



**New Jersey Department of Education,  
Office of Charter and Renaissance Schools**

**Annual Report Template  
(Updated June 2022)**

## Introduction

The annual report was established in the *Charter School Program Act of 1995* as a way to facilitate the commissioner’s annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools, New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school’s performance based on the criteria set forth in the Performance Framework.

## Annual Report Submission Guidelines

### Annual Report Submission

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Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

### Submission Process for the 2021-2022 Report

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The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2022.” To submit the report, upload it to the subfolder “Annual Report 2022” located inside the folder “Annual Report” on the charter school’s Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#) found at the end of the document and then uploaded to the “Annual Report 2022” subfolder on the charter school’s Homeroom site.

### Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school’s district(s) of residence no later than 4:15 p.m. on Monday, August 1, 2022. Copies require a cover page, which includes the school’s name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school’s annual report to the commissioner no later than October 3, 2022.

## Annual Report Questions

### Basic Information about the School

Fill in the requested information in column 2 of Table 1, below.

**Table 1: Basic Information**

Name of charter school	Trenton STEM-to-Civics School District
Grade level(s) to be served in 2022-2023	6-12
2021-2022 Total enrollment as of June 30, 2022	519
2021-2022 Students with Disabilities (SWD) enrollment as of June 30, 2022	78
2021-2022 English Language Learners (ELL) enrollment as of June 30, 2022	24
Projected enrollment for 2022-2023	650
Current waiting list for 2022-2023 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	0/rolling
Waitlist within the district/region of residence	0/rolling
Waitlist of non-resident district/region of residence	0/rolling
Website address	<a href="http://www.stemcivics.org">www.stemcivics.org</a>
Name of board president	<a href="#">Robin Lipman</a>
Board president email address	<a href="mailto:robin.lipman@stemcivics.org">robin.lipman@stemcivics.org</a>
Board president phone number	954-937-9811
Name of school leader	Leigh Byron
School leader email address	<a href="mailto:leigh.byron@stemcivics.org">leigh.byron@stemcivics.org</a>
School leader office phone number and extension	609-619-2000
Name of School Business Administrator (SBA)	<a href="#">John Snuffin</a>
SBA email address	<a href="mailto:john.snuffin@stemcivics.org">john.snuffin@stemcivics.org</a>
SBA phone number	609-495-5713

## School Site Information:

Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

**Table 2: School Site Information**

Site name	STEMCivics PURPLEfect Palace HS
Year site opened	2014
Grade level(s) served at this site in 2021-2022	9-12
Grade level(s) to be served at this site in 2022-2023	9-12
Site street address	1555 Pennington Road
Site city	Ewing
Site zip	NJ
Site lead or primary contact's name	Leigh Byron
Site lead or primary contact's office phone number and extension	609-610-1115
Site lead or primary contact cell phone number	609-610-1115
Site lead's email address	<a href="mailto:leigh.byron@stemcivics.org">leigh.byron@stemcivics.org</a>

**Table 2: School Site Information**

Site name	STEMCivics PURPLEfect Parc MS
Year site opened	2018
Grade level(s) served at this site in 2019-2020	6-8
Grade level(s) to be served at this site in 2020-2021	6-8
Site street address	720 Bellevue Ave
Site city	Trenton
Site zip	08618
Site phone number	609-651-3333
Site lead or primary contact's name	<a href="#">Yvette Hernandez</a>
Site lead's email address	<a href="mailto:yvette.hernandez@stemcivics.org">yvette.hernandez@stemcivics.org</a>

# Organizational Performance Areas

## Education Program and Capacity

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

### 1.1 Mission and Key Design Elements

1. State the school's Commissioner-approved mission.

The mission of STEMCivics is to use STEM as a motivator to promote academic excellence, inspire civic engagement, and ensure students are ready for college and careers. The unofficial mission is to change students' lives.

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

#### 2.1. Personalized education

The formula for success, given our five-year average graduation rate of 99%, is based on our ability to build bonds with students. **We build bonds with students** so they like us and respect us for the right reasons, so they want to be around us more, so they have to come to school more, so they learn more, and they graduate and are ready for college and careers.

At the high school, the **student:dean/counselor ratio** of **50:1** and an **average class size of 15** provide the opportunity to build bonds that are critical for academic, social, and emotional success. Social-emotional learning and character development begin with staff modeling healthy behaviors and conflict resolution strategies for students. This leads to an environment wherein students are comfortable seeking assistance from staff with both academic and social-emotional concerns.

At the middle school, the **student:dean/counselor/lite dean ratio** is **25:1**. This ratio ensures not only knowing students in these critical years, but understanding them as well. The **average class size** is also **15 students**.

Remediation and advancement opportunities are created in response to students' needs, including Saturday school, bi-weekly online evening tutoring, and summer advancement and remediation classes.

STEMCivics proactively identifies and eliminates barriers to education, such as providing free Uber rides and bus tickets to students that have transportation issues, installing free feminine product dispensers in bathrooms, and providing clothing to students who have financial hardships. High ACE-score students are provided with close supervision

and support, oftentimes including hiring the students to work at the district which allows continual social support during and after the school day.

## 2.2 Focus on Civic Engagement

### Latin

Character development at STEMCivics is infused into the curriculum by the study of Greco-Roman cultures. Students take Latin courses to not only improve their language fluency, but primarily to expose them to civic and democratic ideals so that they may develop a foundation of understanding that allows them to evaluate and fully participate in their own democratic society.

### Voting

Students are registered to vote when eligible and are encouraged to participate as poll workers and voter registration drive volunteers throughout the year. Through partnerships with NJ League of Women Voters, students are active participants in the democratic process. STEMCivics also arranges student discussions with state and local political representatives, including Ewing Mayor Bert H. Steinmann, Trenton Mayor Reed Gusciora and Congresswoman Bonnie Watson Coleman. Students are encouraged to become active in causes that they support. Past efforts have led to the formation of a local chapter of Active Minds, a mental health awareness organization, and an anti-gun violence club.

## 2.2. STEM Skills Development

Students are exposed to a broad range of engineering courses throughout their high school careers, including Project Lead the Way courses (Pre-Engineering, Biotechnology and Civil Engineering), as well as quarterly visits from Liberty Science Center that provide hands-on lab activities. These skills are then put to use in our award-winning Robotics competition team and on our international service mission trips.

## 2.3. Missions

Exemplary students receive the opportunity to travel internationally and participate in civic engagement activities as well as cultural experiences in the communities they serve. International mission trips are a formative experience that broadens students' understanding of the world, enhances self-confidence and self-reliance and enhances their ability to contribute positively to the wellbeing of others.

During 2021-22, we conducted three missions to Panama, with 8, 20, and 34 students respectively participating. The students worked at an elementary school, installing an 800 sq.ft. concrete floor over an outdoor muddy field, providing an area for meetings and outdoor instruction. In addition, students built a 4-foot concrete wall and fencing around an outdoor kitchen's cooking pits, allowing the school to have a place to cook hot food.

For 2022-23, the Panama Ministry of Education approved a program in which our students will teach English to elementary school students at the elementary school we have visited. This program will allow students to volunteer in Panama for two-three weeks at a time, while completing their STEMCivics work remotely after this tutoring.

The robotics team will visit Cairo, Egypt in September to continue our partnership with Brilliant Minds School. The teams will build practice robots in preparation for the FIRST Competition in the winter.

The mission of STEMCivics is to change students' lives. The missions give them a chance to change other people's lives.

#### 2.4. Dual Enrollment and AP

Rigorous college-level courses are offered in the science, English, history and music departments, providing students the opportunity to graduate high school with up to 21 credits via our partnerships with Stockton University, Syracuse University and The College Board AP program.

In 2021-2022, **43% of the high school student body participated** in AP/dual enrollment courses. In 2022-2023, **55% of the high school student body is projected** to be enrolled into AP courses/dual enrollment courses.

#### 2.5. Array of Clubs and Activities

Students connect with their peers and teachers by engaging in extracurricular activities that expose them to skills and experiences that broaden their horizons, encourage healthy habits, and provide inspiration for future careers and post-secondary areas of study.

We offer more activities and a wider range than any charter school in the state, and many that most traditional public schools do not offer.

In addition to the traditional sports and activities such as basketball, soccer, volleyball, track and field, etc., we offer fencing, crew, Korean culture club, radio club, competitive robotics, archery, ninja warrior training, kick-boxing, ballroom dancing, and equestrian.

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

STEMCivics has one stated academic goal: a 100% graduation rate. Everything we do is either directly or indirectly linked to this outcome. In the same way as a business tailors its actions toward a profit, our actions are geared toward students' success, using this metric as our indicator.

Specific academic, SEL and athletic programs support this goal, including, but not limited to Saturday school, summer credit recovery and advancement courses, evening online tutoring, athletic tutoring, an international mission trip program, honor and merit roll brunch recognition ceremonies, individual counseling and mentorship, National Honor Society, RTI and I&RS.

**Table 3: Format**

Goal	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Graduation rate
Target	100% of the class will graduate
Actual Outcome	100% graduated – <b>met goal</b>

## 1.2 Curriculum

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

## 1.3 Instruction

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

High quality instruction is determined through the implementation of the NJ Student Learning Standards, curriculum that meets students where they are and moves them forward, rigorous curriculum, and interactive lesson design. We focus on project-oriented, hands-on, and interactive learning. Students can apply these critical problem-solving skills to other fields, such as poetry, journalism, and law, and may choose to pursue study in areas other than STEM after graduation.

- b) Provide a brief description of the school’s common instructional practices.

We utilize the Structured Learning Model which includes the gradual release of responsibility from teacher to student, use of technology to enhance learning, hands-on, interactive and collaborative activities, and assessment driven-instruction.

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

All students now participate through in-person instruction. The district remediates student learning loss through direct outreach by grade level deans and counselors, evening tutoring sessions, optional Saturday school and summer credit recovery. Many programs will continue indefinitely, as they were successful in addressing learning loss. Supplemental instruction is funded, in part, through a 3-year grant provided by the Grinnell Foundation.



Students showed growth in working independently and both students and staff increased their technology skills. The middle school continues to address skills gaps in ELA and math through high intensity tutoring via additional class time.

- d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2021-2022 school year.

Students who quarantined were provided extended time to complete assignments and were encouraged to participate in virtual instruction, evening tutoring and Saturday school, as needed. Students were provided with a chromebook to use during their home instruction.

- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2021-2022 school year. What support will the school provide in the 2022-2023 school year?

No students were retained.

#### 1.4 Assessment

- a) On April 6, 2021, the United States Department of Education (USED) recognizing that “we are in the midst of a pandemic that requires real flexibility,” informed the New Jersey Department of Education (Department) that the administration of Start Strong Fall 2021 Assessments would satisfy federal statewide assessment requirements for the 2020-2021 school year. On October 13, 2021, the Department required the administration of Spring 2022 New Jersey Student Learning Assessments (NJSLA) between April 25 and June 3, 2022. Absent embargoed NJSLA spring of 2022 assessment data, the Department requests Start Strong Fall 2021 performance data to report on whether students required strong, some, or less support. Fill in the following Start Strong Fall 2021 Assessment data by the number and percentage of students requiring strong, some, or less support for all grade levels that participated in the Start Strong Fall 2021 Assessment.
- b) In addition to the Start Strong Fall 2021 Assessment data, the Department is requesting data from local benchmark assessments administered during the 2021-2022 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

#### **Table 4: Start Strong Assessment Outcomes (Fall 2021)**

Assessment	Strong Support	Strong Support	Some Support	Some Support	Less Support	Less Support
	Number of students	Percentage of Students	Number of students	Percentage of students	Number of students	Percentage of students
ELA 4						
ELA 5						
ELA 6	53	74%	10	14%	7	10%
ELA 7	33	48%	15	24%	18	29%
ELA 8	55	60%	13	14%	25	27%
ELA 9	55	51%	15	14%	38	35%
ELA 10	44	43%	20	19%	39	38%
MAT 4						
MAT 5						
MAT 6	68	98%	1	.01%	na	
MAT 7	55	87%	8	13%	na	na
MAT 8	70	88%	16	18%	na	na
Algebra I	79	82%	14	15%	3	3%
Geometry	55	73%	15	20%	6	8%
Algebra II	16	48%	12	36%	5	15%

**Table 5a: Proficiency Rates on Local Assessments (% of Students) — Fall Diagnostic Assessment 2021**

Assessment	Below (%)	On (%)	Above (%)
ELA K			
ELA 1			
ELA 2			
ELA 3			
ELA 4			

Assessment	Below (%)	On (%)	Above (%)
ELA 5			
ELA 6	93	5	2
ELA 7	90	8	2
ELA 8	87	11	2
ELA 9	72	27	1
ELA 10	74	20	5
ELA 11	81	19	0
ELA 12	93	7	0
MAT K			
MAT 1			
MAT 2			
MAT 3			
MAT 4			
MAT 5			
MAT 6	100	0	0
MAT 7	98	2	0
MAT 8	99	1	0
Algebra I	85	15	0
Geometry	96	4	0
Algebra II	98	2	0

**Table 5b: Proficiency Rates on Local assessments (% of Students) — End of Year Summative Assessment 2022**

Assessment	Below (%)	On (%)	Above (%)
ELA K			

Assessment	Below (%)	On (%)	Above (%)
ELA 1			
ELA 2			
ELA 3			
ELA 4			
ELA 5			
ELA 6	91	4	6
ELA 7	83	14	4
ELA 8	89	5	6
ELA 9	78	14	7
ELA 10	73	21	6
ELA 11	80	15	5
ELA 12	84	12	4
MAT K			
MAT 1			
MAT 2			
MAT 3			
MAT 4			
MAT 5			
MAT 6	98	2	0
MAT 7	97	2	0
MAT 8	95	2	3
Algebra I	81	19	0
Geometry	91	7	2
Algebra II	94	6	0

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

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

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

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

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

The district has created a gifted and talented program and added Early College, AP, Honors and Dual-Enrollment classes to challenge our academically gifted students. The district has implemented tiered interventions to meet the needs of students with academic challenges and/or learning loss, including evening and weekend tutoring and credit recovery programs. ELLs are provided with bilingual tutors and sheltered instruction. The middle school provides texts in both English and Spanish for selected courses. Students with disabilities have additional support provided by grade-level deans and school counselors to supplement their IEP/504 accommodations and modifications. The district provides resource room and in-class support services to accommodate diverse learners. The majority of our students are free and reduced lunch, thus our program has always been designed to support economically disadvantaged learners. After school tutoring is provided in person and virtually.

f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2021-2022 year.

Subject	Grade Level	Diagnostic	Formative	Summative
Math/ELA	6-12	iReady	Teacher Created	Unit Exam/Final Exam
Science, Latin, History,	6-8	Teacher Assessments and	Teacher Created	Unit Exam/Final Exam

PE/Health, Arts, Engineering		Observation		
Science, Engineering, Latin, PE/Health, History, Music	9-12	NJSLA (Grade 11 Science only)  Teacher Assessment & Observation	Teacher Created	Unit Exam/Quarterly Exam
Financial Literacy	8 & 11	Moneyskill (11) Everfi (8)	Moneyskill (11) Everfi (8)	Moneyskill (11) Everfi (8)

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

Benchmark assessment testing was completed three times during the year at the high school and twice at the middle school to show students’ yearly growth. Interventions were applied according to the test results and overall performance in courses. Professional development modules have been created for the 2022-2023 school year to increase teacher effectiveness in areas of RTI and multi-tiered systems of support. The use of standardized benchmark assessments (SuccessMaker and iReady) allowed for year-over-year analysis of student achievement and targeted program development.

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

NJSLA assessment results are mailed to parents. Teacher created assessment results are available on the OnCourse parent portal. Grades are reviewed during parent-teacher conferences and quarterly during progress reports and 10-day failure notifications.

**1.5 Organizational Capacity - School Leadership/Administration**

a) Fill in the requested information in Table 6 below regarding school leadership.

**Table 6: School Leadership/ Administration Information**

Administrator Name	Title	Start Date	Annual Salary
John Snuffin	SBA	2/2016	\$180,000

Administrator Name	Title	Start Date	Annual Salary
<a href="#">Leigh Byron</a>	Head of School/High School Principal	9/2014	\$366,000
Yvette Hernandez	Middle School Principal	01/2022	\$165,000
Sherri Richardson	Director of Operations/Instruction	9/2014	\$150,000

## School Culture & Climate

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

### 2.1 School Culture and Climate

- a) Fill in the requested information in Table 7 below regarding the learning environment at the school.

**Table 7: School Culture and Climate Learning Environment**

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	92.13%
Elementary School Attendance Rate (grades K-5)	N/A
Middle School Attendance Rate (grades 6-8)	90.02%
High School Attendance Rate (grades 9-12)	93.33%
Student - Teacher Ratio	15:1

- b) Fill in the requested information in Table 8, below, regarding the professional environment at the school.

**Table 8: School Culture and Climate Professional Environment**

Teacher Retention Rate from SY 2020-2021 to 2021-2022	66%
Total Staff Retention Rate from SY 2020-2021 to 2021-2022	61%
Frequency of teacher surveys and date of last survey conducted	N/A
Percent of teachers who submitted survey responses	N/A
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	N/A

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

N/A

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

N/A

- e) Fill in the requested information below regarding the school's discipline environment in 2021-2022. If there was a noticeable increase or decrease in suspensions and expulsions in 2021-2022 compared to 2020-2021, then please describe the reasons for the change below the table.

**Table 9: Discipline Environment 2021-2022**

Grade Level	Number of students enrolled as of Oct. 15, 2021	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K			
1			
2			
3			



Grade Level	Number of students enrolled as of Oct. 15, 2021	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
4			
5			
6	68	10	3
7	67	12	0
8	99	7	2
9	113	66	1
10	107	49	2
11	82	47	0
12	70	24	0

**2.2. Family and Community Engagement**

- a) Fill in the requested information in Table 10 below regarding family involvement and satisfaction.

**Table 10: Family Involvement and Satisfaction**

Number of parents/guardians currently serving on the school’s board, out of the total number of board members	0
Frequency of parent/guardian surveys	NA
Date of last parent/guardian survey conducted	NA
Percent of parents/guardians completing the survey (consider one survey per household)	NA
Percent of parents/guardians that expressed satisfaction with the overall school environment	NA

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

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2021-2022 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.

- Parent-teacher conferences (virtual)
- Back to School Night (virtual)
- FAFSA Night (virtual)
- Graduation & promotion ceremonies (in-person)
- National Honor Society induction ceremony (in-person)
- Senior Night (in-person)
- New Student Orientation (in-person)

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

N/A

f) Fill in the requested information in Tables 11 and 12 below regarding community involvement. Add or delete rows as necessary.

**Table 11: Community Involvement with Education Institutions**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Liberty Science Center	LSC facilitates lessons that explore life science, physical science, engineering, with STEMCivics educators for our student population. Lessons are standards-aligned and highly interactive.	LSC works quarterly with our entire students and science teachers for 2 days during the students’ science classes.
Take the Lead Dance Project	Take the Lead Dance Project is an organization that works with STEMCivics to teach students how to work together in a cooperative and respectful manner through the practice of social dance.	TLDP works with our entire middle school student population and comes over the course of 3 months on a weekly basis with each session lasting a total of 45 minutes
Princeton University	Princeton students tutored middle school students	Program is in the planning stages to implement in 2022-2023
Stockton University	<ul style="list-style-type: none"> <li>● Provided dual-enrollment courses for students to earn college credit</li> </ul>	<ul style="list-style-type: none"> <li>● 125 student course enrollments, 3 courses/teachers</li> </ul>

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
	<ul style="list-style-type: none"> <li>Invited dual enrollment students on campus for a college tour</li> </ul>	<ul style="list-style-type: none"> <li>18 students and 2 staff</li> </ul>
TCNJ	Pre-service student teachers observed classrooms and tutored STEMCivics students	100 students served, approximately 8 student teachers 2 x per week for 8 weeks
Mercer County Technical School	Presentation to students about technical careers and post-high school training	30 students, 1 staff
NJMEP: New Jersey Manufacturing Extension Program	National Manufacturing Credentialing Program	1 student, 1 staff

**Table 12: Community Involvement with Community Institutions**

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Mercer County Board of Elections	Students held voter registration drives, acted as guides, and answered questions on election day	Approximately 5 students
Ewing Police Department	Police provided workshop to students interested in law enforcement careers and brought the “Drunk Buster” car to campus for 11th and 12th grade students	Approximately 15 students for the workshop and 150 students for the “Drunk Buster” driving experience
Trenton Health Team/Penn Health	Provided vaccination clinics on site at PURPLEfect Parc and Palace	Approximately 50 STEMCivics community members
NJTL (US Tennis Association)	Increased skills and interest in the high school tennis program	Students involved: 5 Staff Advisor: 1 Hours per week: 3
Dunraven Stables	Equestrian club services	14 students, 2 staff, 3 hours per week
Fencing Club of	Increased skills and interest in the High	12 students, 2 staff, 3 hrs per

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Mercer County	school fencing program	week
Rockville Climbing Center	Rock climbing club services	12 students, 2 staff, 4 hours per week
CenterCourt Sports	Ninja Warrior club services	11 students, 2 staff
Trenton P.E.E.R.S. Program	SEL program provided to students by students	2 student presenters, 100 student participants
Saint James Parrish	Students helped make 500 lunches for the less fortunate	15 students, 1 staff, once annually
Mill Hill	Child and family development work program	4 students, summer program
Radio Show NJPA.com	5 students hosted guests and discussed relevant issues on a weekly hour show broadcast on NJPA radio.com	5 students, 1 staff, weekly
Equestrian	14 students participated in caring for horses and managing horse stables.	14 students and 2 staff members
NJ League of Women Voters	Students became active participants, by registering 17 & 18 year old peers to vote	100 students involved, 1 time per year, 2 hours

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

The partnerships further our commitment to civic engagement and developing a strong sense of civic responsibility in our student body. Additionally, they reinforce academic skills and prepare students for leadership roles.

**Board Governance**

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

**3.1 Board Capacity**

a) Fill in the requested information in Table 13 below regarding board governance.

**Table 13: Board Governance**

Number of board members required by the charter school’s bylaws	5
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as <b>Appendix B</b> )	June 2022
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as <b>Appendix C</b> )	June 2022

b) List the amendments to bylaws that the board adopted during the 2021-2022 school year.

N/A - None

c) List the critical policies adopted by the board during the 2021-2022 school year.

- Policy 1250 - Visitors
- Policy 5141.4 - Proof of Vaccination
- Policy 5141.22 - Clear Bag
- Policy 3517 - Security

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

- commitment to mission
- diversity of strengths
- continuity

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

- optimizing fixed financial resources
- anti-charter sentiment of some segments of public
- lack of academic preparation of students entering district

### **3.2 Board Compliance**

a) Fill in the requested information in Table 14 below regarding the board. Add or delete rows as necessary.

**Table 14: Board of Trustee Information**

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Robin Lipman	7-1-21	6-30-24	Chair	roblorr@aol.com	5-21-18	I- 6-21-19 II - 3-6-20 II - 6-11-21 IV- 6-7-22
Kevin Demmo	7-1-21	6-30-24	Vice Chair	KevinMichael8502@gmail.com	10-15-14	I - 1-30-15 II - 3-21-16 III-8-17-17 IV-6-13-22
Amanda Byard	7-1-21	6-30-24	Member	aakbyard@gmail.com	7-2-14	I-12-20-14 II - 5-6-15 III-8-25-17 IV-5-11-22
Adrian Zapalla	7-1-20	6-30-23	Member	aczappala@gmail.com	10-26-17	I - 6-18-18 II - 6-18-19 III-3-10-20 IV-5-10-21
Michael Mazzoni	7-1-20	6-30-23	Member	mmazzoni@comcast.net	7-21-20	I - 5-25-21 II - 5-18-22

- 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://www.stemcivics.org/about-us/board-of-trustees/minutes-2021-22>

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository. May 2022 (June 2022 will be approved at the August 2022 board meeting).
- d) Pursuant to *N.J.S.A. 18A:36A-15*, Complaints to board of trustees, please provide as **Appendix D** the board policy for the establishment of the grievance committee.

**Access and Equity**

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

**4.1 Access and Equity**

- a) Fill in the requested information in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2021-2022.

**Table 15: School Year 2021-2022 Application Process Timeline**

Date the application for school year 2021-2022 was made available to interested parties	October 1, 2021
Date the application for school year 2021-2022 was due back to the school from parents/guardians	Rolling
Date and location of the lottery for seats in school year 2021-2022	Rolling

- b) Provide the URL to the school’s application for prospective students for the school year 2021-2022. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.  
www.stemcivics.org/admissions
- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2021-2022.  
www.stemcivics.org/admissions
- d) List all languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below.  
English, Spanish
- e) List all ways in which the school advertised that applications for prospective students for school year 2021-2022 were available prior to the enrollment lottery.  
Newspapers, Social Media
- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2021-2022.

**Table 16: Student Enrollment and Attrition**

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2021-2022	Number of students retained in 2021-2022 for the 2022-2023 school year
K			
1			
2			
3			
4			
5			
6	30	16	0
7	21	10	0
8	32	7	0
9	17	21	0
10	30	17	0
11	18	7	0
12	6	3	0

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

## Compliance

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

### 5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 17 below and fill it out for each school site if the school has more than one site.



**Table 17: School Site Facility Information**

Site name	PURPLEfect Palace
Facility lease information	
Landlord name	Incarnation St James
Lease commencement date	7/1/18
Lease termination date	7/31/23 renewable upon charter renewal
2021-2022 annual lease cost	\$331,290
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2022	NA
Latest date of appraisal	NA
Appraised value of property	NA

**Table 17: School Site Facility Information**

Site name	PURPLEfect Parc
Facility lease information	
Landlord name	Olivett Assembly
Lease commencement date	7/1/18
Lease termination date	7/31/23 renewable upon charter renewal
2021-2022 annual lease cost	\$202,500
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2022	NA

Latest date of appraisal	NA
Appraised value of property	NA

**Table 17: School Site Facility Information**

Site name	District Office
Facility lease information	
Landlord name	Incarnation St James
Lease commencement date	7/1/18
Lease termination date	7/31/23 renewable upon charter renewal
2021-2022 annual lease cost	\$55,000
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2022	NA
Latest date of appraisal	NA
Appraised value of property	NA

**Table 18: School Site Facility Information Lease Summary**

Total number of leased facilities	3
Total annual cost of all leases	\$588,790
Total lease amount budgeted for 2022-2023	\$595,000

**Table 19: School Site Facility Information Mortgage/Bond Summary**

Total number of mortgaged facilities	0
Total mortgage/bond amount	0
Mortgage principal budgeted for 2022-2023	0

Mortgage payment interest budgeted for 2022-2023	0
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- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

### 5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented.  
Danielson
- b) Provide a description of the school leader evaluation system that the school has implemented.  
Narrative detailing accomplishments against goals.
- c) As **Appendix F**, provide the board resolution approving the teacher and school leader evaluation systems.

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

## File Naming Convention

**Table 20: Appendix File Naming Convention**

Appendix	File Naming Convention
<a href="#">Appendix A</a>	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Board policy for the establishment of a grievance committee
Appendix E	Appendix E Admissions Application (Language)
Appendix F	Appendix F Board resolution approving the teacher and school leader/principal evaluation systems
Appendix G	Appendix G 2022 – 2023 School Calendar
Appendix H	Appendix H Organizational Chart
Appendix I	Appendix I Promotion/Retention Policy
Appendix J	Appendix J Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2022.” Save each appendix by the file naming convention provided in the second column of the above table.

## Appendix A

### Assurance that the school is meeting statutory and regulatory requirements

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

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

Statement	Confirm Compliance (Add ✓ or X)
individualized education program (“IEP”) recommended by a student’s IEP team. The School shall comply with all applicable provisions of section <i>N.J.S.A. 18A:46-1 et seq.</i> , and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities.	
<p><b>Facility Location</b></p> <p>The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i>, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i>. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.</p>	✓

**School Official/School Lead**

Signature of School Official (School Lead): Leigh Byron

Date: 7/25/22

Print/Type Full Name: Leigh Byron

Title: Head of School

**Signatory Office (President, Board of Trustees)**

Signature: Robin Lipman  
Robin Lipman (Jul 25, 2022 14:39 EDT)

Date: 7/25/22

Print/Type Full Name: Robin Lipman

Title: Board Chair








# 2022 Charter School Annual Report

Final Audit Report

2022-07-25

Created:	2022-07-25
By:	Leigh Byron (lbyron@stemcivics.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAxAGEgg2kCjxTa0SUfHTeJTV-beJ11_qO

## "2022 Charter School Annual Report" History

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2022-07-25 - 6:35:51 PM GMT- IP address: 73.29.44.64
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Signature Date: 2022-07-25 - 6:37:01 PM GMT - Time Source: server- IP address: 73.29.44.64
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-  Signer roblorr@aol.com entered name at signing as Robin Lipman  
2022-07-25 - 6:39:52 PM GMT- IP address: 170.55.22.229
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