



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

**Annual Report Template  
(Updated June 2024)**

## 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 (OCRS), 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 2023-2024 Report

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The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2024.” To submit the report, upload it to the subfolder “Annual Report 2024” 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 2024” 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 Thursday, August 1, 2024. 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 1, 2024.

# Annual Report Questions

## Basic Information about the School

Fill in the requested information in column 2 of Table 1, below. Please provide direct phone numbers for OCRS contact purposes.

**Table 1: Basic Information**

Name of charter school	STEMCivics
Grade level(s) to be served in 2024-2025	6-12
Projected enrollment for 2024-2025	600
2023-2024 Total enrollment as of June 30, 2024	572
2023-2024 Students with disabilities (SWD) enrollment as of June 30, 2024	70
2023-2024 Multilingual learners (ML) enrollment as of June 30, 2024	29
Current waiting list for 2024-2025 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	
Waitlist within the district/region of residence	0 – we accept everyone
Waitlist of non-resident district/region of residence	0 – we accept everyone
Website address	<a href="http://www.stemcivics.org">www.stemcivics.org</a>
Name of board president	Robin Lipman
Board president’s email address	<a href="mailto:robin.lipman@stemcivics.org">robin.lipman@stemcivics.org</a>
Board president’s direct phone number (Do not include charter school number)	954-937-9811
Name of school leader	Leigh Byron
School leader’s email address	<a href="mailto:leigh.byron@stemcivics.org">leigh.byron@stemcivics.org</a>
School leader’s direct office phone number and/or extension	609-619-2000
Title IX McKinney-Vento District Homeless Liaison’s name and email address	Maryory Cambara; <a href="mailto:maryory.cambara@stemcivics.org">maryory.cambara@stemcivics.org</a>
School Safety Specialist’s name and email address	Luca Fortunato; Luca <a href="mailto:Fortunato@stemcivics.org">Fortunato@stemcivics.org</a>

	Marianna Spathara; marianna.spathara@stemcivics.org
School Threat Assessment Team Members' names and email addresses	ChaeUn Hwang (director of guidance) chaeun.hwang@stemcivics.org  Shaun Doyle (teacher) shaun.doyle@stemcivics.org  Luca Fortunato (admin and school safety coordinator) luca.fortunato@stemcivics.org  Adam Wurple (security/law enforcement liaison) adam.wurple@stemcivics.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	ChaeUn Hwang; chaeun.hwang@stemcivics.org
Name of School Business Administrator (SBA)	John Snuffin
SBA email address	John.Snuffin@stemcivics.org
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	PURPLEfect Parc
Year site opened	2018
Grade level(s) served at this site in 2023-2024	6-8
Grade level(s) to be served at this site in 2024-2025	6-8
Site street address	720 Bellevue Avenue
Site city	Trenton

Site zip	08618
Site lead or primary contact's name	Yvette Hernandez
Site lead or primary contact's office phone number and extension	609-651-3333
Site lead's email address	yvette.hernandez@stemcivics.org

Site name	PURPLEfect Palace
Year site opened	2014
Grade level(s) served at this site in 2023-2024	9-12
Grade level(s) to be served at this site in 2024-2025	9-12
Site street address	1555 Pennington Road
Site city	Ewing
Site zip	08618
Site lead or primary contact's name	Kate Slovich
Site lead or primary contact's office phone number and extension	609-613-3333
Site lead's email address	kate.slovich@stemcivics.org

**Organizational Performance Areas**

**Education Program and Capacity**

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

**1.1 Mission and Key Design Elements**

- a) State the school's Commissioner-approved mission.

To use STEM as a motivator to promote academic excellence and inspire civic engagement to ensure students are ready for college and careers. The unofficial mission, “to change lives,” has been repeated so often for so long it has gained considerable solidity, ergo ossifying within the PURPLEfect zeitgeist.

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

#### Personalized Education

Students at STEMCivics benefit from a remarkably low student: dean/dean lite/counselor ratio (20:1 at Parc; 33:1 at Palace). While most schools have a 250:1 ratio, our numbers ensure that someone who knows and understands the students is always available to guide them throughout their educational journey. Deans and counselors also loop with their students to provide continued support and guidance during grades 6-12.

Courses are added specifically to respond to the needs, interests, and abilities of our student body. For example, African-American History Dual Enrollment, summer competitive robotics pre-season prep, and AP Calculus were added at the request of students.

#### STEM

STEMCivics added a new STEM supervisor, who oversaw and enhanced our school’s focus on Science, Technology, Engineering and Mathematics.

STEM is integrated throughout the districts’ programming and culture. Grades 6-11 receive top-tier STEM courses via the Project Lead the Way curriculum, including Pre-Engineering, Biotechnology and Civil Engineering, to provide a foundation for applied mathematical reasoning and STEM careers and pathways.

This year we have adopted a new science curriculum for our middle school, OpenSciEd. All OpenSciEd units have been rated as quality by the Science Peer Review Panel at NextGenScience. Ninety-three percent (93%) of instructional materials submitted to the Science Peer Review Panel for review do not achieve a quality ranking. OpenSciEd is approved by EdReports and the New Jersey Department of Education.

This new adoption has enabled our students to learn all content area science standards, each year, which is a marked improvement from last year, which taught each content area per grade level; (i.e.: 6th graders learned Earth Science for the full year etc. ). The adoption of OpenSciEd also allows for students to engage in hands-on laboratory experiences, critical thinking and experiential learning.

This year we have implemented a new mathematics curriculum, Illustrative Mathematics. This curriculum has a problem-based core designed to address content and practice standards to foster learning for all. Illustrative Mathematics is approved by EdReports and is noted as the “helping children think” curriculum.

New to the high school is the implementation of *enVision math for Algebra I, Geometry, and Algebra II*, *enVision Pre-Algebra*, and *Demana, Precalculus: Graphical, Numerical, Algebraic AP Edition 11e* ©2024. For Science students used *SAVVAS: Experience Chemistry, Experience Physics, and Environmental Science*.

The infusion of these new curricular materials allows for students to have a more comprehensive understanding of the content provided. These materials provide continuity for students' and teachers' understanding of the pedagogical practice. Savvas curricula are Pearson products and are aligned with NJSLA testing standards.

Additionally, monthly lessons, labs, and staff development are provided on-site by the Liberty Science Center. Through this collaboration, in place since we opened in 2014, our students engage in immersive scientific experiences, fostering their appreciation for STEM education.

On March 27, high school students attended the "Fueling the Talent Pipeline Life Sciences Career Expo and Education Summit" at the New Brunswick Performing Arts Center. This summit, sponsored by the New Jersey Department of Labor, provided opportunities for students to learn about pathways to careers in the life sciences. Forty students, ten from each grade, participated along with four staff members.

Our community partners also include the Princeton Plasma Physics Lab, which provided on site presentations and lab visits for our student body. STEMCivics also partnered with Rutgers University on a National Science Grant funding opportunity that provided summer lab professional development experiences for our science teachers.

The Princeton-Blairstown Center (PBC) welcomed twenty our students into its Venture Out program on April 8, just in time for the total eclipse of the sun. The PBC's Venture Out program provided equitable access to high-quality outdoor education experiences for middle school students. The 30-hour residential program combined hands-on environmental education and social-emotional learning sessions in which students engaged more deeply with science and the scientific method, and experienced opportunities to explore future STEM careers.

In the past academic year, the middle school established a partnership with Kumon, a globally recognized educational network, to bolster our math program. This collaboration was initiated to provide our students with additional resources and support, enhancing their learning experience and proficiency in mathematics. Kumon's individualized learning approach aligns with our commitment to cater to the unique needs of each student, ensuring that they can progress at their own pace.

Students have shown marked improvement in their problem-solving skills and ability to tackle complex mathematical concepts as indicated on our school-wide diagnostic assessment results. The middle school plans to continue its collaboration with Kumon in the upcoming academic year. Our goal is to further integrate their methodologies into our curriculum and expand the scope of the program to benefit even more students. The high school will implement Kumon beginning in August 2024.

Additionally, our middle school competed in the 2024 Mathcounts Mercer Chapter Competition Scores competition and showed remarkable effort and improvement; as a result of our improvement, PURPLEfect Parc was awarded with the Most Improved Award.

### Diversity, Equity, and Inclusion

Students of all attributes and profiles are represented in advanced classes, on teams, in clubs, and on missions. Hispanic Heritage Month, Pride Month, and Black History Month are celebrated within the school community and are used as opportunities for education and empowerment.

Week of Respect is observed and fosters schoolwide understanding of respect for self, respect for others and respect for community. OnCourse Analytics is used to monitor for any achievement gaps based on demographic criteria. MLL students are encouraged to use their unique abilities as volunteer parent translators at school events. Administrators have an “open door” culture wherein students and staff can directly report any concerns regarding equity or harassment. Additionally, anonymous reporting is available via email and via the HIB forms available on our website.

In the 2024-25 school year, the middle school will be working with Catholic Charities to provide students with evidence-based programming including diversity, equity, and inclusion. Lessons will take place during the school day with the assistance of grade level guidance counselors and health and physical education teachers.

### Focus on Higher Education – AP/Dual enrollment for students in grades 9-12

Supporting post-secondary education is the determining factor when making programming decisions. Twenty-four percent of the high school students enrolled in dual enrollment/AP courses in 2023-24. STEM Civics was selected to be the pilot school in Stockton University’s summer college program, providing students with the opportunity to attend a week of classes at Stockton’s Galloway campus, and then continue the course remotely to earn four college credits.

STEM Civics was also selected as a partner school for a pilot program that will allow STEM Civics teachers to obtain their master’s degrees free of charge so they can become dual enrollment instructors at STEM Civics, expanding our program offering. Students are inspired to explore college options through multiple on-site college, trade school and military recruitment visits and college tours each year. As a result of these efforts, 84% of the Class of ‘24 is pursuing college, trade school, or the military. STEM Civics hosted Instant Decision Days on campus with our college admissions partners, leading to 27 students receiving 45 acceptance letters.

### Extended Learning Opportunities

STEM Civics provides wrap-around services that rapidly and creatively address the academic and emotional needs of students during and outside of the typical school day. Programming for academic remediation/enrichment includes:

- Evening tutoring
- Saturday school
- Summer school – enrichment and credit recovery
- Pull-out RTI math classes during the school day
- College classes (Dual-enrollment and at partner institutions)
- Virtual learning opportunities
- After school enrichment math and ELA classes

- Kumon

International Missions

Civic engagement and developing a global perspective are key parts of the STEMCivics mission. In addition to local community service opportunities, students participate in service missions to create connections with the global community, learn life skills, expand their world view and provide support to communities in need. In 2024, 36 STEMCivics students spanning grades 7-12, were volunteers in missions in Panama.

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

*Guidelines*

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

**Table 3: Format**

Goal	Our goal is to ensure students are ready for college and career (as per our Commissioner-approved mission).
Measure	Graduation rate
Target	95%
Actual Outcome	100% graduated – goal met; in addition, 84% of the graduates are pursuing college and career (trade school, military)

In addition, we have **supplemental goals** from our remedial plan in academics and climate and culture. **These goals were met**, as delineated in our May 14, 2024 letter to the Commissioner and copied to the NJDOE OCRS and delineated in our Remedial Plan.

**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 at STEMCivics is characterized by several key components: Aligning instruction with the New Jersey Student Learning Standards, professional development, creating student centered lessons, use of data, intellectual engagement and more.

To help our teachers during the school year grow effectively, we have embedded year-round ongoing professional development, peer observations, and modeled lessons, which helps with leveraging their strengths alongside their colleagues. New teachers receive guidance on structuring lessons, starting with classroom management strategies, that facilitate quality instruction and learning.

Curriculum alignment with the New Jersey Student Learning Standards is a priority, with supervisors ensuring that the STEMCIVICS curriculum meets state requirements. It is essential that all stakeholders: educators, students, and families have a clear understanding and voice in creating a conducive learning environment.

Teachers create their lessons focusing on students and following the gradual release of the responsibility model. Educators must identify skill mastery and employ evidence-based instruction. Current assessment tools, such as NJLSA, Oncouse assessments, ALEKs, IXL, and iREADY, are utilized to pinpoint data points effectively.

Administrators recognize the importance of observations and ensure that lessons are intellectually engaging, rigorous, and problem-based. All classrooms are designed to be culturally responsive, using data to inform instruction and provide interest-based, engaging activities for students. Teachers focus on promoting student growth in skill level and depth of knowledge.

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

At STEMCivics, teachers embrace the use of 21st-Century teaching strategies: communication, collaboration, critical thinking, and creativity to drive student-centered and engaging lessons. We offer multilayers of support. For example, the school has made efforts to address learning loss related to the Covid-19 public health emergency. The supervisors ensure that the STEMCivics curriculum aligns with that of the state requirements and oversee teaching and learning via observations and walk-throughs. Continuous feedback from administrators and the delivery of high-quality instruction yields an increase in student proficiency. Teachers use the gradual release of responsibility model and classrooms include an instructional aid, when possible, to provide additional student support.

- 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?

The district implemented a variety of high-intensity tutoring measures that were available to students during and after school including, but not limited to, Saturday School, after-school tutoring, virtual home instruction, pull-out RTI small group instruction and virtual evening tutoring. The middle school began providing Kumon math instruction during the day. The high school will implement Kumon in August of 2024. The high school will also offer a summer remediation boot camp for students who underperformed on NJSLA.

- c) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2023-2024 school year.

N/A

- d) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2023-2024 school year. What support will the school provide in the 2024-2025 school year?

To support retained students or those on a trajectory for retention, teachers and counselors collaborated to develop a plan for each student's specific areas of difficulty. Additional tutoring sessions throughout the school year were offered after school or on the weekends using qualified teachers or tutors. Our early intervention program (I&RS) was used to identify at-risk students early on, using assessment data and teacher observations.

We offered summer school, both in person and virtual, focused on math and ELA. Regular progress monitoring, using formative assessments and check-ins, ensure students are on track, and systems of positive reinforcement from our school deans, dean lites, and counselors recognize and reward student efforts and achievements. Counselors support students with relevant issues that may affect their education. One seventh grader was retained.

#### **1.4 Assessment**

- a) The Department is requesting data from local benchmark assessments administered during the 2023-2024 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.
- b) New Jersey Student Learning Assessments (NJSLA) resumed in the 2021-2022 school year. In table 5, fill in the table to show year over year trends in proportion of students meeting or exceeding grade-level expectations ("proficiency rate") on all NJSLA administered by the school. Note: If 2023-2024 NJSLA results have not been released to schools by July 15, 2024, then leave the 2023-2024 column blank.

**Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2023**

Assessment	Below (%)	On (%)	Above (%)
ELA 6	90	3	7
ELA 7	85	10	5
ELA 8	81	15	4
ELA 9	93	5	2
ELA 10	89	6	5
ELA 11	89	11	0
ELA 12	93	7	0
MAT 5	NA	NA	NA
MAT 6	92	8	0
MAT 7	97	3	0
MAT 8	100	0	0
Algebra I	91	7	2
Geometry	95	3	2
Algebra II	99	1	0

**Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2024**

Assessment	Below (%)	On (%)	Above (%)
ELA 6	74.3	22.6	2.9
ELA 7	80.5	19.5	0
ELA 8	81.7	16.9	1.7
ELA 9	71	15	14
ELA 10	71	17	12

Assessment	Below (%)	On (%)	Above (%)
ELA 11	73	25	2
ELA 12	86	14	0
MAT 6	82	8	0
MAT 7	90	10	0
MAT 8	95	5	0
Algebra I	57	26	17
Geometry	68	11	21
Algebra II	73	18	9

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

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

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

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

**Table 5: Proficiency Rates on NJSLA Assessments**

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations	2023-2024 Percentage of students who met or exceeded expectations
ELA 6	14%	11%	<b>19%</b>
ELA 7	30%	24%	21%
ELA 8	22%	21%	27%
ELA 9	20%	32%	36%
MAT 6	0%	3%	<b>9%</b>
MAT 7	0%	3%	5%
MAT 8	1%	3%	2%
Algebra I	3%	6%	4%

Note the color-coding in the table highlighting the increase of proficiency rates through the years.

The **grade six 2024 results are the highest in the past three years.**

**OVERALL PROFICIENCY RATES**

	2021-22 5/2022 scores	2022-23 5/2023 scores	2023-24 5/2024 scores	Increase*	Percent of Increase*	Average Yearly Percent of Increase*
ELA	17.5%	25.1%	27.5%	10%	57%	28.5%
Math	1.6%	3%	4.4%	2.8%	175%	87.5%

\*Since being placed on probation (2/2022)

STEMCivics **met the standard** in all areas in ELA and math on the 2023 School Performance Report.

- 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, multilingual learners, students with disabilities, and racial/ethnic groups).

The district has created a gifted and talented program and implements 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 (virtual and in-person) along with credit recovery programs. ELLs are provided with bilingual in-class tutors and sheltered instruction.

Classrooms that have written signage that describes classroom procedures or expectations are required to have all such signage posted in English and Spanish. Online translation tools are available to students on demand. At the middle school, there is an in-class English and Spanish assistant who works directly with the teacher and MLL students. Students with disabilities are accommodated in pull-out and push-in settings, according to need. Our free- and reduced-priced lunch students, on average, performed 1% better in each marking period than other students. Likewise, girls and boys performed at roughly the same level, with girls outperforming boys by 1-2% per marking period. Students who did not specify a gender outperformed all other gender groupings, reflecting our inclusive practices.

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-priced lunch, thus our program has always been designed to support economically disadvantaged learners. The after-school tutoring sessions are provided in person and virtually.

The district also gathers comprehensive data on student performance, disaggregated by subgroup and grade levels. This includes academic assessments, attendance, and disciplinary data. The district identifies measurable goals for academic achievement in each grade with consideration of overall performance. Targeted instruction is implemented to provide differentiation to address the diverse needs of our students. The district provides additional support, resources, and interventions for students who may require additional attention.

We are examining student growth performance on a student-by-student level to identify students who progressed, remained the same, or fell in performance levels. We continue to focus on students' longitudinal growth with the overall goal of their graduating.

- f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2023-2024 year.

<u>Subject</u>	<u>Grade Level</u>	<u>Diagnostic</u>	<u>Formative</u>	<u>Summative</u>
Math/ELA	6-12	iReady	Teacher Created	Unit Exam/Final Exam
Science, Latin, History, PE/Health, Arts, Engineering	6-8	Teacher Assessments and Observation	Teacher Created	Unit Exam/Final Exam
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.

Baseline data was used to determine and inform instructional planning, allowing teachers to address individual learning needs more effectively. Monitoring student data from iReady and teacher created assessments throughout the year provides ongoing feedback on students' progress and helps identify areas where instructional adjustments are needed. This process allows teachers to track student growth, identify learning gaps, and modify instructional strategies as necessary. Data was used to tier students into RTI interventions and gifted and talented programming to optimize the learning environment for all students. The high school focused on providing pre- and post-assessments each marking period consisting of NJSLA practice questions. This practice allowed teachers to evaluate each student's mastery of foundational test-taking skills and content mastery. Data was analyzed by curriculum supervisors and suggestions for re-teaching and student interventions were provided.

- h) Describe the school's process for selecting the locally administered assessments. Explain how they align to NJSL and the school's chosen curricula.

STEMCivics typically selects locally administered assessments by considering a variety of factors. We identify and review the curriculum and state standards to determine the key concepts, skills and knowledge students should acquire. We establish clear objectives for the assessments, aligning them with the curriculum and state standards; these objectives outline which standards students should master. We also define the criteria which may include designing tests, performance-based tasks, projects or other forms of assessment.

Based on the results, the school adjusts instructional strategies to address areas where students may require additional support or enrichment. The school continuously monitors and reviews the effectiveness of the assessments in aligning the curriculum with the state standards and implements changes when needed based on state guidance. Adjustments and refinements are made to improve the assessment process via the oversight of curriculum supervisors.

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

The results of iReady assessments for math and ELA are comparable to NJSLA assessment results. There are some notable disparities in score results between the two assessments on the local side. Some students take state testing more seriously than school-benchmark testing.

The results from statewide and locally administered assessments indicate that students demonstrate similar performance in both ELA and math. These findings suggest that improvement in both subjects are necessary to enhance student achievement.

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

Schoolwide data is distributed to all stakeholders through a secure and efficient process to ensure information privacy and accessibility. The data is typically centralized in a student information system, OnCourse, which allows authorized staff members, such as administrators, teachers, and parents access to relevant information. Access to the data is granted based on roles and permissions. Our NJSLA assessment results are mailed to parents, and our 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. iReady scores are reviewed with parents and students by the grade level counselor after fall assessments. Interventions are implemented, as needed.

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

- a) Fill in the requested information in Table 6 below regarding school leadership. Add or delete rows as necessary.

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

Administrator Name	Title	Start Date	Annual Salary
Leigh Byron	Founder and Head of School	7/1/14	\$360,000
John Snuffin	School Business Administrator	2/1/16	\$220,000
Kate Slovich	Dean of School, PURPLEfect Palace	9/1/15	\$200,000
Yvette Hernandez	Principal, PURPLEfect Parc	9/1/17	\$186,000

## 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 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)	95%
Elementary School Attendance Rate (grades K-5)	NA
Middle School Attendance Rate (grades 6-8)	94%
High School Attendance Rate (grades 9-12)	95%
Student - Teacher Ratio	20:1

- 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 between July 1, 2023, to July 1, 2024	MS: 53% HS: 73%
Total Staff Retention Rate from July 1, 2023, to July 1, 2024	MS: 63% HS: 87%
Frequency of teacher surveys and date of last survey conducted	once, February 2024
Percent of teachers who submitted survey responses	90%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	91%

- b) What were the three main positive aspects teachers identified in the latest survey?
- 97% state they are continually developing as professions
  - 94% state there is at least one person on staff from whom they can request help
  - 93% state they are making a difference in the lives of their students
- c) What were the three main challenges that teachers identified in the latest survey?
- The least favored responses were:
- 68% state they are VERY satisfied with their experience at STEMCivics
    - 91% reported they were satisfied with their experience at STEMCivics
  - 70% state they have the opportunity to accomplish what they are expected to accomplish
  - 77% state they are respected at STEMCivics
- d) Fill in the requested information below regarding the school’s discipline environment in 2023-2024. If the suspensions and expulsions in 2023-2024 increased or decreased by ten percentage points or more than those in 2022-2023, please describe the reasons for the change below the table.

**Table 9: Discipline Environment 2023-2024**

Grade Level	Number of students enrolled as of Oct. 15, 2023	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
6	39	3	0
7	86	15	0
8	68	22	0
9	104	36	1
10	107	21	0
11	98	25	0
12	91	22	0

The number of students receiving an out-of-school suspension decreased from 271 in 2022-23 to 140 in 2023-24, which was a **48% decrease**. In other words, the number of students receiving an out-of-school suspension is almost cut in half.

## 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	0/5
Frequency of parent/guardian surveys	once
Date of last parent/guardian survey conducted	February 2024
Percent of parents/guardians completing the survey (consider one survey per household)	30%
Percent of parents/guardians that expressed satisfaction with the overall school environment	89%

- What were the three main positive aspects identified by parents/guardians in the latest survey?
  - 94% feel the security profile provides an enhanced sense of safety
  - 93% believe their child(ren)'s learning is a high priority at STEM Civics
  - 93% state their child(ren) has (have) every opportunity to be successful at STEM Civics
- What were the three main challenges identified by parents/guardians in the latest survey? They least favored responses were:
  - 85% state they are VERY satisfied with their child(ren)'s experience at STEM Civics
    - 89% state they are satisfied with their child(ren)'s experience at STEM Civics
  - 85% state the academic program meet/exceeds their child(ren)'s needs
  - 86% state they would recommend STEM Civics to a friend/family member
- List and briefly describe the major activities or events the school offered to parents/guardians during the 2023-2024 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)
  - Commencement & promotion ceremonies (in-person)
  - National Honor Society induction ceremony (in-person)
  - Senior Nights (in-person)
  - New Student Orientation (in-person)
- 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.

- Supporting extracurricular activities and assisting with mission trips, clubs and sport teams.
- 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>
Squads Abroad	international missions	Two one-week missions to Panama (36 students and 4 chaperones in all)
Liberty Science Center	on-site educational programming	monthly lessons and staff development to all science classes and PD for staff
Stockton University	dual enrollment	49 students in dual-enrollment in two full-year courses and two half-year courses. Classes meet 5 days per week.
Mathcounts Mercer Chapter Competition	compete in a county-wide math competition	2 middle school students practiced 1 hr., twice/week fall through spring
Kumon	on-site math programming	grades 6-8 received weekly kumon math lessons
Princeton Blairstown	off-site overnight educational programming with STEM focus	2 days, 1 night  20 students (grades 6-7) 3 staff
YMCA Middle School Model UN	prepare students for future careers in diplomacy, international relations, law, and similar fields	Weekly debates and discussions around global issues.  8 students and 2 chaperones attended competed in a 2-day retreat in Hershey, PA

<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>
Princeton Plasma Physics Lab	on-site educational programming	2 visits to do interactive labs and demonstrations  100 students 4 presenters
HESAA New Jersey Student Financial Aid	HESAA-assigned financial aid officer visited STEM Civics to help seniors and families learn about FAFSA application process and submit their applications during the event	15 students 8 families  1 financial aid officer 1 staff  3 hours per month  1 projector, 1 presentation
Mercer County Community College Educational Opportunity Fund (EOF) Office	educational opportunity fund officer from MCCC visited STEM Civics to help review the state's various EOF programs, and to complete their 2023-2024 FAFSA and EOF applications	1 staff 1 EOF officer  15 students 5 families  3 hours per month 1 projector, 1 presentation
Street Law class	Class taught by a federal judge. The major focal points of this course include constitutional law, general legal principles, civil and criminal law, the courts, court procedures, and civil rights. Additional topics included fraud cases and immigration law. The students were taken to the federal courthouse where they witnessed a criminal sentence, a plea deal, a judge's chambers, an investigation room, a control room, and a workout room where the officers train daily.	1 federal judge  1 staff person 17 students  11 guest speakers ( Mercer County Prosecutor, several federal judges, defense attorneys, public defenders, criminal investigators, and FBI Agents)  2 x per week, Jan.-Feb.
League of Women Voters	annual partnership with League of Women Voters to help students turning 18 in registering to vote	100 students 4 staff, 2 volunteers 16 hours per month  Online/paper forms

<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>
NJ Department of Labor and Workforce Development	"Fueling the Talent Pipeline Life Sciences Career Expo and Education Summit" as part of NJ STEM Month	40 students 4 staff  1 day experience

**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>
Ewing Twp. Parks and Recreation	Utilize several athletics fields. MS and HS.	79 students 13 staff  Fall:40 hours/month Spring: 40 hours/month
Trenton Parks and Recreation	Utilize athletic fields. MS and HS.	27 students 2 staff  Spring: 40 hours/month
Cambria Stables	MS/HS Equestrian Club	34 students 2 staff  Fall: 12 hours/month Spring: 12 hours/month
NJTL	MS/HS Tennis Club	23 students 3 staff  Fall: 16 hours/month Spring: 16 hours/month
Astro Gymnastics	MS/HS Gymnastics Club	8 students 2 staff  Fall: 16 hours/month

<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 Park	MS/HS Crew Club Ropes Course Club Ice Skating Club	39 students 4 staff  Fall: 24 hours/month Winter: 8 hours/month Spring: 24 hours/month
Rockville Climbing Center	Rock Climbing Club	17 students 1 staff  Fall: 16 hours/month Winter: 16 hours/month Spring: 8 hours/month
Rider University	Court Rental for MS Basketball	32 students 4 staff Winter: 40 hours/month
Hamilton Lanes	MS/HS Bowling	16 students 3 staff Winter: 40 hours/month
Fencing Club of Mercer County	HS Fencing	9 students 1 staff Winter: 16 hours/month
NJ Squash Club	MS/HS Squash	9 students 2 staff Winter: 16 hours/month
Spring Mountain Ski Resort	MS/HS Ski Club	34 students 4 staff Winter: 12 hours/month
CenterCourt Sports of Lawrence	MS Ninja Warrior Club	18 students 1 staff Winter: 16 hours/month
Freedom Skate Park	MS Skateboarding Club	8 students 1 staff Winter: 16 hours/month

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
K1 Speed	MS Go Kart Club	14 students 1 staff Winter: 8 hours/month
Northeast Sports Center	Badminton Club	15 students 1 staff 16 hours/month
Bridge Street Golf	Golf Club	14 students 2 staff 16 hours/month

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

Many of the aforementioned educational and community partnerships are STEM-focused and civics-focused, enhancing students’ abilities in these areas as well as exposing them to career opportunities. They learn the job of a physicist. They see a unique side of the courts through the Street Law class, which is led by a federal judge.

We believe that for students to have aspirations, they must have experiences.

Further, these experiences play major roles in changing students’ lives, which is our raison d’etra. For example, few students in Trenton outside of our school have the opportunity to travel internationally on missions or participate in clubs such as equestrian, crew, fencing, squash, etc. The list is endless.

**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 2024
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as <b>Appendix C</b> )	June 2024
If applicable, date of the latest evaluation of the charter school’s contracted education service provider such as a charter management organization (CMO) or education management organization (EMO)  (include a copy of the board’s evaluation tool for this contracted organization as <b>Appendix D</b> and as <b>Appendix E</b> , include a signed, dated, CMO or EMO contract for the 2024-2025 school year.)	NA

b) List the amendments to bylaws that the board adopted during the 2023-2024 school year.

NA

c) List the critical policies adopted by the board during the 2023-2024 school year.

First readings: June 2024

- a. 3542.2 School Meal Program Arrears
- b. 3571.4 Audit
- c. 5113 Attendance, Absences, and Excuses
- d. 5141.8 Sports Related Concussion and Head Injury
- e. 6140 Curriculum Adoption
- f. 6146 Graduation Requirements

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

- a. diversity in skills of members
- b. members’ commitment to mission of changing lives
- c. no hidden agendas of members

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

- a. level of preparation of incoming students
- b. expected to accomplish more with less funding
- c. shortage of available and qualified teachers



### 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	7/1/24	6/30/27	Chair	robin.lipman@stemcivics.org	5/21/18	I- 6-21-19 II- 3-6-20 III- 6-11-21 IV-6-7-22
Kevin Demmo	7/1/24	6/30/27	Vice Chair	kdemmo31@gmail.com	10/15/14	I-1-30-15 II-3-21-16 III-8-17-17 IV-6-13-22
Amanda Byard	7/1/24	6/30/27	Member	aaakbyard@gmail.com	7/2/14	I-12-20-14 II-5-6-15 III-8-25-17 IV-5-11-22
Christina Steffner	8/31/23	6/30/25	Member	csteffne@gmail.com	8/25/23	I-3-7-24
Adrian Zappala	7/1/23	6/30/25	Member	aczappala@gmail.com	10/26/17	I-6-18-18 II-6-18-19 III-3-10-20 IV-5-10-21

- 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://stemcivicsorg.finalsite.com/about-us/board-of-trustees/minutes-2023-24>

- 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.

June 2024

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

<https://stemcivicsorg.finalsite.com/quicklinks/policy-1312-complaints-and-inquiries>

## 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 2023-2024.

**Table 15: School Year 2023-2024 Application Process Timeline**

Date the application for school year 2023-2024 was made available to interested parties	Oct 1, 2024
Date the application for school year 2023-2024 was due back to the school from parents/guardians	May 17, 2024
Date and location of the lottery for seats in school year 2023-2024	May 1, 2024

- b) Provide the URL to the school's application for prospective students for school year 2024-2025. As **Appendix G**, provide copies of the 2023-2024 and 2024-2025 initial application in as many languages as available.

<https://stemcivicsorg.finalsite.com/admission/admissions-form>

- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2023-2024 and school year 2024-2025.

Website (if applicants don't have access to the Internet, they can apply over the phone or come into the school and use our devices). Spanish translators are available via phone or in person.

- d) List all languages in which the application is made available. If the school participates in the Newark or Camden's enrollment process, please state that below.

English and Spanish

- e) List all ways the school advertised that applications for prospective students for school years school year 2023-24 and school year 2024-25 were available prior to the enrollment lottery.

Digital, newspaper, apartment lobbies, local convenience stores, and supermarkets

- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2023-2024.

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

Students are accepted provided we have space available.

**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 2023-2024	Number of students enrolled in school year 2023-2024 who continued enrollment in school year 2024-2025
6	3	2	2
7	16	19	18
8	15	7	6
9	17	34	31
10	18	9	6
11	19	0	NA
12	13	0	NA

**Only 2% of the withdrawals were for reasons of dissatisfaction with STEMCivics.** This favorable perspective is supported by the highly positive Parent Satisfaction Survey results (see Table 10 and accompanying commentary).

- 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
Site address	1555 Pennington Road Ewing, NJ 08618
Facility lease information	
Landlord name	Incarnation St. James

Lease commencement date	8/1/24
Lease termination date	7/31/29
2024-2025 annual lease cost	\$360,000
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2024	NA
Latest date of appraisal	NA
Appraised value of property	NA
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.	NA

Site name	PURPLEfect Parc
Site address	31 Chancery Lane Trenton, NJ 08618
Facility lease information	
Landlord name	Diocese of Trenton
Lease commencement date	8/1/24
Lease termination date	7/31/28
2024-2025 annual lease cost	\$200,000
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2024	NA

Latest date of appraisal	NA
Appraised value of property	NA
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.	NA

Site name	Administration Building
Site address	45 Harrop Place, Ewing, NJ 07740 <i>(on ISJ Campus)</i>
Facility lease information	
Landlord name	Incarnation St. James
Lease commencement date	9/1/24
Lease termination date	8/31/29
2024-2025 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, 2024	NA
Latest date of appraisal	NA
Appraised value of property	NA
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.	NA

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

Total number of leased facilities	3
Total annual cost of all leases	\$615,000
Total lease amount budgeted for 2024-2025	\$627,624

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

Total number of mortgaged facilities	0
Total mortgage/bond amount	0
Mortgage principal budgeted for 2024-2025	0
Mortgage payment interest budgeted for 2024-2025	0

- 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) As **Appendix I**, provide the valid Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection Certificate with “Ae” code for each approved campus.

**5.3 Other Compliance**

- a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.
- b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.
- c) As **Appendix J**, 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 Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection Certificate with “Ae” code
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2024 – 2025 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2024.” 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 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 policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i> ) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i> ) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section <i>N.J.S.A. 18A:46-1 et seq.</i> ,	✓

Statement	Confirm Compliance (Add ✓ or X)
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: 7/29/2024

Print/Type Full Name: Leigh Byron

Title: Founder and Head of School

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

Signature: *Robin Lipman*

Date: 7/29/2024

Print/Type Full Name: Robin Lipman

Title: Board Chair