges. This is augmented by systematic laboratory investigations and a specialized STEM pull-out program for identified Gifted and Talented students.
- iv. **Extracurricular STEM Programming:** MCSCS sustains a diverse portfolio of STEM-focused competitive and interest-based clubs for K–9 students, including the Robotics Team, Science Olympiad, Environmental Club, and STEM Discovery Club.
- v. **Annual STEM Fairs:** All K–9 students participate in comprehensive STEM Fairs, undergoing the full cycle of identifying a research question, designing iterative experiments, and presenting empirical findings. Fairs held on February 12, June 9, and June 11, 2026, served as public demonstrations of student innovation and inquiry-based proficiency.
- vi. **Institutional and Industry Partnerships:** The school maintains formal collaborations with Nokia Bell Labs, Princeton Plasma Physics Laboratory, Life Science Cares, and Students 2 Science. These partnerships facilitate the translation of theoretical constructs into practical application through synchronous Virtual Labs (V-Labs) with industry mentors and on-site ISAAC field trips, where students utilize professional-grade instrumentation to cultivate technical fluency and career readiness.

- 4) **Mission-Driven Professional Development for Staff:** MCSCS implements a holistic professional development plan designed to facilitate the integration of research-based

instructional practices and foster meaningful collaboration among staff members. Professional learning opportunities are delivered through the following structured formats:

- i. **In-District and Out-of-District STEM Opportunities:** MCSCS facilitates advanced external professional development to ensure instructional excellence in STEM. Faculty engage in specialized training through Project Lead the Way (PLTW) for engineering, NJCyber for computer science and Artificial Intelligence (AI), and College Board-approved vendors for Advanced Placement (AP) coursework.

During the 2025-26 academic year, the school implemented targeted breakout sessions and Summer Institute programming focused on AI pedagogy. Building on this foundation, MCSCS will implement comprehensive AI training for all staff members during the 2026-27 school year to further integrate emerging technologies into the instructional framework.

- ii. **New Teacher Orientation & Summer Institute:** The New Teacher Orientation at Middlesex County STEM Charter School (MCSCS) is strategically designed to equip incoming educators with the pedagogical tools, institutional knowledge, and professional support necessary for a successful teaching and learning practices. During this intensive orientation, faculty members engage with the school's mission, instructional expectations, classroom management protocols, and available curricular resources. The program fosters a professional community by connecting new staff with mentors and leadership to establish a foundation for collaboration and growth. This two-day orientation supports both novice and experienced educators to ensure comprehensive alignment with the strategic vision of MCSCS.

Following the new teacher orientation, all faculty and staff participate in a weeklong Summer Institute to prepare for the academic cycle. This intensive program facilitates professional reintegration and the establishment of collaborative working relationships. Programming is delivered at the school, grade, subject, and department levels, covering essential topics such as logistical planning, curriculum development, research-based instructional best practices, and student support frameworks. Faculty members lead breakout sessions to showcase specialized expertise and instructional innovations, promoting a culture of peer-to-peer professional development. 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.

The Summer Institute and New Teacher Orientation are conducted in collaboration with Central Jersey College Prep (CJCP) to leverage collective expertise and ensure cross-campus consistency. Faculty from both institutions engage in shared professional

learning, exchange effective strategies, and collaborate on initiatives to enhance instructional quality. This partnership strengthens professional relationships and promotes educational excellence across the organization, directly benefiting the student populations of both campuses.

- iii. **Scheduled Professional Development Days:** During the 2025–2026 academic year, faculty participated in six half-day professional development sessions. These sessions featured targeted breakout groups and school-level programming. Winter sessions prioritized data-driven instruction to strengthen intervention programs, equipping educators with evidence-based strategies for high-intensity, small-group instruction to maximize student impact.
- iv. **Comprehensive Teacher Mentorship:** New faculty members are paired with mentors to facilitate their transition into the MCSCS community. This program provides both formal and informal professional resources, extending into department meetings, specialized workgroups, and individual advisory sessions. This initiative operates in conjunction with the statutory mentorship requirements mandated by the New Jersey Department of Education for certification purposes.
- v. **Individualized Instructional Coaching:** MCSCS educators receive personalized support from instructional coaches, supervisors, and curriculum directors to refine pedagogical practices, integrate emerging technologies, and implement differentiated instruction. This collaborative framework is designed to enhance instructional quality and drive student learning outcomes, as further detailed in Section 1.4.
- vi. **Inter-Campus and Departmental Collaboration:** Faculty engage in formal, department-led lesson studies and informal collaborative cycles to continuously refine instructional delivery. Through peer co-observations, educators evaluate teaching methodologies from collaborative and project-based learning (PBL) perspectives. Data and insights derived from these observations directly inform lesson design, curricular revisions, and departmental professional development priorities.

Leveraging the organizational partnership with Central Jersey College Prep (CJCP), teachers participate in cross-campus classroom observations. These opportunities facilitate the exchange of effective instructional strategies and support rigorous instructional calibration. This practice ensures organizational consistency in academic expectations and student learning experiences across both institutions.

Furthermore, multiple Professional Learning Communities (PLCs) operate between MCSCS and CJCP to promote progress toward shared developmental objectives. Faculty from both campuses facilitate and participate in breakout sessions, departmental meetings, and topic-specific instructional programming to leverage collective expertise.

- vii. Teacher LEADer Program:** The Teacher LEADer (Learn. Empower. Adapt. Deliver.) Program is a comprehensive professional growth initiative designed to recognize, develop, and retain exceptional educators while strengthening instructional practices across CJCP and MCSCS. Built on the premise that impactful professional learning is derived from empowering outstanding educators to mentor and collaborate with peers, the program creates leadership opportunities that allow accomplished teachers to broaden their influence while remaining in the classroom.

The program unifies Teacher LEADers from both schools into a single professional learning community. Participants engage in monthly leadership meetings focused on instructional coaching, data-driven decision-making, effective communication, and school improvement. These collaborative sessions facilitate the sharing of successful practices and the development of innovative, research-based solutions to instructional challenges.

A defining feature of the initiative is its emphasis on cross-school collaboration. Teacher LEADers serve as mentors and facilitators, leading curriculum discussions, modeling effective instructional practices, and providing non-evaluative feedback to colleagues. This cross-campus expertise promotes instructional consistency and ensures that high-leverage practices are operationalized throughout the organization.

Furthermore, the program provides structured mentorship for new and developing educators. Teacher LEADers support colleagues through systematic classroom observations, lesson planning assistance, and ongoing coaching conversations. This personalized support accelerates professional growth and contributes to higher teacher retention by providing meaningful guidance throughout the career continuum.

The Teacher LEADer Program also offers high-performing faculty authentic opportunities for career advancement. Participants gain experience in project management, professional learning design, and school improvement planning. By collaborating with leadership on strategic initiatives and piloting innovative practices, Teacher LEADers help shape organizational priorities while maintaining a direct impact on student learning.

The program culminated in the first annual Teacher LEADer Showcase, a cross-school celebration of learning that brings together educators, administrators, and stakeholders from both CJCP and MCSCS. During the showcase, Teacher LEADers present the instructional innovations, action research, collaborative projects, and school improvement initiatives they implemented throughout the year. Some projects included: Building a Positive Classroom Culture Through Structure and Support, Reading Success Project: Empowering Literacy with MyView & MyPerspectives, Engage & Empower: An SEL

Project for Student Success, Promoting AI usage in the classroom, and Using Nonfiction Writing Across the Curriculum to Support Student Growth. The event highlights measurable impacts on teacher practice and student achievement while providing an opportunity for educators from both schools to learn from one another, celebrate accomplishments, and exchange best practices. The showcase strengthens the partnership between CJCP and MCSCS, reinforces a shared commitment to instructional excellence, and expands community engagement by demonstrating the exceptional work of teacher leaders to families, community partners, and other stakeholders.

Ultimately, the Teacher LEADer Program strengthens organizational capacity by investing in its greatest resource—its teachers. By recognizing excellence, fostering collaboration across schools, creating authentic leadership opportunities, and developing instructional expertise from within, the program not only supports individual teacher growth but also enhances student achievement, improves teacher retention, builds leadership capacity, deepens the partnership between CJCP and MCSCS, and cultivates a sustainable culture of innovation and excellence across the entire educational organization.

**c) Performance goals:** MCSCS’s performance goals include the following mission-specific goal:

*Table 4: Performance Goals*

|                       |                                                                                                                                                                          |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal</b>           | As a STEM-focused college-preparatory school, MCSCS will achieve greater than 15% ninth-grade participation in dual enrollment courses during the 2025-2026 school year. |
| <b>Measure</b>        | Percent of ninth graders enrolled in dual enrollment courses.                                                                                                            |
| <b>Target</b>         | Ensure that students in grades nine have access to college level coursework.                                                                                             |
| <b>Actual Outcome</b> | Ex: In 2025-2026, more than 20% of ninth graders completed at least one dual enrollment course. <b>Goal has been met.</b>                                                |

## 1.2 Curriculum

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

*Table 5.1: Curriculum Resources for Elementary School*

| Grade Level  | ELA                                                                                                      | MATH                         | SCI                             | SS                                     |
|--------------|----------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------|----------------------------------------|
| Kindergarten | <a href="#">Word Study K</a><br><a href="#">Reading K</a><br><a href="#">Writing K</a>                   | <a href="#">Kinder Math</a>  | <a href="#">Science K</a>       | <a href="#">Social Studies K</a>       |
| 1st Grade    | <a href="#">Word Study grade 1</a><br><a href="#">Reading grade 1</a><br><a href="#">Writing grade 1</a> | <a href="#">Math Grade 1</a> | <a href="#">Science grade 1</a> | <a href="#">Social Studies grade 1</a> |
| 2nd Grade    | <a href="#">Word Study grade 2</a><br><a href="#">Reading grade 2</a><br><a href="#">Writing grade 2</a> | <a href="#">Math grade 2</a> | <a href="#">Science grade 2</a> | <a href="#">Social Studies grade 2</a> |
| 3rd Grade    | <a href="#">Reading grade 3</a><br><a href="#">Word Study grade 3</a><br><a href="#">Writing grade 3</a> | <a href="#">Grade 3 math</a> | <a href="#">Science grade 3</a> | <a href="#">Social Studies grade 3</a> |
| 4th Grade    | <a href="#">Reading Grade 4</a><br><a href="#">Writing Grade 4</a>                                       | <a href="#">Math Grade 4</a> | <a href="#">Science grade 4</a> | <a href="#">Social Studies grade 4</a> |
| 5th Grade    | <a href="#">ELA Grade 5</a><br><a href="#">Writing Grade 5</a>                                           | <a href="#">Grade 5 Math</a> | <a href="#">Science grade 5</a> | <a href="#">Social Studies grade 5</a> |

*Table 5.2: Curriculum Resources for Middle School*

| Grade Level | ELA                   | MATH                                                       | SCI                       | SS                               |
|-------------|-----------------------|------------------------------------------------------------|---------------------------|----------------------------------|
| 6th Grade   | <a href="#">ELA 6</a> | <a href="#">Math 6</a>                                     | <a href="#">Science 6</a> | <a href="#">Social Studies 6</a> |
| 7th Grade   | <a href="#">ELA 7</a> | <a href="#">Math 7</a>                                     | <a href="#">Science 7</a> | <a href="#">Social Studies 7</a> |
| 8th Grade   | <a href="#">ELA 8</a> | <a href="#">Pre-Algebra 8</a><br><a href="#">Algebra I</a> | <a href="#">Science 8</a> | <a href="#">Social Studies 8</a> |

*Table 5.3: Curriculum Resources for High School*

| Grade Level | ELA                        | MATH                                                   | SCI                                                                                                    | SS                                                                                     |
|-------------|----------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 9th Grade   | <a href="#">English I</a>  | <a href="#">Algebra I</a><br><a href="#">Geometry</a>  | <a href="#">Biology</a>                                                                                | <a href="#">World History</a><br><a href="#">College Dual Enrollment World History</a> |
| 10th Grade  | <a href="#">English II</a> | <a href="#">Geometry</a><br><a href="#">Algebra II</a> | <a href="#">Environmental Science</a><br><a href="#">College Dual Enrollment Environmental Science</a> | <a href="#">US History I</a><br><a href="#">College Dual Enrollment US History I</a>   |

Staff at MCSCS remains dedicated to advancing student potential by providing a rigorous STEM-based curriculum that exceeds New Jersey state standards. The school provides transformative pathways to postsecondary success through expanded access to Advanced Placement (AP) coursework, dual enrollment opportunities, and career-aligned programming

beginning in Grade 9. These initiatives ensure equitable access to high-tier academic and professional trajectories that are frequently unavailable to students in underserved demographics. The following infographic delineates the three primary academic pathways offered at MCSCS.



A cornerstone of the MCSCS mission is responsiveness to the goals and aspirations of our student population and their families. Throughout the current academic cycle, school leadership conducted intentional outreach—including individualized planning sessions and informational forums—to strengthen student retention and ensure comprehensive understanding of the long-term benefits of the STEM-focused secondary experience. In response to community interest in technical education, MCSCS has secured strategic partnerships to provide industry-recognized credentials. Through programs such as Project Lead The Way and expanded collaboration with **Middlesex College (MC)**, students can earn job-aligned certifications. Prospective offerings currently under development include **Emergency Medical Technician (EMT)** and **Certified Artificial Intelligence Practitioner** certifications, designed to equip students with high-demand technical fluencies alongside their academic achievements.

Central to this strategic vision is the establishment of formal partnerships with **Middlesex College** and **The College of New Jersey (TCNJ)**. These collaborations expand student access to dual enrollment opportunities and formalize pathways toward associate degree attainment prior to secondary graduation. MCSCS provides a significant academic advantage as one of a select few public institutions statewide to maintain a partnership with The College of New Jersey. Following comprehensive research and inter-institutional collaboration, the MCSCS administrative team identified these partnerships as providing optimal flexibility, course availability, and alignment with student achievement goals. The MCC and TCNJ partnerships

enable students to engage in a diverse range of collegiate-level coursework across disciplines while remaining within the supportive instructional framework of the MCSCS community.

The sample coursework and dual credit equivalency is outlined below:

*Table 6: MCSCS Dual Enrollment Course Equivalency*

| Pathway / Department        | Course Code | Course Title                                  |
|-----------------------------|-------------|-----------------------------------------------|
| <b>English</b>              | ENG 121     | English Composition I                         |
|                             | ENG 122     | English Composition II                        |
| <b>Math</b>                 | MAT 129     | Precalculus                                   |
|                             | MAT 131     | Analytic Geometry & Calculus I                |
| <b>Social Studies</b>       | HIS 187     | AP Human Geography                            |
|                             | HIS 221     | US History I                                  |
|                             | PSY 101     | AP Psychology                                 |
| <b>Science</b>              | —           | AP Environmental Science                      |
|                             | BIO 123     | AP Biology                                    |
|                             | BIO 160     | Anatomy & Physiology I                        |
| <b>Technology Education</b> | —           | AP Cybersecurity                              |
|                             | —           | AP Computer Science Principles                |
|                             | CSC 106     | Intermediate PC Applications with Programming |

Through these strategic partnerships, MCSCS students can earn substantial college credit and, where appropriate, complete **associate degree pathways** in high-demand fields such as **Business Information Systems** or **Sustainability Science** prior to high school graduation. These opportunities provide significant academic and financial advantages by reducing the overall cost of higher education, accelerating progress toward a baccalaureate degree, and acclimating students to the expectations and rigor of collegiate-level discourse. By providing pathways to graduate with up to 60 college credits, MCSCS ensures its graduates are not only college-ready but have already demonstrated proven success in a higher education environment. The structural outline of these associate degree programs is detailed in the graphic below.

*Table 7: Structural Outline of the Associate Degree Programs at MCSCS*

| Pathway                             | Core Focus                                            | Key College Courses                                                                       | Target Careers                                                      |
|-------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Sustainability Science</b>       | Biology, Chemistry, and Climate Systems.              | General Biology (BIO 123/124), General Chemistry (CHM 121/122), Climatology.              | Environmental Engineer, Urban Planner, Environmental Scientist.     |
| <b>Business Information Systems</b> | The intersection of technology, data, and accounting. | Intro to Web Tech (CSC 118), Financial Accounting (ACC 101), Database Concepts (CSC 239). | IT Project Manager, Business Analyst, Information Security Analyst. |

|                             |                                                            |                                                                                          |                                                                       |
|-----------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>General Liberal Arts</b> | Broadest scope with highly flexible exploratory electives. | Anatomy & Physiology (BIO 160), Public Speaking (SPE 121), extensive humanities options. | Marketing Manager, Legal Assistant, Educator, Non-Profit Coordinator. |
|-----------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|

During the 2025–2026 school year, MCSCS offered two dual enrollment courses and one Advanced Placement course to ninth graders and will continue expanding these opportunities for ninth- and tenth-grade students during the 2026–2027 school year. Through the combined offerings of MCC and TCNJ, students will have access to college-level coursework in areas including science, social studies, mathematics, and other disciplines aligned with their academic interests and future goals. This early exposure will help students build confidence, develop college-ready skills, and strengthen their preparation for postsecondary success. Most importantly, MCSCS is committed to ensuring that every student has access to at least one college-level course before graduation, expanding equitable access to meaningful postsecondary experiences. MCSCS has allocated funds to take 100% of the cost for AP and dual enrollment courses through the 2027-28 school year.

Our educational model is built on personalized pathways that empower students while maintaining flexibility for their evolving interests and goals. Through pathways such as University Prep, Careers & Credentials, and Degree Plus, students receive individualized guidance to pursue opportunities aligned with their strengths and aspirations. The four-year roadmap begins with broad STEM exploration in ninth grade through courses such as Scientific Research, Cybersecurity, and Engineering Essentials, allowing students to build foundational skills before selecting more specialized pathways. Additionally, math bridge courses are offered to support students across varied achievement levels and academic needs, ensuring everyone has the prerequisite foundation to succeed in advanced coursework. Importantly, these pathways are not restrictive; students may simultaneously pursue college credits and career credentials, allowing them to graduate with both advanced academic experiences and industry-relevant skills. Our sample math bridge courses and options are below.

*Table 8: Differentiated Math Pathways: Freshman to Sophomore Progression*

| <b>Freshman Year</b>            | <b>Summer Requirement</b>    | <b>Sophomore Year</b>                    |
|---------------------------------|------------------------------|------------------------------------------|
| Algebra 1                       | Summer Geometry Accelerator* | Algebra 2                                |
| Geometry                        | None required                | Algebra 2                                |
| Honors Algebra 2 & Trigonometry | None required                | Next sequential math (e.g., Precalculus) |

\*Completing the Summer Geometry Accelerator option allows students who took Algebra 1 as freshmen to move directly into Algebra 2 for their sophomore year.

To further enhance this STEM-focused experience, MCSCS will open new state-of-the-art STEM laboratories at each campus during the 2026–2027 school year. These dedicated spaces will provide students with opportunities for authentic, inquiry-based learning through advanced equipment, collaborative work areas, and hands-on experiences that mirror real-world STEM

environments. The STEM labs will support interdisciplinary projects, engineering challenges, scientific investigations, and technology-driven learning experiences that strengthen critical thinking, problem-solving, and innovation. By introducing these experiences beginning in kindergarten, MCSCS aims to foster curiosity, creativity, and a lifelong interest in STEM fields from the earliest stages of a student's educational journey.

Supported by a dedicated leadership team focused on equity, innovation, and excellence, MCSCS continues to provide a small, supportive learning environment where students receive the individualized attention necessary for success. Through intentional student and family engagement, expanded college partnerships, innovative STEM programming, and personalized academic pathways, MCSCS prepares every student to graduate ready for college, career, and life with the skills, confidence, and experiences needed to succeed in a rapidly changing world.

### **1.3 Instruction**

#### **a) High-quality instruction at MCSCS**

MCSCS delivers high-quality instruction through a standards-aligned curriculum, evidence-based pedagogical practices, and a comprehensive assessment framework. In strict adherence to the New Jersey Student Learning Standards (NJSLS), the school employs research-validated instructional resources as detailed in **Section 1.1**. The following evidence-based practices constitute the core of the MCSCS instructional model, ensuring rigorous academic delivery and measurable student growth.

##### **1) Increased Technology Integration**

MCSCS implements a 1:1 technology initiative, providing Chromebooks to all students starting in kindergarten. This infrastructure enables personalized learning trajectories and facilitates self-directed inquiry. In this model, educators serve as facilitators of learning, guiding students toward independence and digital fluency. This systematic integration ensures that technology serves as a lever for academic achievement rather than a mere procedural substitute.

Empirical research indicates that 1:1 technology initiatives positively correlate with enhancements in teacher pedagogy, student engagement, classroom management, and academic achievement.<sup>3</sup> Furthermore, as students from underserved socioeconomic backgrounds may lack consistent access to digital resources and internet connectivity at home, MCSCS's technology program addresses these systemic disparities by cultivating technological literacy.<sup>4</sup> This intervention is designed to mitigate the opportunity gap and drive academic proficiency.

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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.

Specifically, MCSCS provided Chromebooks to a select cohort of Multilingual Learners for home use to ensure continuous access to linguistic and instructional assets.

Instructional personnel utilize technology to introduce, reinforce, extend, and assess standard mastery. The integration of digital platforms empowers students to refine the quality of their work and articulate complex concepts through multifaceted demonstrations. Faculty members utilize Google Workspace for Education, including Google Classroom, to facilitate a collaborative and transparent learning environment. Research suggests that classroom environments predicated on mutual trust and active student participation correlate with improved engagement and achievement outcomes.<sup>5</sup>

The technology program provides access to interactive digital curricula across all disciplines, including electronic texts and adaptive learning platforms. Utilizing tools such as IXL, educators design and assign adaptive tasks tailored to individual student growth trajectories and proficiency levels. Online platforms are systematically employed for formative assessment to monitor real-time student comprehension and calibrate instructional delivery.

## **2) Remediation and Intervention**

Academic progress at MCSCS is evaluated through continuous data analysis and a structured assessment hierarchy. The instructional leadership team monitors student performance metrics throughout the academic cycle. Administration conducts comprehensive reviews of quarterly LinkIt! benchmark data alongside annual NJSLA and Start Strong results. This longitudinal data informs the allocation of intervention services and enrichment opportunities for the student population.

Student progress is monitored by classroom teachers, the counseling department, and the administrative team to ensure academic growth and the timely implementation of intervention strategies as required by student performance data.

### **i. Supplemental Intervention Periods**

In addition to the daily 129-minute instructional blocks for Mathematics and English Language Arts (ELA), students identified for intervention received an additional dedicated period of targeted support in those core disciplines.

*Targeted Standards Instruction:* Teachers provided targeted reteaching on power standards to reinforce key concepts based on benchmark data. Power standards represent the essential learning goals and foundational skills that students must master to succeed at their grade level and beyond. Using formative assessments, teachers continually

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<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.

determined which of these core topics and skills needed reinforcement and designed instruction accordingly.

**Adaptive Practice:** Students received 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.

ii. **Pull out programs**

***Tutoring:*** The school provides an intensive, small-group tutoring model designed to deliver high-impact academic support. By maintaining low student-to-tutor ratios, the program ensures individualized attention to mitigate achievement gaps. MCSCS utilizes multiple data points to establish purposeful student groupings designed to optimize instructional efficacy. Tutoring and ELA intervention groups are homogeneous, typically consisting of fewer than eight students, and focus on specific standards and skills where mastery has not yet been demonstrated.

In addition to tutoring offered by MCSCS teachers, through a High-Impact Tutoring grant and a partnership with the New Jersey Tutoring Corps, thirty-two (32) elementary and middle school students received targeted instruction during the school year 2025-26. Group sizes were capped at a 4:1 student-to-tutor ratio, with sessions totaling 129 minutes per week. This model was also implemented during the summer program, where Tier 1 students, identified through benchmark data, received tutoring four days per week in addition to standard summer school programming.

***Reading Intervention:*** The Reading Intervention Program provides specialized literacy support for students in Tier 1 and Tier 2. Directed by a certified Reading Specialist, the program utilizes instructional reading level data to deliver targeted, evidence-based instruction intended to align student skills with grade-level benchmarks.

***Multilingual Learners (ML):*** The ML Program supports culturally and linguistically diverse students in achieving academic English proficiency. Utilizing a targeted pull-out model, ML specialists design explicit language instruction tailored to individual student linguistic profiles to ensure concurrent success in grade-level content.

**Grouping:** Multilingual Learner (ML) cohorts are organized by English language proficiency levels and grade bands. MCSCS uses multiple data sources to create

purposeful student groupings that meet individual learning needs and maximize instructional effectiveness. Students receiving tutoring and ELA intervention are placed in homogeneous groups of fewer than eight students based on the specific skills and standards they have not yet mastered, allowing teachers to provide targeted instruction that addresses learning gaps. Multilingual Learner (ML) students are grouped according to their English language proficiency and grade level to ensure appropriate language development support.

*Instructional Delivery:* Pedagogical delivery is dictated by student needs identified through data analysis. LinkIt! benchmark data informs the composition of tutoring and ELA intervention groups, facilitating targeted remediation. ML instruction is aligned with WIDA ACCESS results, focusing on linguistic development across the domains of reading, writing, speaking, and listening.

*Professional Support:* Educators participate in continuous professional development focused on effective small-group intervention strategies, such as the "catch and release" model. This training ensures that student groupings remain flexible and responsive to real-time performance data, allowing for the seamless transition of students out of intervention as mastery is attained. Teachers collaborated closely with interventionists and school leaders to analyze student data, identify learning gaps, and develop targeted action plans. Through this collaborative process, instruction was continuously adjusted to accelerate student growth, strengthen foundational skills, and support mastery of grade-level standards.

*Curricular Alignment:* Faculty collaborate with administration to maintain curriculum maps and unit plans ensuring alignment with grade-level standards. During the summer of 2025, maps and units were refined based on 2025 NJSLA performance data. The ML curriculum was also updated to align with contemporary language development standards. G&T faculty coordinate with the school's STEM department to ensure the integration of project-based learning experiences.

***Gifted and Talented (G&T):*** The G&T Program provides academic challenges for advanced learners. Using a specialized pull-out model, identified students engage in curricula rooted in STEM (Science, Technology, Engineering, and Mathematics), utilizing Discovery Education resources to extend learning beyond standard grade-level expectations. G&T instruction prioritizes STEM-centric project-based learning and inquiry-driven experiences to foster critical thinking and problem-solving fluencies. Gifted and Talented identification is based on multiple criteria, including benchmark assessment data, instructional reading levels, CogAT and SAGES scores, classroom performance, and faculty recommendations. The pull-out teachers were provided with intensive and ongoing training on the Discovery Science platform to address the needs of

the gifted students, and expectations from the students and the program to ensure that all students meet higher standards in a STEM-focused approach.

### **iii. Saturday Academy**

To extend instructional time, MCSCS facilitates a voluntary Saturday Academy starting in the second marking period. This program is provided at no cost to families and targets students who have not yet achieved grade-level proficiency.

Student Grouping: Students identified within Tier 2 and Tier 3 are invited to participate, with groupings organized according to specific academic needs.

Instructional Format: Participants receive ninety (90) minutes of Mathematics and ninety (90) minutes of ELA instruction. In grades 4 and above, instruction is delivered by content specialists to ensure disciplinary rigor.

Faculty Collaboration: Saturday Academy instructors coordinate with general education teachers to align the weekend curriculum with standard instructional sequences and individual student goals.

Logistics and Equity: Sessions operate from 9:00 AM to 1:00 PM and include nutritional services provided by the school.

### **iv. Summer Remediation and Enrichment**

A five-week remedial summer program is offered to students who have not demonstrated grade-level mastery. Approximately 100 students participated in the 2026 summer session. This program is essential to mitigating summer learning loss and addressing instructional gaps. Instructional blocks consist of three hours of daily targeted support in ELA and Mathematics. Class sizes are capped at 15 students to ensure individualized attention. MCSCS removes barriers to participation by providing transportation and nutritional services through a partnership with the City of Perth Amboy.

Identification of students: In the spring, students are identified based on assessment results and classroom performance to attend a summer remedial program. All previously identified tier 3 students are included, along with many of the tier 2 students who are further identified through benchmark three and the last administration of LinkIt.

Program Goals: The Summer Program was designed around two primary goals: (1) to close academic skill gaps through targeted intervention and (2) to support students' social-emotional well-being. Individualized intervention plans were developed by classroom teachers in collaboration with Summer Program teachers to ensure continuity of instruction and a seamless transition of support. This collaborative approach enabled students to receive targeted instruction in their specific areas of need, strengthening foundational skills and preparing them for success in the upcoming school year.

Throughout the program, the counseling team partnered with teachers to provide ongoing support for students' social, emotional, and behavioral needs, helping to create a positive and nurturing learning environment. In addition to focused academic instruction, students participated in daily recess and engaging enrichment activities designed to foster collaboration, resilience, and other key social-emotional competencies. By integrating academic intervention with intentional SEL supports, the Summer Program addressed the whole child and promoted both learning growth and overall well-being.

*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 three, teachers support students in both areas of math and English. The program ran for five weeks and students received an hour and a half of each subject along with an hour break for lunch and recess. Breakfast, lunch and break times also allowed students to have their social and emotional needs met.

*Commitment to Equity:* MCSCS provides this program at a minimal cost, affirming the school's commitment to providing equitable access to high-quality educational opportunities for all students.

### **3) Small Learning Community**

MCSCS maintains a small learning community characterized by low student-to-teacher ratios and managed class sizes. During the 2025–2026 school year, the school employed sixty-five (65) certified teachers and twenty-two (22) in-class support staff. This staffing model enabled the school to maintain a student-teacher ratio of 8.9:1, with an average class size of 22 students. Educational research correlates smaller class sizes with increased academic performance, as students receive more frequent individualized attention and engage in more consistent instructional interactions.<sup>6</sup> Longitudinal studies further suggest that students from minority

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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.

populations derive significant long-term benefits from being educated in smaller instructional settings.<sup>7</sup>

The combination of managed class sizes and low student-to-teacher ratios supports positive academic outcomes and aids in mitigating achievement disparities. These structural conditions allow for rigorous progress monitoring and personalized support, facilitating student achievement across all demographics.

#### **4) Research based and Data - Driven Curriculum Decisions**

The MCSCS administration is committed to utilizing evidence-based research when selecting curricular resources. By evaluating peer-reviewed academic studies, administrators identify tools that align with proven instructional strategies. This selection process considers the efficacy, accessibility, and cultural relevance of materials to address the diverse needs of the student population. By prioritizing resources with demonstrated success in improving student outcomes, the school ensures that educators are equipped with high-leverage tools to drive academic proficiency.

Based on comprehensive literacy research, the school transitioned to reading programs rooted in the Science of Reading. Savvas MyView and My Perspectives were selected due to their structured, evidence-based approach to literacy instruction. These programs emphasize phonemic awareness, phonics, fluency, vocabulary, and comprehension. This systematic approach ensures that students develop the foundational skills necessary to decode text and apply critical thinking to complex literature. Adopting these programs supports the delivery of high-quality literacy instruction, leading to improved reading proficiency across grade levels.

#### **5) Social Emotional Learning**

In alignment with its mission, MCSCS addresses student needs through a proactive counseling department and integrated social-emotional learning (SEL) programming. The school maintains a partnership with Rutgers University to implement Positive Behavior Support in Schools (PBSIS). This system is designed to cultivate a positive school climate, establish consistent behavioral expectations, and incentivize prosocial student conduct.

Beyond school-wide behavioral frameworks, MCSCS embeds social-emotional development directly into the academic curriculum by offering Character Education as a dedicated elective course. In this class, students explore core competencies including conflict resolution, goal setting, empathy, career exploration, emotional self-regulation, and time management.

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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.

The counseling team provides specialized small-group interventions for students requiring targeted support in areas such as study skills, emotional regulation, and peer relationship development. The school reinforces these principles through structured SEL activities, including student leadership councils, character recognition programs, and community service projects. These multi-tiered initiatives ensure a supportive learning environment conducive to academic and personal success.

#### **b) Description of the school's common instructional practices**

MCSCS educators incorporate diverse research-based instructional theories into their daily practice. To ensure the effective implementation of the curriculum and promote optimal learning outcomes, the school utilizes the following instructional strategies:

- 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
- STEM integration across the curriculum
- Integration of Real-Life Application

Teachers utilize instructional methodologies that best align with content objectives and individual student requirements. In the elementary grades, faculty implement differentiated, tiered instruction by providing leveled reading materials that correspond with individual instructional levels. This approach allows students to strengthen targeted skills with appropriately challenging texts to improve comprehension and growth.

Instruction is differentiated across all grade levels using formative assessments to monitor student understanding and inform pedagogical adjustments. Formative strategies—including checklists, Accountable Talk protocols, peer evaluations, and collaborative discussion models—are systematically integrated into instruction. These practices promote higher-order thinking, individual accountability, and the development of constructive feedback fluencies.

Digital platforms, including Google Classroom and ClassDojo, facilitate communication and collaboration among stakeholders. These tools are utilized to disseminate assignments, assessments, and progress updates, while allowing educators to assign individualized learning activities based on specific student needs.

MCSCS also incorporates a variety of digital instructional resources, including Pearson SAVVAS, IXL, Edpuzzle, Kahoot!, Newsela, ReadWorks, BrainPOP, Raz-Kids, Quizlet, Nearpod, Pear Deck, SplashLearn, and Padlet. These technology tools support diverse learning styles, increase student engagement, and help prepare students for state assessments, including the NJSLA.

Additionally, teachers use LinkIt! to administer quarterly benchmark assessments. This platform enables educators to align assessment items to the New Jersey Student Learning Standards, monitor student mastery of standards, and analyze data to inform instructional planning and targeted interventions.

MCSCS employs a rigorous data-driven instructional model. Faculty and administrators collaboratively analyze Benchmark Assessment Test (BAT) data, administered four times annually, to identify learning gaps. Using this data, teachers develop targeted action plans, implement re-teaching strategies, and monitor longitudinal student progress. This cycle of analysis and planning ensures that instruction remains responsive to student needs.

Curricular design is aligned with the New Jersey Student Learning Standards using a "backward design" framework. Learning objectives and evidence of mastery are established first, followed by the development of instructional experiences. Each unit is guided by essential questions to stimulate critical inquiry. Assessment methods include a variety of formative and summative tools, such as performance-based tasks, portfolios, and daily checks for understanding, ensuring that all lessons contribute to the achievement of stated learning outcomes.

### **c) Student Retention and Promotion**

For the 2026-2027 academic year, Middlesex County STEM Charter School (MCSCS) will academically retain one Kindergarten student due to chronic absenteeism. The student accumulated 54 total absences, including 23 unexcused absences, which exceeds the maximum threshold of 18 unexcused absences established in the board-approved attendance and promotion policy. Although the student has an Individualized Education Program (IEP), the retention decision is based solely on the significant loss of instructional time, which precluded the mastery of foundational literacy, numeracy, and social-emotional competencies requisite for promotion to Grade 1. Consistent with the school policies and intervention protocols, MCSCS executed comprehensive outreach, including attendance monitoring, formal family conferences, and collaborative support initiatives; however, student attendance did not improve to a level sufficient to ensure academic readiness. Retention in Kindergarten will provide the student with the necessary opportunity to establish a robust academic and social foundation essential for long-term longitudinal success.

### **d) Support services MCSCS will offer to academically retained students during the 2026-2027 school year**

During the 2026–2027 academic cycle, the retained Kindergarten student will be provided with targeted pedagogical interventions, and attendance supports designed to mitigate the instructional gaps resulting from chronic absenteeism. Upon commencement of the academic year, a multi-disciplinary team—comprising the classroom educator, special education case manager, and relevant service providers—will execute a comprehensive review of the student’s longitudinal academic performance, IEP objectives, and diagnostic assessment data. This analysis will inform the development of an individualized instructional roadmap prioritized toward the consolidation of foundational literacy, numeracy, and linguistic competencies.

The student will continue to receive the full continuum of special education services and statutory accommodations mandated by the Individualized Education Program (IEP). These will be augmented by differentiated classroom instruction, high-intensity small-group interventions, and systematic progress monitoring. Instructional personnel will utilize ongoing formative assessments to calibrate pedagogical delivery and track growth trajectories in real time. Furthermore, the student will engage in supplemental reinforcement of core Kindergarten standards to ensure academic readiness for first-grade expectations and to facilitate the acquisition of essential cognitive and social-emotional fluencies.

Recognizing that attendance was the primary factor in the retention decision, MCSCS will partner closely with the student’s family to promote consistent school attendance. School personnel will maintain regular communication, monitor attendance daily, and provide necessary resources to address barriers to regular participation. Through a collaborative effort between the family, classroom teacher, special education team, and administration, the school is committed to providing the consistent instruction and individualized support necessary to build a strong academic foundation for long-term success.



**a) 2023–2025 NJSLA results**

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

| Assessment | Spring 2024 | Spring 2025 | Spring 2026      |
|------------|-------------|-------------|------------------|
| ELA 3      | 42.2%       | 19.8%       | Awaiting results |
| ELA 4      | 34.8%       | 37.5%       | Awaiting results |
| ELA 5      | 42.9%       | 31.3%       | Awaiting results |
| ELA 6      | 19.7%       | 45.1%       | Awaiting results |
| ELA 7      | 24.1%       | 45.0%       | Awaiting results |
| ELA 8      | N/A         | 15.8%       | Awaiting results |
| ELA 9      | N/A         | N/A         | Awaiting results |
| MAT 3      | 56.5%       | 29.5%       | Awaiting results |

| Assessment | Spring 2024 | Spring 2025 | Spring 2026      |
|------------|-------------|-------------|------------------|
| MAT 4      | 31.9%       | 51.7%       | Awaiting results |
| MAT 5      | 34.7%       | 28.8%       | Awaiting results |
| MAT 6      | 23.0%       | 23.9%       | Awaiting results |
| MAT 7      | 24.1%       | 15.0%       | Awaiting results |
| MAT 8      | N/A         | 2%          | Awaiting results |
| Algebra I  | N/A         | 37.5%       | Awaiting results |
| Geometry   | N/A         | N/A         | Awaiting results |
| Algebra II | N/A         | N/A         | N/A              |

**b) NJSLA for Science (NJSLA-S) results:**

*Table 10: 3-Year NJSLA-S Results*

| Assessment | Spring 2024 | Spring 2025 | Spring 2026      |
|------------|-------------|-------------|------------------|
| SCI 5      | 2%          | 7.6%        | Awaiting results |
| SCI 8      | N/A         | 0%          | Awaiting results |
| SCI 11     | N/A         | N/A         | N/A              |

**c) New Jersey Graduation Proficiency Assessment Results**

*Table 11. 3-Year NJGPA ELA and Mathematics Assessment Results*

| Assessment        | Spring 2024 | Spring 2025 | Spring 2026 |
|-------------------|-------------|-------------|-------------|
| NJGPA-ELA         | N/A         | N/A         | N/A         |
| NJGPA-Mathematics | N/A         | N/A         | N/A         |

During the 2023-24, 2024-25 and 2025-26 school years there were no 11th grade students enrolled at Middlesex County STEM Charter School.

**d) The steps the school has taken, or plans to take, to ensure progress in each subject by grade level and by subgroup**

In alignment with its comprehensive, data-driven methodology for advancing academic achievement while prioritizing equity and inclusion, MCSCS has operationalized a multi-tiered instructional framework. This systematic model integrates strategic scheduling, rigorous curricular alignment, extended learning opportunities, subgroup-specific interventions, and intensive professional development to ensure all students meet or exceed state standards. Specifically:

**Data-Driven Instruction and Progress Monitoring:** Students in grades K–9 participate in standards-aligned benchmark assessments in Mathematics and English Language Arts (ELA) four times per year. This assessment cycle facilitates early identification of instructional gaps and programmatic efficiencies prior to the administration of state assessments. During the current reporting period, MCSCS prioritized ELA in grades 3 and 5, and Mathematics in Grades 3, 5, and 7, to address identified historical achievement disparities. The administrative team executed disaggregated data analyses by subgroup—specifically Free and Reduced-Price Lunch (FRPL), Multilingual Learners (ML), and Students with Disabilities (SWD)—to calibrate and optimize support services through targeted data meetings with instructional personnel.

**Strategic Scheduling to Support Mastery and Intervention:** To ensure consistent exposure to core academic standards while addressing individual learning disparities, the MCSCS master schedule incorporates dual layers of daily support for all students:

- *Supplemental Instructional Periods:* Students receive an additional daily instructional block in both English Language Arts (ELA) and Mathematics. This extended duration facilitates deeper engagement with grade-level standards and collaborative learning, ensuring sufficient time for the mastery of complex concepts.
- *Dedicated Intervention Blocks:* In addition to core instruction, a flexible, data-driven intervention period is provided for ELA and Mathematics. This framework enables educators to deploy targeted, small-group remediation for specific power standards without compromising student participation in primary grade-level instruction.

**Rigorous Curricular and Cross-Disciplinary Requirements:** To enhance student proficiency, MCSCS has expanded research-proven instructional strategies across the secondary curriculum, including: (a) Interdisciplinary Non-Fiction Writing, (b) frequent formative assessments, (c) collaborative grading, and (d) project-based, cross-disciplinary instruction. Instructional personnel across all departments are required to incorporate non-fiction writing tasks and cross-curricular activities into lesson designs. This systemic approach provides continuous reinforcement of critical ELA skills, fostering the acquisition of academic vocabulary and background knowledge across multiple contexts.

**Extended Learning and High-Impact Support Networks:** Recognizing that core instructional hours alone may not fully mitigate historical achievement gaps, the school has established targeted academic frameworks to provide additional support:

- *High-Impact Tutoring:* Tutoring sessions utilize consistent, trained facilitators working with small student cohorts. These facilitators coordinate directly with classroom educators by providing daily progress feedback and work samples. Supported in part by the New Jersey High-Impact Tutoring (NJ HIT) grant, MCSCS partnered with the New Jersey Tutoring Corps (NJTC) to expand access to research-based, high-intensity instructional practices for a larger segment of the student population. High-Impact Tutoring was made possible in part

through the New Jersey High-Impact Tutoring (NJ HIT) grant, which provided MCSCS with additional funding to support small-group instruction in partnership with the New Jersey Tutoring Corps (NJTC).

- *Saturday Instructional Program:* The school facilitates a Saturday instructional program designed to provide supplementary academic support. This program offers high-quality, targeted instruction in a reduced-ratio setting, providing a critical intervention for students requiring additional time to achieve state proficiency benchmarks. This is further detailed in **Section 1.3**.
- *Summer Enrichment and Intervention:* MCSCS implemented a summer program aimed at reinforcing core academic skills and preventing seasonal learning loss. Students received instruction tailored to specific diagnostic needs, particularly in literacy and mathematics, to ensure readiness for the subsequent academic cycle. Approximately 80 students from grades Kindergarten through 9 participated in the 2026 session, as further discussed in **Section 1.3**.

**Expansion of Instructional Leadership and Capacity Building:** To ensure that daily classroom instruction adheres to high-quality standards and is effectively differentiated for diverse learner profiles, MCSCS has significantly invested in its instructional leadership infrastructure.

*Intensive Instructional Coaching:* Educators in core disciplines, specifically Mathematics and ELA, receive systematic, job-embedded coaching from instructional supervisors and curriculum directors. This multi-faceted coaching model incorporates frequent classroom observations, instructional modeling, collaborative co-planning sessions, and data-driven feedback cycles. Leadership personnel collaborate with faculty to refine pedagogical delivery, strengthen lesson design, and ensure that instruction is appropriately scaffolded to accelerate achievement across all student subgroups.

The operationalization of this model is characterized by a high degree of visibility and consistency. Instructional supervisors and curriculum directors dedicate over 50% of their daily operations to direct classroom presence, providing real-time support and feedback. Core classrooms are visited between two and four times weekly, enabling leadership to monitor implementation fidelity, identify areas for professional growth, and provide immediate interventions that enhance instructional efficacy. This consistent presence further facilitates the cultivation of professional, trust-based relationships with the student body. By embedding instructional leadership directly into the classroom environment, the school provides a comprehensive support framework that fosters a culture of continuous improvement and optimizes opportunities for student success.

**Curricular and Instructional Equity:** *ML and IEP Services:* To ensure equitable access for Multilingual Learners (MLs) and students with Individualized Education Programs (IEPs), MCSCS operationalized a comprehensive continuum of push-in and pull-out services. Certified instructional personnel delivered these supports through both integrated classroom participation

and specialized, small-group sessions, ensuring that pedagogical interventions remained aligned with individual student learning objectives.

*Inclusive Instructional Environments:* The school prioritized inclusive practices by fostering systematic collaboration between general educators, special education faculty, and ML specialists. This co-teaching framework ensured that diverse learners received rigorous, scaffolded instruction within the least restrictive environment, as further detailed in **Section 1.3**.

**Subgroup-Specific Instructional Strategies:** *Students Eligible for Free and Reduced-Price Lunch:* To mitigate non-academic barriers to achievement, MCSCS operationalized comprehensive support services, including school-based counseling, nutritional programs, and targeted family outreach and workshops. Furthermore, the school ensured equitable access to digital learning environments by providing necessary school supplies, technological devices, and home internet connectivity for students in this demographic.

*Multilingual Learners:* During the 2025–2026 academic cycle, MCSCS enhanced its ML program through a synthesis of specialized instructional supports, targeted interventions, and programmatic refinements. Consequently, 14 students successfully met exit criteria and transitioned out of the ML program—a substantial increase from the three students reported in the preceding year. This metric reflects an intensified institutional focus on accelerating English language acquisition while maintaining student access to rigorous, grade-level core content.

The school deployed a tiered model of push-in and pull-out instructional supports, with services calibrated to each student’s English language proficiency, specific academic requirements, and classroom performance. Pedagogical delivery emphasized linguistic development across the domains of speaking, listening, reading, and writing. This was augmented by explicit academic vocabulary instruction, the integration of language objectives within core disciplinary lessons, and differentiated scaffolding. To strengthen the school-home nexus, MCSCS provided native-language resources, including Spanish-language instructional materials, translated institutional communications, and Chromebook access. Additionally, the ML department facilitated a "Multilingual Night" to provide families with bilingual resources and strategies to support linguistic development within the home environment.

While the increase in successful program exits indicates significant progress, the administration recognizes that the instructional requirements of multilingual learners vary based on English proficiency, grade level, prior educational background, and content-area strengths. In response to these diverse linguistic profiles, the school has restructured its service delivery into a more comprehensive and individualized framework. Under this model, service allocation is determined by disaggregated language proficiency data, classroom performance metrics, ACCESS assessment results, and specific learning objectives. Students requiring intensive language acquisition support receive targeted pull-out instruction focused on foundational competencies,

while students demonstrating higher proficiency levels receive enhanced push-in support to facilitate success within core academic coursework through integrated linguistic scaffolding.

This differentiated service model ensures that instructional interventions are intentionally aligned with each student's individual proficiency level and academic trajectory. Furthermore, this structure strengthens collaboration between ML specialists and general education faculty, ensuring that language development is seamlessly integrated into core instruction. Building upon the programmatic enhancements implemented during the 2025–2026 academic year, MCSCS remains confident that the continued refinement of this individualized model will yield sustained improvements in English language proficiency and overall academic achievement for all multilingual learners.

*Students with Disabilities (SWD):* Under the supervision of the Director of Special Education, MCSCS executed systematic progress monitoring of all Individualized Education Programs (IEPs). The school ensured the consistent delivery of mandated accommodations and modifications while investing in specialized personnel—including speech-language pathologists and occupational therapists—to address the multifaceted needs of exceptional learners. In accordance with the school's commitment to the Least Restrictive Environment (LRE), services were prioritized within general education settings to maximize meaningful inclusion with non-disabled peers while providing individualized interventions requisite for academic success.

*Racial and Ethnic Subgroups:* MCSCS performed disaggregated monitoring of disciplinary actions, attendance patterns, and academic trends by race and ethnicity. The administration ensured equitable representation within advanced coursework and enrichment programming and facilitated structured, equity-focused discourse among staff and stakeholders to promote an inclusive institutional culture.

Middlesex County STEM Charter School (MCSCS) continues to secure a distinct academic advantage for its scholars, establishing a significantly higher baseline of actual achievement within the region. In Mathematics, MCSCS has provided a vital proof-of-concept by maintaining a proficiency rate nearly double that of the surrounding resident district. While neighboring local education agencies (LEAs) endeavor to increase year-over-year growth metrics from a lower historical baseline, the institutional focus of MCSCS remains on ensuring that a substantially higher percentage of students successfully exceed state proficiency benchmarks. Students at MCSCS achieved a mathematics proficiency rate of 28.8%, compared to 16.5% in Perth Amboy Public Schools, while maintaining steady parity in English Language Arts (ELA). Upon the public release of the 2026 NJSLA datasets, the administration will execute a comprehensive comparative analysis of results across MCSCS, the Perth Amboy school district, and the State of New Jersey.

The MCSCS middle school cohort demonstrated significant longitudinal improvement in proficiency rates during the current reporting period. In ELA, the percentage of middle school students meeting or exceeding expectations increased from 21% in 2024 to 36% in 2025. These

gains indicate that students enrolled in the MCSCS program are making consistent progress toward the mastery of grade-level standards as they advance through the curriculum. It is anticipated that this upward trend will be sustained and subsequently reflected in the forthcoming NJSLA-Adaptive assessment results.

## WIDA ACCESS and Dynamic Learning Maps (DLM) assessments

*Table 12: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessments*

| Assessment         | Number of eligible students | Number of students administered the assessment |
|--------------------|-----------------------------|------------------------------------------------|
| <b>WIDA ACCESS</b> | 134                         | 133                                            |
| <b>DLM-ELA</b>     | 0                           | 0                                              |
| <b>DLM-Math</b>    | 0                           | 0                                              |
| <b>DLM-Science</b> | 0                           | 0                                              |

### e) Local benchmark assessments

Local benchmark assessment results are submitted as **Appendix O**.

*Table 13: ELA Local Benchmark Assessments Information for the 2025-2026 School Year*

| Time of School year | Date of administration | Name of assessment              | Grade(s) administered | Are assessments solely charter created, vendor created, or a combination of charter and vendor created? |
|---------------------|------------------------|---------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------|
| Beginning           | November 18, 2025      | 2025-26 ELA LinkIt! NJSL Form A | K-9                   | Vendor Created                                                                                          |
| Mid                 | January 13, 2026       | 2025-26 ELA LinkIt! NJSL Form B | K-9                   | Vendor Created                                                                                          |
| End                 | March 10, 2026         | 2025-26 ELA LinkIt! NJSL Form C | K-9                   | Vendor Created                                                                                          |

*Table 14: Math Local Benchmark Assessments Information for the 2025-2026 School Year*

| Time of School year | Date of administration | Name of assessment              | Grade(s) administered | Are assessments solely charter created, vendor created, or combination of charter and vendor created? |
|---------------------|------------------------|---------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------|
| Beginning           | November 19, 2025      | 2025-26 ELA LinkIt! NJSL Form A | K-9                   | Vendor Created                                                                                        |

| Time of School year | Date of administration | Name of assessment              | Grade(s) administered | Are assessments solely charter created, vendor created, or combination of charter and vendor created? |
|---------------------|------------------------|---------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------|
| Mid                 | January 14, 2026       | 2025-26 ELA LinkIt! NJSL Form B | K-9                   | Vendor Created                                                                                        |
| End                 | March 11, 2026         | 2025-26 ELA LinkIt! NJSL Form C | K-9                   | Vendor Created                                                                                        |

**f) The school's process for selecting the local benchmark assessments and alignment to the New Jersey Student Learning Standards (NJSL) and the school's chosen curricula.**

MCSCS selected the **LinkIt!** benchmarking platform due to its precise alignment with the New Jersey Student Learning Standards (NJSL) and the New Jersey Student Learning Assessments (NJSLA). This alignment forms the cornerstone of the school's data-driven instructional model, which encompasses four key pillars:

1. **Data-Informed Pedagogy:** LinkIt! equips educators with real-time diagnostic and benchmark data, offering granular visibility into student mastery of grade-level standards at the conclusion of each marking period.
2. **Curriculum-Integrated Re-Teaching:** Teachers pair LinkIt! item-level analysis with our core **Savvas** curriculum to pinpoint specific skill gaps, structure targeted re-teaching cycles, and deliver differentiated small-group instruction.
3. **Administrative & Leadership Data Reviews:** Administrators and instructional leaders systematically analyze comprehensive, schoolwide LinkIt! data across marking periods to evaluate curriculum alignment, allocate intervention resources, and strategically adjust programming to address broader academic trends.
4. **Intervention & Progress Monitoring:** Beyond diagnostic testing, LinkIt! serves as a robust management tool for our Multi-Tiered System of Supports (MTSS). Educators establish flexible, data-driven intervention groups, continuously monitor student growth trajectories, and evaluate the efficacy of academic supports over time.

**g) Comparison of student results on local benchmark assessments with student results on statewide assessments (NJSLA)**

Because results from the Spring 2026 NJSLA-Adaptive administration are not yet available, the following analysis is based on 2024–25 assessment data. To evaluate the predictive validity of our local assessment system, MCSCS examines the relationship between benchmark outcomes and subsequent NJSLA outcomes. Analysis of the 2024–25 data demonstrates that Benchmark B was a highly reliable predictor of spring NJSLA performance. Using linear regression, Benchmark B proficiency rates showed a strong alignment with final NJSLA results across grade levels and content areas.

In the elementary grades, predicted proficiency rates in both English Language Arts (ELA) and Mathematics were generally within five percentage points of actual NJSLA outcomes. Notably, Grade 4 Mathematics exceeded projected proficiency by 20 percentage points, while Grade 5 ELA exceeded projections by 10 percentage points. We attribute the Grade 5 ELA gains, in part, to the implementation of a cross-curricular nonfiction writing initiative that embedded literacy instruction across all academic disciplines.

Middle school results demonstrated a similar pattern of strong predictive accuracy and instructional impact. Students outperformed Benchmark B projections by 13 percentage points in Grade 6 ELA, 22 percentage points in Grade 7 ELA, and 9 percentage points in Grade 8 Algebra I. Across all remaining middle school grades and subjects, actual NJSLA proficiency rates remained within five percentage points of Benchmark B projections, further supporting the assessment's predictive validity.

Building on these findings, the school strengthened instructional support during the 2025–26 school year by implementing intensive coaching for Grade 8 ELA and Mathematics teachers, led by administrators with nearly three decades of combined instructional leadership experience. These efforts were complemented by targeted intervention periods focused on student performance within specific NJSLA reporting subclaims. Based on the demonstrated predictive strength of Benchmark assessments and the enhanced instructional support implemented throughout the year, MCSCS anticipates continued strong alignment between benchmark results and the Spring 2026 NJSLA results, as well as continued growth in student proficiency.

*Table 14: Comprehensive Assessment Comparison Matrix (2024–2025)*

| <b>Content Area &amp; Grade Band</b>            | <b>LinkIt! Form B Baseline Proficient Rate (Includes "Bubble")</b> | <b>NJSLA Spring Final Proficient Rate (Level 4/5)</b> | <b>Conversion Rate (% of Benchmark Proficient Students Passing NJSLA)</b> | <b>Intervention Success Rate (% of "Bubble" Students Passing NJSLA)</b> |
|-------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Elementary ELA (Grades 3–5)</b>              | 34.3% (86/251)                                                     | 29.9% (75/251)                                        | 68.6% (59/86)                                                             | 53.8% (21 / 39)                                                         |
| <b>Middle School ELA (Grades 6–8)</b>           | 33.7% (63/187)                                                     | 35.8% (67/187)                                        | 65.1% (41/63)                                                             | 42.9% (9 / 21)                                                          |
| <b>TOTAL SCHOOL ELA (Grades 3–8)</b>            | 34.0% (149/438)                                                    | 32.4% (142/438)                                       | 67.1% (100/149)                                                           | 50.0% (30 / 60)                                                         |
| <b>Elementary Math (Grades 3–5)</b>             | 37.5% (95/253)                                                     | 37.2% (94/253)                                        | 76.8% (73/95)                                                             | 64.8% (35/54)                                                           |
| <b>Middle School Math (Gr 6–8 &amp; MS EOC)</b> | 25.1% (47/187)                                                     | 17.6% (33/187)                                        | 53.2% (25/47)                                                             | 22.2% (4/18)                                                            |
| <i>MS Algebra I Sub-Cohort</i>                  | 43.8% (7/16)                                                       | 37.5% (6/16)                                          | 71.4% (5/7)                                                               | 50.0% (1 / 2)                                                           |
| <b>TOTAL SCHOOL MATH (Grades 3–8)</b>           | 32.3% (142/440)                                                    | 28.9% (127/440)                                       | 69.0% (98/142)                                                            | 54.2% (39 / 72)                                                         |

**h) A list of the diagnostic, formative, and summative assessments that were administered during the 2025-2026 school year**

MCSCS implements data-driven instruction through a variety of ongoing summative and formative assessments based on the lessons covered in classes to execute effective targeted and differentiated instruction.

*Formative Assessments:* Teachers utilize various means of formative assessment daily 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 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 in grades K-5 complete running records throughout the year, aimed to measure students' reading proficiency, growth and progress towards overall skill development. This assessment is utilized by teachers to understand areas of overall weaknesses and create individualized plans to support students' progress in addressing their reading and comprehension gaps. This year, MCSCS added DIBELS as a regular assessment in addition to running records. These assessments helped teachers understand exactly how students are performing in each literacy skill so that the teachers can better target support and intervention based on student needs.

Students in grades kindergarten through ninth grade take four benchmark exams created by LinkIt!, throughout the year to measure students' proficiency on grade level standards in math and ELA. 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>8</sup>

*Table 15: Diagnostic, formative, and summative assessment administered*

| Grade/Subject                | Diagnostic                                                                           | Formative                                                                                                                                | Summative        |
|------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Kindergarten & 1st grade ELA | Unit assessments, Linkit Benchmark, Running Records, STAR Assessment, IXL Assessment | Observations, Questioning, Discussions, Peer/Self Assessments, Projects, Presentations, Classwork, Graphic Organizers, Quizzes, Homework | LinkIt Benchmark |

<sup>8</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>

|                               |                                                                                      |                                                                                                                                          |                  |
|-------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Kindergarten & 1st grade math | Unit assessments, LinkIt Benchmark, STAR Assessment, IXL Assessment                  | Observations, Questioning, Discussions, Peer/Self Assessments, Projects, Presentations, Classwork, Graphic Organizers, Quizzes, Homework | LinkIt Benchmark |
| 2nd - 9th grades ELA          | Unit assessments, Running Records, LinkIt Benchmark, STAR Assessment, IXL Assessment | Observations, Questioning, Discussions, Peer/Self Assessments, Projects, Presentations, Classwork, Graphic Organizers, Quizzes, Homework | LinkIt Benchmark |
| 2nd- 9th grades Math          | LinkIt Benchmark, STAR Assessment, IXL Assessment, Unit assessments                  | Observations, Questioning, Discussions, Peer/Self Assessments, Projects, Presentations, Classwork, Graphic Organizers, Quizzes, Homework | LinkIt Benchmark |

**i) Description of how results from the assessments listed above were used to improve instructional effectiveness and student learning.**

Based on assessments and data collected, students who needed additional interventions were provided with targeted academic programs to help meet their learning goals. This includes the universal WIN sessions, the pull-out programs, the Saturday Program, and the summer programs further discussed in **Section 1.3**.

As discussed, the aim of these programs was to provide targeted instruction to support each students' learning and aimed to support them to practice and master the grade level standards. Teachers and administration analyzed the mastery level of grade level standards to create and drive the instructional program to target student learning and provide an instructional plan to meet students' academic needs. Using the results from the assessment, students were identified as tier 1-meeting and exceeding expectations, tier 2-approaching expectations, and tier 3 partially and not yet meeting expectations. Intervention and support programming as discussed in 1.3 were assigned to each student based on their individual needs to ensure that all students would have a program designed to support their learning goals. Teachers also planned instruction based on quarterly data dives where they analyzed the academic needs of their students and planned instruction based on those needs. Teachers identified standards that needed reteaching or those which needed more time to obtain mastery.

**j) Description of how the school disseminated or otherwise made assessment results accessible to stakeholders**

Assessment results are entered into the school's student information system, Genesis, where students, parents, teachers, and administrators can view performance data. Staff members also utilize the LinkIt! platform to analyze assessment results, track growth, and identify academic needs. Data dissemination and review occur regularly across key stakeholder groups:

Teachers & Staff: Utilize the **LinkIt!** platform to analyze real-time student assessment data during structured Professional Learning Communities (PLCs), weekly department meetings, and individual instructional coaching sessions. This data-driven approach enables teachers to:

- Continuously assess student mastery of core and power standards.
- Adjust daily lesson plans and pacing to address immediate instructional needs.
- Plan targeted re-teaching opportunities and responsive small-group interventions for students requiring additional support.

Parents & Students: Access individual assessment results directly through the Genesis portal and discuss progress during parent-teacher conferences, town hall meetings, and parent events such as Literacy Night and Multilingual Night.

Board Members & Leadership: Review comprehensive achievement data presented by the CEO during monthly board meetings to evaluate schoolwide progress, program effectiveness, and strategic goals.

## 1.5 Organizational Capacity - School Leadership/Administration

### a) School Leadership

*Table 16: School Leadership/Administration Information*

| Administrator Name     | Title                                  | Employment Status<br>(Employed by School/Contracted Provider) | Start Date | Annual Salary/<br>Contract Fee<br>(2025-2026) |
|------------------------|----------------------------------------|---------------------------------------------------------------|------------|-----------------------------------------------|
| Dr. Namik Sercan*      | Chief Education Officer                | Employed by School                                            | 7/1/2018   | \$125,302.00                                  |
| Fiona Daubon           | School Business Administrator          | Employed by School                                            | 10/27/2022 | \$68,905.00                                   |
| Dr. Tasha Mosconi*     | Curriculum Director                    | Employed by School                                            | 8/23/2021  | \$123,600.00                                  |
| Ms. Asli Cebe          | Director of Operations                 | Employed by School                                            | 7/1/2025   | \$114,000.00                                  |
| Ms. Sarah Kaeli*       | Director of Data & Accountability      | Employed by School                                            | 07/01/2023 | \$96,754.00                                   |
| Mr. Michael Saulnier   | Director of Student Support Services   | Employed by School                                            | 7/1/2024   | \$113,300.00                                  |
| Megan Deutsch*         | Director of Special Education Services | Employed by School                                            | 12/1/2025  | \$30,525.00                                   |
| Ms. Jennifer Gonzales  | Instructional Supervisor               | Employed by School                                            | 7/1/2023   | \$95,481.00                                   |
| Ms. Jessica Pierz      | Instructional Supervisor               | Employed by School                                            | 10/4/2022  | \$95,481.00                                   |
| Ms. Amy Gettelfinger   | Instructional Supervisor               | Employed by School                                            | 8/16/2025  | \$95,481.00                                   |
| Dr. Christian Mathews* | Instructional Supervisor               | Employed by School                                            | 7/01/2020  | \$61,303.00                                   |

\*Shared employee between CJCP and MCSCS.

## Section 2: School Culture & Climate

## 2.1 School Culture and Climate

*Table 17: School Culture and Climate Learning Environment*

|                                                                                                            |        |
|------------------------------------------------------------------------------------------------------------|--------|
| Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled) | 94.02% |
| Elementary School Attendance Rate (grades K-5)                                                             | 94.14% |
| Middle School Attendance Rate (grades 6-8)                                                                 | 93.66% |
| High School Attendance Rate (grades 9-12)                                                                  | 94.31% |
| Student to Certified Teacher Ratio                                                                         | 8.9:1  |

Demonstrating a commitment to student engagement, MCSCS achieved a notable improvement in student attendance rates this academic year while driving down chronic absenteeism. Operating in strict alignment with New Jersey Department of Education (NJDOE) guidance and statutory standards under N.J.S.A. 18A:38-25.1—which defines chronic absence as missing 10% or more of school days—MCSCS deployed a comprehensive, data-driven attendance strategy. The school implemented an Early Warning System to monitor attendance trends at the schoolwide, grade, and individual levels, allowing administrators to identify patterns early. Following the NJDOE's recommended intervention protocols, MCSCS engaged families after early unexcused absences, conducted root-cause assessments to address barriers like transportation or health concerns, and deployed I&RS support teams to establish personalized attendance plans. By pairing these structured outreach protocols with wraparound community supports and positive attendance incentives, MCSCS successfully fostered a strong culture of daily attendance and improved overall student learning outcomes.

*Table 18: School Culture and Climate Professional Environment*

|                                                                                                                                        |          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------|
| Teacher Retention Rate between July 1, 2025, to July 1, 2026                                                                           | 90%      |
| Total Staff Retention Rate from July 1, 2025, to July 1, 2026                                                                          | 90%      |
| Frequency of teacher surveys and date of last survey conducted                                                                         | Annually |
| Percent of teachers who completed the most recent survey                                                                               | 71%      |
| Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey | 77%      |

**a) Actions MCSCS has taken to ensure that teachers complete the culture and climate surveys, and specific expectations the charter school have regarding teacher participation in these surveys**

Staff members are provided dedicated time during staff meetings to complete surveys and share feedback. They also receive ongoing reminders that their perspectives, ideas, and input are valued, encouraged, and essential to fostering a collaborative culture of continuous improvement.

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

1. Teachers reported feeling well supported by school administrators.

2. Teachers indicated that administrators consistently advocate for the success and inclusion of all learners, regardless of background.
3. Teachers reported that communication between administrators and staff is clear, consistent, and effective.

**What opportunities for continued growth did teachers identify in the latest survey?**

1. Teachers expressed enthusiasm for strengthening partnerships with families through increased parent involvement in the school community.
2. Teachers recognized the strong culture of peer support and collaboration and expressed interest in expanding opportunities for collaborative planning and professional learning with colleagues.
3. Teachers noted that continued facility expansion would further support the school's growing student population and enhance the learning environment.

*Table 19: Discipline Environment 2025-2026*

| Grade Level  | Number of students enrolled as of Oct. 15, 2025 | Number of students receiving an out-of-school suspension (unique count) | Number of students receiving an in-school suspension (unique count) | Number of IEP or 504 Students receiving an out-of-school suspension (unique count) | Number of students expelled |
|--------------|-------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------|
| K            | 93                                              | 1                                                                       | 0                                                                   | 1                                                                                  | 0                           |
| 1            | 89                                              | 3                                                                       | 0                                                                   | 2                                                                                  | 0                           |
| 2            | 115                                             | 5                                                                       | 0                                                                   | 2                                                                                  | 0                           |
| 3            | 84                                              | 6                                                                       | 0                                                                   | 2                                                                                  | 0                           |
| 4            | 85                                              | 11                                                                      | 0                                                                   | 5                                                                                  | 0                           |
| 5            | 87                                              | 8                                                                       | 0                                                                   | 2                                                                                  | 0                           |
| 6            | 88                                              | 13                                                                      | 0                                                                   | 4                                                                                  | 0                           |
| 7            | 68                                              | 18                                                                      | 0                                                                   | 6                                                                                  | 0                           |
| 8            | 59                                              | 3                                                                       | 0                                                                   | 1                                                                                  | 0                           |
| 9            | 44                                              | 7                                                                       | 0                                                                   | 1                                                                                  | 0                           |
| 10           | NA                                              | NA                                                                      | NA                                                                  | NA                                                                                 | NA                          |
| 11           | NA                                              | NA                                                                      | NA                                                                  | NA                                                                                 | NA                          |
| 12           | NA                                              | NA                                                                      | NA                                                                  | NA                                                                                 | NA                          |
| <b>Total</b> | <b>812</b>                                      | <b>75</b>                                                               | <b>0</b>                                                            | <b>26</b>                                                                          | <b>0</b>                    |

MCSCS remains strictly compliant with New Jersey statutory requirements regarding student discipline, including N.J.S.A. 18A:37-2a, which restricts out-of-school suspensions

for students in Kindergarten through Grade 2. Under state law, exceptions are limited to instances where a student's conduct is violent or sexual in nature and presents an immediate danger to others. In the rare instance where a K–2 out-of-school suspension was issued, the decision was made only after careful administrative review determined that the student's infraction posed a significant physical safety risk to other students and staff. To ensure continuity of learning during any temporary removal, MCSCS fulfilled all educational obligations by providing home instruction and relevant academic services throughout the duration of the disciplinary period.

Furthermore, to support the holistic needs of students and maintain a safe environment, MCSCS actively collaborates with community agencies—including PerformCare—to connect families with behavioral health and wraparound support services. The school also adheres strictly to its Memorandum of Agreement (MOA) with the local police department, ensuring that all mandatory reporting requirements and joint protocols are executed transparently and in full accordance with state guidelines.

- b) Grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2025-2026 school year. *See above.*
- c) If the suspensions and expulsions in 2025-2026 increased or decreased by ten percentage points or more than those in 2024-2025, please describe the reasons for the change. **3% decrease**

This steady reduction is the direct result of a proactive, schoolwide commitment to Social-Emotional Learning (SEL), multi-tiered behavioral supports, and strengthened family partnerships:

1. PBSIS Framework & Rutgers Partnership: Through our schoolwide partnership with Rutgers University to implement Positive Behavior Support in Schools (PBSIS), MCSCS established clear behavioral expectations, positive recognition systems, and tier-based interventions that proactively address behavioral concerns before they escalate.
2. Integrated SEL & Character Education: Social-emotional development was embedded directly into the weekly schedule through a dedicated Character Education elective course, along with targeted small-group counseling sessions focusing on emotional regulation, conflict resolution, executive functioning, and anger management.
3. Collaborative Family Outreach: The counseling and administrative teams actively partnered with families at the first sign of behavioral or attendance concerns. Through proactive family conferences, individualized behavior plans, and transparent communication, school staff worked alongside parents to align home and school support strategies.
4. Restorative Practices & De-escalation: Teachers and staff received ongoing professional development on de-escalation techniques and restorative practices, prioritizing reflection, accountability, and targeted support over exclusion.

- d)** 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.
- e)** Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its Department-issued 2024-2025 HIB Grade Report to the school website. Please provide the link to the school's report below.

[MCSCS HIB Report Card](#)

## 2.2. Family and Community Engagement

### a) Family involvement and satisfaction

Table 20: Family Involvement and Satisfaction

|                                                                                                                       |                                               |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Number of parents or guardians currently serving on the school's board out of the total number of board members       | Two (2) out of five (5)                       |
| Frequency of parent/guardian surveys                                                                                  | Annual                                        |
| Dates of parent/guardian survey conducted in the 2025-2026 school year                                                | Feb 27, 2026 with a reminder on March 10 2026 |
| Percent of parents/guardians who completed the most recent survey (consider one survey per household)                 | 26.72%                                        |
| Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey | 98%                                           |

### b) Actions MCSCS took to ensure that parents completed the culture and climate surveys, and expectations the charter school have regarding parent participation in these surveys

MCSCS encouraged parent participation in the culture and climate surveys through school-wide emails, ClassDojo posts, newsletters, text messages, and in-person reminders during parent engagement events, including monthly Parent/Admin Coffee meetings.

Families were informed that their feedback helps guide school initiatives, family engagement efforts, and overall improvement planning. While participation was not mandatory, the survey was strongly promoted as an important opportunity for parents to share their perspectives and help strengthen the school community.

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

1. Families shared that MCSCS staff consistently encourage students to respect and appreciate one another's differences, fostering an inclusive, welcoming, and respectful school culture.
2. Parents and guardians reported feeling comfortable communicating with teachers and expressed appreciation for the care, responsiveness, and dedication staff demonstrate toward their children.
3. Families indicated that MCSCS provides a safe, supportive learning environment where students feel welcomed, valued, and cared for by school staff.

### What opportunities for continued growth did parents/guardians identify in the latest survey?

1. Families expressed enthusiasm for expanding extracurricular opportunities to provide students with additional enrichment, leadership, and personal growth experiences beyond the classroom.

2. Parents and guardians identified continued enhancements to school facilities and amenities as an opportunity to further strengthen the learning environment and support student success and well-being.
3. Families expressed interest in additional safety measures for students traveling to and from school, including enhanced pedestrian safety supports such as city-provided crossing guards during arrival and dismissal.

**c) Description of the major activities or events the school offered to parents/guardians during the 2025-2026 school year**

1. *Parent and Student Orientations*: MCSCS hosted several in-person orientations in August and early September 2025. Topics included the Student Handbook, Code of Conduct, student schedules, arrival and dismissal, meal applications, school tours, student database access, and account information.
2. *Parent Breakfasts with Administrators*: MCSCS administrators hosted monthly breakfasts to engage parents, build community, and foster open communication.
3. *Back to School Nights*: Parents attended in-person Back to School Night events on September 9 and September 11, 2025. Families met with teachers and learned about classroom expectations, procedures, and academic routines.
4. *Admission Lottery*: The annual admission lottery was held as a hybrid event, giving families the option to attend in person or view the live stream remotely.
5. *Parent/Teacher Conferences*: MCSCS offered two parent/teacher conference days embedded in the academic calendar. Conferences were offered/held in-person and hybrid format in November 2025, and March 2026.
6. *High School Showcase / Info Night*: Families were invited to an in-person meeting on March 17, 2026. School leaders, curriculum team and lead teachers met with parents and students—an evening designed to give families a clear look at our high school vision, academic program, and what’s ahead for our growing upper school.
7. *High School Planning Conferences with Administrators*: Administrators hosted individual conferences with families and eighth graders to review high school programming, explore course pathways, and address questions or concerns regarding the transition to high school.
8. *Family Literacy Night*: Families were invited to an in-person event. The goal is to give parents the necessary tools to help support students at home in terms of literacy. Books, and free resources made available for participants.
9. *Concert Series / Kindergarten, Grades 1-5 Winter and Spring Concerts*: Families and community members were invited to attend winter and spring concerts featuring student performances of seasonal and themed songs.
10. *Fall Fest*: MCSCS hosted its annual Fall Fest, bringing students, families, and staff together for a fun-filled community celebration featuring seasonal activities, games, and family-friendly entertainment.
11. *Multicultural Night*: World of Wonder: Families were invited to celebrate the diversity of the school community through food, clothing, dance, sports, and cultural displays shared by students, families, and staff.
12. *Family STEM Night*: Families participated in the annual STEM Night. Teachers created interactive STEM activity stations and projects for students and families to complete together or independently.

13. *STEM Fairs*: During the annual STEM Fair, students showcased their analytical thinking and creativity through hands-on research projects, interactive experiments, and innovative solutions to real-world scientific challenges. Families were invited to see all student projects.
14. *NJHS Induction Ceremony*: On June 5, 2026, families were invited to attend the National Junior Honor Society induction ceremony honoring selected students.
15. *Drama Showcase*: The Drama Club put together a performance and recorded it so it could be shared with the families virtually.
16. *Kindergarten Graduation*: On June 18, 2026, families celebrated kindergarten students as they completed their first year of school. In-person and live-stream.
17. *8th Grade Step-Up Ceremony*: On June 18, 2026, families attended a meaningful ceremony celebrating 8th grade students' accomplishments as they completed middle school and prepared to begin their high school journey. In-person and live-stream.
18. *Open House for prospective families*: MCSCS hosted open houses for prospective families, offering guided campus tours, program overviews, and opportunities to meet with administrators and faculty to learn about the school's academic offerings and culture.

**d) Description of the major activities or events conducted by parents/guardians to further the school's mission and goals**

1. *Trunk or Treat*: The PTSO organized a special Fall Fest/Trunk or Treat event for MCSCS families on October 25, 2025. Parents and staff decorated their cars and distributed candy to students, creating a safe, festive, and family-friendly Halloween celebration.
2. *Scholastic Book Fair*: The PTSO partnered with teachers to host a week-long Scholastic Book Fair in fall and spring. The event encouraged students' excitement and love of reading, while also giving families the opportunity to participate through two evening shopping nights.
3. *Teacher Appreciation Lunch*: Hot lunch, and snacks served by PTSO volunteers to show parents' appreciation toward hardworking CJCP teachers and staff.
4. *Used Uniform Drive*: The PTSO supported families by organizing a used uniform drive, helping make school uniforms more accessible while encouraging community sharing and support.
5. *Coin Challenge Fundraiser*: The PTSO organized a coin challenge fundraiser to help support student events and activities, including the 8th Grade Formal, Middle School Dance, and other community-building events.
6. *PTSO Membership and Volunteer Engagement*: The PTSO held membership meetings to strengthen family involvement and create a "Helping Hands" volunteer family group. This initiative helped build a stronger parent volunteer base to support school events, activities, and community engagement efforts.

Table 21: Community Involvement with Education Institutions

| Partnering Organization     | Description of the Partnership                                                                                                                        | Year Partnership was Established | Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raritan Bay Area YMCA       | Reaching out to the cross section of the community within Perth Amboy and increasing applications from families who reside in the City of Perth Amboy | 2018                             | MCSCS hosted an information and activity booth at the Annual YMCA Healthy Kids Fair. In addition, staff members visited the center multiple times to set up an information table and introduce the school to local families. The Raritan Bay Area YMCA also supported these efforts by displaying MCSCS pamphlets and application materials in both Spanish and English. YMCA offers aftercare programming to students and families throughout the school year and about 90 students were enrolled in the program. We are also partnering with YMCA for our summer programming. Sixteen (16) students come to MCSCS for the summer program in the morning and then are bussed to the YMCA for summer camp in the afternoon. This allows parents and students to have access to full day summer programming while still getting the benefits of the academic support offered by MCSCS. |
| The Y Early Learning Center | Promoting MCSCS within the Y community increasing applications from families who reside in the City of Perth Amboy                                    | 2018                             | MCSCS staff visited the center and left MCSCS's pamphlet and application materials in Spanish and English. The Y distributed and displayed the MCSCS's pamphlet and application materials in both Spanish and English. They also send out an email to all parents about the MCSCS application and open house information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| <b>Partnering Organization</b>    | <b>Description of the Partnership</b>                                                                                                                                                              | <b>Year Partnership was Established</b> | <b>Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.</b>                                                                                                                                                                                                                                                                             |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acelero / Head Start              | Promoting MCSCS within Acelero's parent community                                                                                                                                                  | 2018                                    | MCSCS's staff visited the early learning center, Acelero in Perth Amboy several times, and the center arranged a parent event where MCSCS staff delivered the Open House presentation in English and Spanish to more than twenty parents and answered all questions.                                                                                                                               |
| Mi Escuelita                      | MCSCS partnered with the early learning center staff to reach out to the Puerto Rican community in an effort to increase applications from the Puerto Rican community for the 2024-25 school year. | 2018                                    | MCSCS's bilingual staff visited the early learning center, Mi Escuelita, in Perth Amboy to present information about the school to the Early Childhood Program parents and families. The school distributed and displayed the MCSCS's informational and application materials in both Spanish and English.                                                                                         |
| IExcel                            | MCSCS                                                                                                                                                                                              | 2018                                    | MCSCS partnered with IExcel for aftercare programming for students. 10 students were enrolled in their aftercare program for the 25-26 school year.                                                                                                                                                                                                                                                |
| All Star Academy                  | MCSCS partnered with the center's family community network in an effort to collect applications from parents of rising Kindergarten students residing in Perth Amboy.                              | 2018                                    | MCSCS staff visited All Star Academy, an early learning and after-school provider in Perth Amboy, to engage with parents and share information about the school's programs, mission, and vision. In addition, All Star Academy offers aftercare programming to students to support working parents. Approximately 125 students were enrolled in their aftercare program for the 25-26 school year. |
| Harborview Early Education Center | Promoting MCSCS within the community increasing applications from families                                                                                                                         | 2022                                    | The school distributed and displayed the MCSCS's informational and application                                                                                                                                                                                                                                                                                                                     |

| <b>Partnering Organization</b> | <b>Description of the Partnership</b>                                                   | <b>Year Partnership was Established</b> | <b>Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.</b>                                                                                                                                                                                                            |
|--------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | who reside in the City of Perth Amboy                                                   |                                         | materials in both Spanish and English.                                                                                                                                                                                                                                                                                            |
| Middlesex College              | Developing Associate's Degree and dual enrollment programming for high school students. | 2024                                    | Worked with MCC's k-12 partnerships department to develop and begin implementing dual enrollment and AA degree programming. Currently, we are planning to offer one (1) course for the 26-27 school year through MCC with about 6 students participating in the course.                                                           |
| William Patterson University   | Developing dual enrollment programming for high school students.                        | 2024                                    | Worked with WPU's k-12 partnerships department to develop and begin implementing dual enrollment. Two (2) teachers taught classes through WPU and over 20 students participated in those courses for the 25-26 school year.                                                                                                       |
| The College of New Jersey      | Developing dual enrollment programming for high school students.                        | 2025                                    | Worked with TCNJ's k-12 partnerships department to develop and begin implementing dual enrollment. Currently, we are planning to offer 6 courses through TCNJ with over 50 students and 5 teachers participating in those classes.                                                                                                |
| Rutgers University             | Rutgers NJ Agricultural Experiment Station<br>Rutgers Cooperative Extension, NJ EFNEP   | 2025                                    | All MCSCS 8th grade students participated in an 8-week nutrition program led in person by Rutgers instructors. This program was embedded as part of the health curriculum and helped students build confidence in making healthy food choices, preparing easy and nutritious meals, and trying new recipes through food tastings. |

Table 22: Community Involvement with Community Institutions

| Partnering Organization                                          | Description of the Partnership                                                                                                                        | Year Partnership was Established | Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Police Department                                                | MCSCS partnered with the Perth Amboy Police Department.                                                                                               | 2018                             | MCSCS maintains a robust partnership with the local police department to ensure school safety and promote positive community engagement. As part of this collaboration, a dedicated School Resource Officer (SRO) is assigned to each school building, providing a secure learning environment while building meaningful, supportive relationships with students and staff. Beyond daily safety operations, officers actively participate in schoolwide events, including serving as guest readers during Read Across America Week and sharing valuable insights during career days. These interactions demystify law enforcement roles, strengthen community trust, and inspire students to explore pathways in public service. |
| Fire Department                                                  | MCSCS partnered with Perth Amboy fire department to teach students regarding fire safety.                                                             | 2018                             | MCSCS welcomed the Perth Amboy Fire department to the building to discuss fire safety with the students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Raritan Bay YMCA                                                 | Reaching out to the cross section of the community within Perth Amboy and increasing applications from families who reside in the City of Perth Amboy | 2018                             | The Raritan Bay Area YMCA displayed the MCSCS's pamphlet and application materials in both Spanish and English.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| The Puerto Rican Association for Human Development, Inc. (PRAHD) | Promoting MCSCS within the Puerto Rican community and increasing applications from the Puerto Rican community for the 2025-26 school year             | 2019                             | MCSCS staff collaborated with PRAHD officials to promote the school within the Puerto Rican community and raise awareness about the tuition-free, public charter school option. MCSCS hosted two informational sessions,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| <b>Partnering Organization</b>                       | <b>Description of the Partnership</b>                                                                                                                        | <b>Year Partnership was Established</b> | <b>Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.</b>                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      |                                                                                                                                                              |                                         | accompanied by breakfast, at the PRAHD location.                                                                                                                                                                                                                                                                                                                                                 |
| Perth Amboy Public Library                           | Promoting MCSCS within the City of Perth Amboy and increasing applications from families who reside in the City of Perth Amboy                               | 2018                                    | MCSCS staff visited the library during the application cycle to promote the school to the families, with visitors attending the events in the library. The library also displayed the school's pamphlet and application materials in both Spanish and English.<br><br>Teachers also took students on field trips to the library to get students familiar with library programming and resources. |
| Perth Amboy City BID (Business Improvement District) | Promoting MCSCS within the business community of Perth Amboy                                                                                                 | 2018                                    | MCSCS staff visited the BID office, distributed the school brochures to the BID community, and left the pamphlets on the displays for the larger community visiting the city hall or the mayor's office.                                                                                                                                                                                         |
| Perth Amboy Department of Human Services             | Promoting MCSCS within the community (focused on the low income, underserved, Municipal ID seekers of Perth Amboy)                                           | 2020                                    | Human Services Office displayed MCSCS' English/Spanish brochures on their bulletin boards and tables where all the other useful and informational flyers are.                                                                                                                                                                                                                                    |
| Alexander F. Jankowski Community Center              | Promoting MCSCS within the City of Perth Amboy. Increasing applications from families who are in the City of Perth Amboy.                                    | 2018                                    | The center displayed and made available the school's brochures and application materials in their bulletin boards and the info cases/displays throughout the building.                                                                                                                                                                                                                           |
| The JRF Bayside Family Success Center                | Promoting MCSCS within the Jewish Renaissance Foundation (JRF). Increasing applications from families who regularly attend JRF Family Success Center events. | 2018                                    | The center displayed MCSCS's brochures/application materials and made them available in their location and in some other locations where they held family events.                                                                                                                                                                                                                                |

| <b>Partnering Organization</b>                                  | <b>Description of the Partnership</b>                                                                                | <b>Year Partnership was Established</b> | <b>Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.</b>                                                                                                           |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Perth Amboy Alliance for Community (PAAC)                       | Promoting MCSCS's visibility in local community gatherings and enabling students to participate in service projects. | 2020                                    | MCSCS students and staff volunteered at the community garden clean-up and opening project                                                                                                                                        |
| Several local shopping and entertainment centers in Perth Amboy | Promoting MCSCS within the City of Perth Amboy and increasing applications from families who reside in the city.     | 2018                                    | MCSCS staff visited several shopping and entertainment centers in Perth Amboy to reach out to local families and left the school pamphlet in English and Spanish at such locations to be distributed to customers and displayed. |

**f) Description of how the educational and community partnerships further the school's mission and goals.**

Educational and community partnerships continue to play an important role in advancing the mission and goals of Middlesex County STEM Charter School. These partnerships help MCSCS expand access, strengthen family engagement, enhance student learning, and deepen the school's connection to the broader community.

Through collaboration with local organizations, early childhood centers, libraries, community agencies, and family-service providers, MCSCS is able to reach a wider range of prospective families, including multilingual families, Spanish-speaking households, and families who may benefit from additional support navigating the enrollment process. These partnerships help ensure that information about MCSCS, its academic programs, and enrollment opportunities is accessible to the diverse communities we serve.

Community partnerships also support the school's visibility and outreach efforts. By working with organizations such as Raritan Bay Area YMCA, PRAHD, Acelero, Harborview, local libraries, and other community partners, MCSCS is able to share enrollment information, promote school events, and connect families with important resources. Social media collaboration, cross-posting, shared flyers, and in-person outreach further help the school communicate with families beyond its own immediate network.

In addition to outreach, MCSCS's partnerships enhance the student experience. Educational partners and enrichment providers support student learning through programs, workshops, and curriculum-connected opportunities. For example, students have benefited from partnerships that

provide health, wellness, nutrition, STEM, and enrichment programming, helping connect classroom learning to real-world skills and experiences.

MCSCS also values partnerships that promote civic responsibility, leadership, and service. Collaborations with community organizations allow students and families to participate in initiatives that support local needs, encourage empathy, and strengthen students' understanding of their role as responsible and engaged community members.

Overall, these partnerships help MCSCS continue to grow as more than a school. They position MCSCS as a trusted community partner, a resource for families, and a place where students are supported academically, socially, and personally. By continuing to build and strengthen these relationships, MCSCS advances its mission of providing equitable, high-quality education while remaining deeply connected to the community it serves.



### 3.1 Board Capacity

#### a) Board governance

*Table 23: Board Governance*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Number of board members required by the charter school's bylaws                                                                                                                                                                                                                                                                                                                                                                                                                      | Five (5)      |
| Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )                                                                                                                                                                                                                                                                                                                                                                  | June 16, 2026 |
| Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )<br>(If the SBA receives a written evaluation, please include a copy of the tool as <b>Appendix C</b> )                                                                                                                                                                                                                                               | June 16, 2026 |
| If applicable, date of the latest evaluation of the charter school's contracted education service provider (ESP) such as a charter management organization (CMO) or education management organization (EMO)<br>(Include a copy of the board's evaluation tool for this contracted organization as <b>Appendix D</b> and as <b>Appendix E</b> , provide a signed and dated CMO or EMO contract with the ESP's EIN number and current business address for the 2026-2027 school year.) | N/A           |

- b) If the current number of board members does not meet the minimum required by the charter school's bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws. N/A
- c) List of amendments to bylaws that the board adopted during the 2025-2026 school year:  
None
- d) List of the critical policies adopted by the board during the 2025-2026 school year.

*Table 24: List of the critical policies adopted by the board during the 2025-2026 school year.*

| <b>Middlesex County STEM Charter School</b>                           |          |                                                                      |                                |                   |                     |
|-----------------------------------------------------------------------|----------|----------------------------------------------------------------------|--------------------------------|-------------------|---------------------|
| <b>Board Policies &amp; Regulations for the 2025-2026 School Year</b> |          |                                                                      |                                |                   |                     |
| <b>Type</b>                                                           | <b>#</b> | <b>Title</b>                                                         | <b>Type of Policy Adoption</b> | <b>Board Date</b> | <b>Resolution #</b> |
| Policy                                                                | 1636.01  | Notification of Promotion, New Job, and Transfer Opportunities       | New & Mandated                 | 09/30/2025        | 250930.5            |
| Policy                                                                | 5339.01  | Student Sun Protection                                               | New & Mandated                 | 09/30/2025        | 250930.5            |
| Policy & Regulation                                                   | 6111     | Special Education Medicaid Initiative (SEMI) Program                 | New & Mandated                 | 09/30/2025        | 250930.5            |
| Policy                                                                | 143      | Board Member Election and Appointment                                | Bylaw & Revised                | 09/30/2025        | 250930.5            |
| Policy                                                                | 173      | Duties of Public Accountant                                          | Bylaw & Revised                | 09/30/2025        | 250930.5            |
| Policy                                                                | 174      | Legal Services                                                       | Bylaw & Revised                | 09/30/2025        | 250930.5            |
| Policy                                                                | 177      | Professional Services                                                | Bylaw & Revised                | 09/30/2025        | 250930.5            |
| Policy                                                                | 1570     | Internal Controls                                                    | Revised & Mandated             | 09/30/2025        | 250930.5            |
| Policy                                                                | 2422     | Statutory Curricular Requirements                                    | Revised & Mandated             | 09/30/2025        | 250930.5            |
| Policy & Regulation                                                   | 6220     | Budget Preparation                                                   | Revised & Mandated             | 09/30/2025        | 250930.5            |
| Policy                                                                | 1648.15  | Recordkeeping for Healthcare Settings in School Buildings – COVID-19 | Abolished                      | 09/30/2025        | 250930.5            |
| Regulation                                                            | 5516     | Use of Electronic Communication or Recording Devices                 | Revised                        | 11/06/2025        | 251106.4            |
| Policy                                                                | 0142.1C  | Nepotism- Charter School                                             | Revised & Mandated             | 03/26/2026        | 260326.6            |
| Policy                                                                | 0174C    | Legal Services- Charter School                                       | Revised & Mandated             | 03/26/2026        | 260326.6            |
| Policy                                                                | 0177C    | Professional Services- Charter School                                | Revised & Mandated             | 03/26/2026        | 260326.6            |
| Policy                                                                | 1220     | Employment of Chief Education Officer                                | Revised & Mandated             | 03/26/2026        | 260326.6            |
| Policy & Regulation                                                   | 1570C    | Internal Controls- Charter School                                    | Revised & Mandated             | 03/26/2026        | 260326.6            |
| Policy & Regulation                                                   | 1552     | Sexual Harassment- Staff                                             | New & Mandated                 | 03/26/2026        | 260326.6            |

|                     |      |                                                                                            |                |            |          |
|---------------------|------|--------------------------------------------------------------------------------------------|----------------|------------|----------|
| Policy & Regulation | 2530 | Resource Materials                                                                         | Revised        | 03/26/2026 | 260326.6 |
| Policy & Regulation | 2535 | Library Material                                                                           | New & Mandated | 03/26/2026 | 260326.6 |
| Policy & Regulation | 9130 | Public Complaints                                                                          | Revised        | 03/26/2026 | 260326.6 |
| Policy & Regulation | 3362 | Sexual Harassment<br>Sexual Harassment of Teaching<br>Staff Members Complaint<br>Procedure | Abolished      | 03/26/2026 | 260326.6 |
| Policy & Regulation | 4352 | Sexual Harassment<br>Sexual Harassment of Support<br>Staff Members Complaint<br>Procedure  | Abolished      | 03/26/2026 | 260326.6 |

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

1. Board members reported a strong commitment to the school’s mission and vision, consistently providing strategic oversight to support student achievement and organizational success.
2. The Board identified its collaborative governance practices and productive working relationship with school leadership as key strengths, enabling informed decision-making and effective oversight.
3. Board members expressed confidence in the school’s financial stewardship and compliance monitoring, noting that regular review of academic, operational, and fiscal data supports sound governance and accountability.

**f) What opportunities for continued growth did the board identify in the latest board self-evaluation?**

1. Board members expressed interest in expanding professional development opportunities to remain current on evolving charter school governance practices, educational policy, and legal requirements.
2. The Board identified continued refinement of long-term strategic planning, including facilities, enrollment growth, and succession planning, as an opportunity to further strengthen the school’s future sustainability.
3. Board members expressed a desire to increase engagement with the broader school community by creating additional opportunities to hear stakeholder perspectives while maintaining their governance role.

### **3.2 Board Compliance**

a) Board of Trustees

Table 25: Board of Trustee Information

| Name              | Start Date | Term Expiration Date | Number of Terms Served | Role on Board           | State and District of Residence | Email Address                                                                  | Date of Criminal Background Check | Date of all NJSBA Trainings                    |
|-------------------|------------|----------------------|------------------------|-------------------------|---------------------------------|--------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------|
| Jackie Lewis      | 05/29/2018 | 06/30/2027           | 2                      | Board President         | New Jersey, Hillsborough        | <a href="mailto:jackiej10@gmail.com">jackiej10@gmail.com</a>                   | 01/08/2014                        | 10/23/23, 08/04/2020, 12/4/2018, 10/30/2025    |
| Anthony Attanasio | 05/29/2018 | 06/30/2029           | 2                      | Vice President          | New Jersey, Green Brook         | <a href="mailto:ajattanasio@hotmail.com">ajattanasio@hotmail.com</a>           | 07/24/2020                        | 07/31/2019, 10/04/2021, 01/30/2022, 04/18/2024 |
| David Vitali      | 07/28/2020 | 06/30/2027           | 1                      | Trustee                 | New Jersey, East Brunswick      | <a href="mailto:dave.vitali@gmail.com">dave.vitali@gmail.com</a>               | 09/29/2020                        | 01/25/2021, 11/11/2021, 11/11/2021             |
| Melissa Corraliza | 12/19/2023 | 06/30/2027           | 2                      | Trustee                 | New Jersey, Port Reading        | <a href="mailto:Melissa.Corralliza@gmail.com">Melissa.Corralliza@gmail.com</a> | 01/03/2024                        | 02/03/2024, 11/06/2024, 07/16/2026             |
| Tonya Heyward     | 01/23/2024 | 06/30/2027           | 2                      | Trustee                 | New Jersey, Perth Amboy         | <a href="mailto:tonya.heyward@yahoo.com">tonya.heyward@yahoo.com</a>           | 07/25/2024                        | 07/17/2024, 01/28/2025, 06/29/2026             |
| Dr. Namik Sercan  | 05/29/2018 | n/a                  | n/a                    | Chief Education Officer | New Jersey, Somerset            | <a href="mailto:sercan@middlesexcharter.org">sercan@middlesexcharter.org</a>   | 09/21/2016                        | n/a                                            |
| Fiona Daubon      | 10/27/2022 | n/a                  | n/a                    | Board Secretary         | New Jersey, Hillsborough        | <a href="mailto:sba@middlesexcharter.org">sba@middlesexcharter.org</a>         | 07/19/2022                        | n/a                                            |

- b) Pursuant to *N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act*, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below. <https://middlesexcharter.org/board-of-trustees#board-of-trustees>
- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom OCRS repository. May 2026
- d) Pursuant to *N.J.S.A. 18A:12-1.3*, all school districts and charter schools serving grades 9-12 must include at least one nonvoting student representative on the board of trustees. Please indicate the number of nonvoting high school board of trustees members that served in the 2025-2026 school year. None. Student elections will be held in September 2026 to identify the student member of the Board.
- e) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the charter school’s website.

### MCSCS Board Policy 3340: Grievance

- f) Provide the number of grievances presented to the board in the 2025-2026 school year.  
None
- g) Provide a link to the charter school website's homepage where the following are posted:
- FY27 Board Approved Budget: <https://middlesexcharter.org/board-approved-budget>
  - Board Meeting Notices: <https://middlesexcharter.org/board-meeting-schedule-2026-2027>
  - Annual Reports: <https://www.middlesexcharter.org/annual-reports>
  - A list of all current voting Board of Trustees Members: <https://middlesexcharter.org/board-of-trustees#board-of-trustees>
  - A list of all facilities operated by the charter school including each physical address [www.middlesexcharter.org](http://www.middlesexcharter.org)
- h) **Appendix P** provides a list of the current voting members of the charter school's board of trustees, including their names, primary addresses, and the address to their current place of employment, if applicable.

## 4.1 Access and Equity

- a) **Timeline of the school's application process for prospective students for school year 2025-2026.**

*Table 19: School Year 2025-2026 Application Process Timeline*

|                                                                                             |                                                                                        |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Date the application for school year 2025-2026 was made available to interested parties     | January 1, 2025                                                                        |
| Date the application for school year 2025-2026 was due to the school from parents/guardians | February 15, 2025                                                                      |
| Date and location of the lottery for seats in school year 2025-2026                         | February 27, 2025, at<br>MCSCS Hazel Building<br>584 Hazel Ave., Perth Amboy, NJ 08861 |

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

<https://middlesexcharter.org/admission>

- c) List of all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2025-2026 and school year 2026-2027.
- School website, including the dedicated Admissions page, pop-up notification windows, and links to the Genesis Online Application Form.

- School front office, where paper applications were available upon request.
- Mailing upon request for families who needed a paper application sent to them.
- School social media accounts, including Facebook and Twitter/X.
- Local preschool visits and info sessions, where paper applications and online application assistance were made available to interested parents.
- Open House events, where paper applications were available, and Chromebooks were provided for families who preferred to complete the application online.
- Perth Amboy Public Library, where applications and enrollment information were available at the front desk.
- Raritan Bay YMCA, where applications and enrollment information were available at the front desk for prospective families.
- Partner early childhood centers, where application and enrollment information pamphlets were displayed in the main offices, including PRAHD Mi Escuelita, Acelero, Harborview, and YMCA locations.

**d) List of all languages in which the application is made available.**

The application is available in both English and Spanish on the school's website. The school's website also offers features to translate to the following languages: Spanish, Arabic, Chinese (Simplified), Danish, French, German, Italian, Polish, Portuguese, Russian, Thai, Turkish, and Vietnamese. In addition, the Genesis Online Application Portal also offers features to translate to over 100 languages.

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

- The school website, including the dedicated Admissions page, application links, and pop-up notification windows directing families to the Genesis Online Application Form.
- Official school social media accounts, including Facebook and Instagram, where enrollment information, open house reminders, and application availability were posted
- Open House events, where families were informed about the application process and given access to both paper applications and online application support.
- Enrollment banners displayed in front of the school building to increase visibility for local families and community members.
- Printed pamphlets in English and Spanish mailed to Perth Amboy residents with application and enrollment information (EDDM).
- The school's periodic newsletters, which included reminders about enrollment, application deadlines, open houses, and lottery information.
- Email/mail blasts to current parents encouraging them to share application information with prospective families and reminding them of the enrollment timeline.

- Direct outreach to parents at local preschools and early childhood centers, where school representatives spoke with families and assisted with applications on site.
- Distribution of enrollment flyers and pamphlets through community partners, including local preschools, childcare centers, Perth Amboy Public Library, Raritan Bay YMCA, PRAHD Mi Escuelita, Acelero, Harborview, and YMCA locations.
- In-person application assistance for families who needed support completing the online application or preferred to receive a paper copy.

**f) Student enrollment and attrition rates by grade level in 2025-2026**

*Table 26: Student Enrollment and Attrition*

| Grade Level | Number of student withdrawals (for any reason) during the 2025-2026 school year | Number of students enrolled after the first day of school year 2025-2026 | Number of students enrolled in school year 2025-2026 who continued enrollment in school year 2026-2027 |
|-------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| K           | 6                                                                               | 3                                                                        | 130                                                                                                    |
| 1           | 4                                                                               | 1                                                                        | 88                                                                                                     |
| 2           | 12                                                                              | 1                                                                        | 105                                                                                                    |
| 3           | 0                                                                               | 3                                                                        | 82                                                                                                     |
| 4           | 3                                                                               | 1                                                                        | 83                                                                                                     |
| 5           | 6                                                                               | 3                                                                        | 79                                                                                                     |
| 6           | 2                                                                               | 2                                                                        | 87                                                                                                     |
| 7           | 4                                                                               | 0                                                                        | 64                                                                                                     |
| 8           | 3                                                                               | 1                                                                        | 50                                                                                                     |
| 9           | 1                                                                               | 0                                                                        | 43                                                                                                     |
| 10          | 0                                                                               | 0                                                                        |                                                                                                        |

Based on exit form responses, the primary reasons for student withdrawals include:

1. *Family Relocation or Address Change (16%)*: About 7 responses indicated that families were moving out of the area, moving out of state, or had a change of address that required the student to transfer.
2. *School Services, Communication, Programming, Facilities, or Student Support Concerns (31%)*: About 14 responses referenced concerns related to communication between school and home, parent engagement, educational programming, student support, behavior management, classroom size, lunch, facilities, safety, or support for students with learning differences or IEP-related needs.
3. *Personal, Other, N/A, or Unspecified Reasons (53%)*: About 24 responses were blank, marked “N/A” or “None,” did not provide a specific reason, or stated that the decision was personal and not related to the overall school experience. There was additional transfer requests submitted after the school year ended, particularly from rising 9th grade students. Some of these withdrawals were related to students transferring to specialized programs,

including schools that offer specific extracurricular opportunities, magnet programs, vocational pathways, or other high school options not currently available at MCSCS.

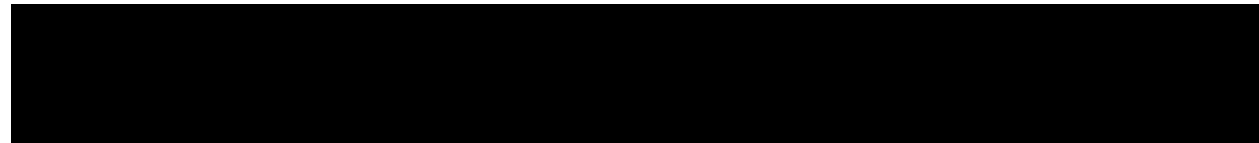
MCSCS continues to monitor withdrawal reasons, family feedback, and exit form responses to identify trends and proactively address areas that may affect student retention, including communication, family engagement, programming, transportation, and student support.

In response to these trends, MCSCS is taking steps to strengthen both access and programming. To better support families, the school has begun expanding transportation assistance for Perth Amboy residents, including the purchase of school buses and continued efforts to improve student access. Additionally, to support retention at the high school level, MCSCS is actively working to enhance its high school programming by exploring pathways for students to earn college credits, pursue associate degree opportunities while in high school, and participate in certification or credential-based programs that better prepare them for college and career success.

- g) Explanation of the school's enrollment backfilling policy. **Appendix H** includes the school's board-approved policy.

MCSCS 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 MCSCS administration has judiciously adopted this approach as a recognized exemplar of best practice. The primary rationale behind this strategic implementation is to ensure the school's ability to promptly and adequately cater to the educational requirements of newly enrolled students, thus ensuring a timely and seamless integration into the academic framework.



## 5.2 Office of Charter and Renaissance School Compliance

*Table 27.1: School Site Facility Information*

| Site name                   | Carlock                                  |
|-----------------------------|------------------------------------------|
| Site address                | 613 Carlock Avenue, Perth Amboy NJ 08861 |
| Facility lease information  |                                          |
| Landlord name               | Sub leased from Advanced Schools Inc     |
| Lease commencement date     | Sub lease commencement date: 08/27/2025  |
| Lease termination date      | Sub lease termination date: 06/30/2037   |
| 2026-2027 annual lease cost | \$502,464.96                             |

|                                                                                                                                                                                           |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Facility mortgage/bond information                                                                                                                                                        | n/a |
| Purchase date                                                                                                                                                                             | n/a |
| Mortgage lender/Bond Issuer(s)                                                                                                                                                            | n/a |
| Outstanding loan amount as of July 1, 2026                                                                                                                                                | n/a |
| Latest date of appraisal                                                                                                                                                                  | n/a |
| Appraised value of property                                                                                                                                                               | n/a |
| If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity. | n/a |

*Table 27.2: School Site Facility Information*

| <b>Site name</b>                                                                                                                                                                          | <b>Hazel</b>                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Site address                                                                                                                                                                              | 580 Hazel Avenue, Perth Amboy NJ 08861  |
| Facility lease information                                                                                                                                                                |                                         |
| Landlord name                                                                                                                                                                             | Sub leased from Advanced Schools Inc    |
| Lease commencement date                                                                                                                                                                   | Sub lease commencement date: 08/27/2025 |
| Lease termination date                                                                                                                                                                    | Sub lease termination date: 06/30/2037  |
| 2026-2027 annual lease cost                                                                                                                                                               | \$180,142.00                            |
| Facility mortgage/bond information                                                                                                                                                        | n/a                                     |
| Purchase date                                                                                                                                                                             | n/a                                     |
| Mortgage lender/Bond Issuer(s)                                                                                                                                                            | n/a                                     |
| Outstanding loan amount as of July 1, 2026                                                                                                                                                | n/a                                     |
| Latest date of appraisal                                                                                                                                                                  | n/a                                     |
| Appraised value of property                                                                                                                                                               | n/a                                     |
| If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity. | n/a                                     |

*Table 27.3: School Site Facility Information*

| <b>Site name</b>           | <b>Mechanic</b>                           |
|----------------------------|-------------------------------------------|
| Site address               | 351 Mechanic Street, Perth Amboy NJ 08861 |
| Facility lease information |                                           |
| Landlord name              | Sub leased from Advanced Schools Inc      |

|                                                                                                                                                                                           |                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Lease commencement date                                                                                                                                                                   | Sub lease commencement date: 08/01/2025 |
| Lease termination date                                                                                                                                                                    | Sub lease termination date: 06/30/2037  |
| 2026-2027 annual lease cost                                                                                                                                                               | \$800,743.00                            |
| Facility mortgage/bond information                                                                                                                                                        | n/a                                     |
| Purchase date                                                                                                                                                                             | n/a                                     |
| Mortgage lender/Bond Issuer(s)                                                                                                                                                            | n/a                                     |
| Outstanding loan amount as of July 1, 2026                                                                                                                                                | n/a                                     |
| Latest date of appraisal                                                                                                                                                                  | n/a                                     |
| Appraised value of property                                                                                                                                                               | n/a                                     |
| If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity. | n/a                                     |

*Table 27.4: School Site Facility Information*

| <b>Site name</b>                                                                                                                                                                          | <b>Mechanic Annex- Gymnasium</b>            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Site address                                                                                                                                                                              | 79-87 Commerce Street, Perth Amboy NJ 08861 |
| Facility lease information                                                                                                                                                                |                                             |
| Landlord name                                                                                                                                                                             | Sub leased from Advanced Schools Inc        |
| Lease commencement date                                                                                                                                                                   | Sub lease commencement date: 08/27/2025     |
| Lease termination date                                                                                                                                                                    | Sub lease expiration date: 06/30/2026       |
| 2026-2027 annual lease cost                                                                                                                                                               | \$0                                         |
| Facility mortgage/bond information                                                                                                                                                        | n/a                                         |
| Purchase date                                                                                                                                                                             | n/a                                         |
| Mortgage lender/Bond Issuer(s)                                                                                                                                                            | n/a                                         |
| Outstanding loan amount as of July 1, 2026                                                                                                                                                | n/a                                         |
| Latest date of appraisal                                                                                                                                                                  | n/a                                         |
| Appraised value of property                                                                                                                                                               | n/a                                         |
| If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity. | n/a                                         |

*Table 28: School Site Facility Information Lease Summary*

|                                   |                         |
|-----------------------------------|-------------------------|
| Total number of leased facilities | 4 sub leased facilities |
|-----------------------------------|-------------------------|

|                                           |                |
|-------------------------------------------|----------------|
| Total annual cost of all leases           | \$1,464,144.96 |
| Total lease amount budgeted for 2026-2027 | \$1,935,852.00 |

*Table 23: School Site Facility Information Mortgage/Bond Summary*

|                                                  |     |
|--------------------------------------------------|-----|
| Total number of mortgaged facilities             | n/a |
| Total mortgage/bond amount                       | n/a |
| Mortgage principal budgeted for 2026-2027        | n/a |
| Mortgage payment interest budgeted for 2026-2027 | n/a |

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school’s commitment to this requirement, complete and submit **Appendix A** available at the end of this document.
- b) **Appendix I** provides the valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with “Ae” code for each approved campus, and current leases. Multi-year leases should still be submitted in this appendix annually. [Documents are located in this folder](#)

### 5.3 Other Compliance

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

MCSCS implements a comprehensive educator evaluation system designed to strengthen instructional practice, promote professional growth, and improve student outcomes. Teacher performance is evaluated through multiple measures, including formal and informal classroom observations, professional responsibilities, and evidence of student learning. The evaluation process is grounded in the **Danielson Framework for Teaching**, which provides a research-based model for defining and assessing effective instructional practice across four domains: **(a) Planning and Preparation, (b) Classroom Environment, (c) Instruction, and (d) Professional Responsibilities**. This framework establishes clear expectations for instructional excellence while providing teachers with meaningful feedback to support continuous professional growth.

The evaluation process is both rigorous and developmental. Nontenured teachers participate in **two formal observations** and **one walkthrough observation** annually, while tenured teachers receive **two formal observations** each school year. Every formal observation includes a structured pre-observation conference during which teachers discuss lesson objectives, instructional strategies, and anticipated student outcomes. Following each observation, supervisors conduct a reflective post-observation conference to analyze instructional practices, celebrate areas of strength, and identify evidence-based strategies for continued growth. These collaborative conversations foster reflective practice, strengthen instructional decision-making, and promote a culture of continuous improvement.

Observation data are used to develop individualized Professional Development Plans (PDPs) that align teacher goals with school priorities and student learning needs. Supervisors work collaboratively with teachers to identify targeted professional learning opportunities, coaching supports, and instructional strategies that enhance classroom effectiveness. This individualized approach ensures that professional development is purposeful, data-informed, and directly connected to improving student achievement.

When performance concerns are identified, MCSCS implements a structured system of targeted support through **Teacher Improvement Plans (TIPs)** or **Corrective Action Plans (CAPs)**. These plans establish clear performance expectations, measurable goals, timelines, and evidence-based action steps aligned to the Danielson Framework. Teachers receive ongoing coaching, frequent feedback, classroom support, and access to relevant professional learning throughout the improvement process. Supervisors regularly monitor progress, provide timely guidance, and adjust supports as needed to ensure teachers have every opportunity to strengthen their instructional practice and successfully achieve an effective level of performance.

This comprehensive evaluation and support system reflects MCSCS's commitment to instructional excellence, educator effectiveness, and continuous organizational improvement. By combining rigorous evaluation with individualized coaching and professional learning, the school cultivates reflective practitioners who are equipped to meet the diverse academic needs of all students while maintaining high expectations for teaching and learning.

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

The Board of Trustees is responsible for conducting the annual performance evaluation of the Lead Person as part of its ongoing commitment to effective governance, organizational accountability, and continuous school improvement. The evaluation process is designed to assess the Lead Person's effectiveness in advancing the school's mission, achieving strategic priorities, ensuring regulatory compliance, and promoting high levels of academic achievement and organizational performance.

To ensure a comprehensive and objective review, the Board utilizes the New Jersey School Boards Association (NJSBA) Superintendent/Lead Person Evaluation Instrument, a research-based rubric aligned with recognized best practices in educational leadership. The evaluation measures performance across six key domains: (a) General Responsibilities, (b) Instructional Leadership, (c) Personnel Administration, (d) Financial Management, (e) Chief Executive Officer Responsibilities, and (f) School/Community Relations. Together, these domains provide a holistic assessment of the Lead Person's ability to lead instructional improvement, manage school operations, develop and support personnel, maintain fiscal responsibility, ensure compliance with applicable laws and regulations, and cultivate meaningful relationships with families, community partners, and other stakeholders.

Throughout the evaluation process, Board members review multiple sources of evidence, including progress toward annual goals, student achievement data, organizational performance metrics, financial reports, strategic initiatives, and compliance with state and federal requirements. The evaluation also considers the Lead Person's effectiveness in implementing Board policies, fostering a positive school culture, supporting professional growth among staff, and advancing the long-term vision and strategic priorities of the school.

Following the evaluation, the Board and Lead Person engage in a reflective discussion to celebrate accomplishments, identify areas for continued professional growth, and establish performance goals for the upcoming year. These goals are aligned with the school's strategic plan, student achievement priorities, and organizational needs, ensuring that leadership development remains focused on continuous improvement and sustained institutional success. This annual evaluation process enables the Board to provide meaningful oversight while reinforcing a culture of accountability, transparency, and excellence in educational leadership.

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