



**New Jersey Department of Education,
Office of Charter and Renaissance Schools
College Achieve Central Charter School
Annual Report
(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

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

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	College Achieve Central Charter School
Grade level(s) to be served in 2024-2025	K-12
Projected enrollment for 2024-2025	1520
2023-2024 Total enrollment as of June 30, 2024	1396
2023-2024 Students with disabilities (SWD) enrollment as of June 30, 2024	115
2023-2024 Multilingual learners (ML) enrollment as of June 30, 2024	266
Current waiting list for 2024-2025 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K- 3 1- 3 2-0 3- 16 4 - 0 5 - 3 6- 27 7 - 0 8 - 8 9 - 38 10 - 17 11 - 5 12 - 10
Waitlist within the district/region of residence	K - 3 1- 3 2- 0 3 - 10 4- 0

	5- 4 6 - 21 7- 0 8 - 5 9 - 34 10 - 12 11 - 5 12 - 7
Waitlist of non-resident district/region of residence	K - 0 1 - 0 2 - 0 3 - 6 4 - 0 5 - 0 6 - 5 7 - 0 8 - 1 9 - 2 10 - 5 12 - 3
Website address	https://collegeachievecentral.org/
Name of board president	Roger Grutzmacher
Board president’s email address	rgrutzmacher@collegeachieve.org
Board president’s direct phone number (Do not include charter school number)	908-625-1879
Name of school leader	Corri Ravare
School leader’s email address	cravare@collegeachieve.org
School leader’s direct office phone number and/or extension	908-668-1000 ext. 10208
Title IX McKinney-Vento District Homeless	Marlene Figueroa mfigueroa@collegeachieve.org

Liaison’s name and email address	
School Safety Specialist’s name and email address	Abraham Solorzano asolorzano@collegeachieve.org
School Threat Assessment Team Members’ names and email addresses	<p>EMERSON K-4 CAMPUS</p> <ul style="list-style-type: none"> • Charlotte Marler-Hausen, cmarlerhausen@collegeachieve.org • Martha Penagos, mpenagos@collegeachieve.org • Daija Broady, dbroady@collegeachieve.org • Catherine Dunn, cdunn@collegeachieve.org • Natasha Allicock, nallicock@collegeachieve.org • Jessica Saunders, jsaunders@collegeachieve.org • Christopher Vitale ,cvitale@collegeachieve.org • Abraham Solorzano, asolorzano@collegeachieve.org • Corri Tate Ravare, cravare@collegeachieve.org <p>SOUTH AVENUE 5-8 CAMPUS</p> <ul style="list-style-type: none"> • Dr. Lennox Small, lsmall@collegeachieve.org • Joyce James, jjames@collegeachieve.org • Angelica Ewaska, aewaska@collegeachieve.org • Liz Machado, lmachado@collegeachieve.org • Jessika Herrera, jherrera@collegeachieve.org • Monique Dent, mdent@collegeachieve.org • Jason Luke, jluka@collegeachieve.org • Laura Stanley, lstanley@collegeachieve.org • Abraham Solorzano, asolorzano@collegeachieve.org • Corri Tate Ravare, cravare@collegeachieve.org <p>WESTERVELT 9-12 CAMPUS</p> <ul style="list-style-type: none"> • Natica Brown, nbrown@collegeachieve.org • Nadirah Mateen, nmateen@collegeachieve.org • Lisa Marshall, lmarshall@collegeachieve.org • Kendy Alvarez, kalvarez@collegeachieve.org • Lisa McDonald, lmcDonald@collegeachieve.org • Halima Escort Moore, hescortmoore@collegeachieve.org • Norma Rivera, nrivera@collegeachieve.org • Michael Bugaj, mbugaj@collegeachieve.org
Harassment, Intimidation and Bullying (HIB)	Christopher Vitale cvitale@collegeachieve.org

Coordinator's name and email address	
Name of School Business Administrator (SBA)	<u>Ramona Williams Jackson</u>
SBA email address	rwilliams@collegeachieve.org
SBA phone number	908-668-1000

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	College Achieve Central Charter School K-3
Year site opened	2015
Grade level(s) served at this site in 2023-2024	K- 3
Grade level(s) to be served at this site in 2024-2025	K - 4
Site street address	365 Emerson Avenue
Site city	Plainfield
Site zip	07062
Site lead or primary contact's name	Charlotte Marler-Hausen
Site lead or primary contact's office phone number and extension	908-625-1879 ext. 11104
Site lead's email address	cmarlerhausen@collegeachieve.org

Site name	College Achieve Central Charter School 5-8
Year site opened	2017
Grade level(s) served at this site in 2023-2024	4-8
Grade level(s) to be served at this site in 2024-2025	5-8
Site street address	1225 South Avenue
Site city	Plainfield
Site zip	07062
Site lead or primary contact's name	Dr. Lennox Small
Site lead or primary contact's office phone number and extension	908-625-1879 ext. 11104
Site lead's email address	lsmall@collegeachieve.org

Site name	College Achieve Central Charter School 9-12
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Year site opened	2016
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	107 Westervelt Avenue
Site city	North Plainfield
Site zip	07060
Site lead or primary contact's name	Mrs. Natica Brown
Site lead or primary contact's office phone number and extension	908-668-1000 extension 10115
Site lead's email address	nbrown@collegeachieve.org

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.

The mission of College Achieve Central Charter School (CACCS) is to prepare all students to excel in and graduate from the top colleges and universities in the nation. We intend to accomplish this through a highly rigorous, proven curriculum and a focus on writing and higher order thinking skills. We believe that a student's success in early grades is the foundation for his or her success in high school and college. As a result, we invest heavily in our students in the early years through small-group instruction during intervention, more time on task, and by placing more than one teacher in a classroom, and by supporting students' growth across all developmental domains-intellectually, socially and emotionally. We believe there is a knowledge gap in elementary school in science and history that undermines the success of low-income and minority students on the Advanced Placement (AP) exams and in college graduation rates. We will use a longer school day and after school and summer programs to close the knowledge gap in the sciences and history and offer our students an articulated writing program from grades K-12 that ensures cohesion and building off from a solid foundation. In high school, our students will build upon their early foundation by completing a rigorous and challenging college-prep and AP curriculum. We will expect every student to take three AP classes and exams prior to graduation. This rigorous approach to education will equip our students with the skills, knowledge, and work ethic they need to be successful in the nation's top colleges and universities.

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

The following are "12 Pillars" of the College Achieve Public Charter School program:

1. GRACE:

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|-------------|--|
| Grit: | The tendency to sustain interest in and effort toward very long-term goals. Trying hard even when you know you are going to struggle and fail again and again. Never giving up. · |
| Resiliency: | The ability to overcome failure, disappointment, setbacks, and loss. · |
| Agency: | Owning your life and the decisions you make that determine your path. · |
| Character: | Doing the right thing even when no one else is watching. Doing the right thing even when you know you will suffer for it. Becoming a person of integrity, compassion, and purpose. · |

Excellence: The urge to find a way to do a thing perhaps better than it has ever been done before or doing it the best way it can possibly be done.

2. A rigorous, standards based instructional program that is backwards mapped from college standards and teaches our students how to think for themselves.
3. Elementary School: Systemic Phonics, the Common Core & the Core Knowledge Sequence
4. Data-driven assessment & instruction data reporting to ensure teachers understand student progress.
5. Shared Inquiry: Socratic Seminars
6. College Achieves' Approach to teaching the Toulmin College Writing Model (Grades 5-12)
7. More Time for Learning & Science
8. Pacing for Rigorous Instruction
9. Apprentice Teacher Pipeline & High Dosage Tutoring
10. MAADNESS: Music, Art, Athletics, Drama & Dance
11. SOAL: Summer of A Lifetime (SOAL) and Travel Study Programs
12. AP Courses for All HS scholars

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.

In meeting our mission of preparing scholars to excel and graduate from the top Colleges in the nation, we set a goal of 100% college acceptance in grade 12 as well as ensure all scholars who graduate from College Achieve pass at least 3 Advanced Placement courses.

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	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
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Measure	Ex: Year over year growth in the participation and passing rates on AP tests.
Target	Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2022-2023 to 2023-2024.
Actual Outcome	Ex: In 2022-2023, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2023-2024, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. Goal has been met.

Table 3: Format

Goal	As a college-preparatory charter school, our goal is to prepare our high school students for the rigor of college-level reading and comprehension by providing a strong foundation in ELA in their first year of high school as 9th graders.
Measure	Year over year improvement in reducing the number of students that are Approaching Expectations on NJSLA in ELA.
Target	Reduce the number of 9th grade students with a Performance Level of Approaching Expectations on NJSLA ELA by 50%
Actual Outcome	In 2022-2023, 31 scholars were identified as Approaching Expectations in ELA on the NJSLA in the 8th grade (class of 2027). In 2023-2024, this same cohort of students as 9th graders had only 11 students identified as Approaching Expectations. Scholars who tested at approaching expectations demonstrated typical or aggressive growth moving from approaching expectations to meeting or exceeding expectations. The goal to reduce the number of scholars identified as Approaching Expectations by 50% has been exceeded. Goal has been met.

Goal	As a college-preparatory charter school, our goal is for all 3rd grade students to read on grade level because research shows 3rd grade reading levels are a predictor of future proficiency as a reader.
Measure	Increase the percentage of 3rd grade students identified as Above Benchmark and At Benchmark as measured by mClass, the ELA internal screener.

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Target	Double the percentage of 3rd grade students identified as Above Benchmark or At Benchmark in ELA from the beginning of the year implementation of the mClass screening in fall 2023 to the end of year implementation of the mClass screening in the spring of 2024.
Actual Outcome	The percentage of 3rd grade students that were identified as At Benchmark in ELA was 13.8% and those identified as Above Benchmark was 28.4% at the beginning of the year as measured by the CAPS Central’s internal screener mClass. This is a total of 42.2% of 3rd graders as At or Above Benchmark at the beginning of the school year. At the end of the year implementation of mClass, the percentage of 3rd grade students identified as At or Above Benchmark in ELA increased significantly. The percentage of 3rd grade students At Benchmark was 8.4% and the percentage of students Above Benchmark in ELA was 61.7% for a total of 70.1% of 3rd graders at or above benchmark by the end of the school year. This represents a 66% increase in the number of 3rd grade students identified as at or above benchmark in ELA as measured by mClass. This goal was met.

Goal	As a college-preparatory charter school our goal is for students to fully benefit from our academic program by having regular and consistent attendance.
Measure	School-wide beginning of the year chronic absenteeism rates compared to end of year chronic absenteeism rates in the 2023-2024 school year.
Target	Reduce chronic absenteeism school-wide to single digit rates (>9%) by June of 2024.

Actual Outcome	<p>CAPS Central stressed the importance of regular daily attendance and the potential consequences of chronic absenteeism with our scholars and families at risk via multiple workshops and one-on-one meetings and phone calls. Additional Dean’s were hired at both the high school and middle school campus to further implement Home Visits & to increase positive communication regarding student progress and celebrating student achievements with parents.</p> <p>While scholars' overall attendance grades K-12 culminated at 94.49% for the school year, the number of scholars who missed more than 10% of the school year by June 2024 ended at 13% which is down from 14 % at this time in the previous school year, however we did not meet our goal to reduce chronic absenteeism to single digit rates. This goal was not met.</p>
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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?

There are several factors that we look for in assessing whether instruction is of high quality:

Alignment to Standards: Every lesson is aligned to at least one standard. Our scope, sequence and pacing ensures all “major” standards are woven into our curriculum between August and May, while supplemental standards are interconnected year round. We assess the standard alignment using lesson plan feedback.

Rigor and Pacing: As mentioned above, Pacing ensures all major standards are taught between August and May. Pacing ensures major standards are addressed at least two times within the time period. We gauge the level of difficulty to which we are teaching using three elements: curriculum resource recommendations, data gleaned from various formative assessments, and teacher expertise and experience. One way teachers know the work is at the appropriate level of difficulty is if productive struggle is present. We inspect all lessons to ensure there is a balance of DOK 3 and 4 level questions in each lesson.

Culture of Learning Developed: Teachers demonstrate high expectations behaviorally and academically, consistently encouraging persistence and grit in reaching mastery in grade level standards.

Strategic focus on Instructional Strategies: The selection of engaging instructional strategies that allow scholars to work together and independently when demonstrating mastery of grade level standards.

Cycle of Teaching and Assessment: All Teachers engage in a cycle of teaching and assessment. Standard mastery is assessed using DOK 3 and 4 level questions and teachers respond to the data by providing re-teach opportunities to those scholars who have not yet mastered the objective and extended learning opportunities to those scholars who met the objective.

Responsiveness to Assessment Evidence: We expect teachers will constantly collect that data and respond to it in appropriate ways that help scholars continue to move toward mastery of grade level standards.

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

All teachers follow a modified gradual release model. In addition to College Achieve Central uses Socratic seminar, the Toulmin Writing method, solve and share, think-pair-share and/or turn and talks as common instructional practices to assess mastery. The gradual release model ensures our scholars receive productive struggle prior to direct

instruction. Direct Instruction is then followed by guided practice, independent practice. Checks for understanding are woven in based on the content.

- 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?**

College Achieve utilized multiple programs to address learning loss. Our “High Impact Tutoring Program” targeted scholars with the greatest learning gaps as measured by our internal screener to have 12-week of intensive small group tutoring. The program was backwards mapped based on benchmark data in a 4 student to 1 tutor ratio to focus on learning loss and enhance learning acceleration. Using both direct supplemental in-person tutoring and iReady adaptive online lessons, an intervention plan was developed for select scholars that were well below or below mastery of the grade level standards.

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

To ensure continuity of instruction all teachers were responsible to post all instruction on google classroom. Scholars were able to access the same tier 1 curriculum resources from home. In Addition, Scholars were given additional time to complete assignments as well as scheduled teacher time afterschool upon return.

- e) 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 supports will the school provide in the 2024-2025 school year?

Retained scholars will receive the full support of the I&RS team to monitor academic progress. Retained scholars will also receive SEL support from school counselors to address any social adjustments to being with different classmates. Deans and counselors will also develop an attendance plan for every retained student co-developed with the parent/guardian given that many retained students are in that status due to chronic absenteeism. Teachers will use targeted instruction through programs like Response to Intervention. CAPS Central will provide retained students opportunities to learn outside of typical school day/year including remediation (tutoring, extended day/year, Saturday classes, summer programs).

Grade Level	Number of students retained in 2023-2024 for the 2023-2024 school year
K	5
1	2
2	2
3	3
4	0
5	1
6	1
7	0
8	0

9	0
10	0
11	0
12	0

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 K	72%	14%	14%
ELA 1	83%	12%	5%
ELA 2	53%	26%	21%
ELA 3	58%	14%	28%
ELA 4	90%	6%	4%
ELA 5	80%	12%	8%
ELA 6	81%	7%	12%
ELA 7	80%	12%	8%
ELA 8	78%	15%	7%
ELA 9	83%	15%	2%
ELA 10	NA	NA	NA
ELA 11	NA	NA	NA
ELA 12	NA	NA	NA
MAT K	34%	62%	3%
MAT 1	34%	59%	7%
MAT 2	11%	70%	19%
MAT 3	96%	3%	1%
MAT 4	96%	4%	0%
MAT 5	92%	7%	1%
MAT 6	88%	11%	1%
MAT 7	84%	11%	5%
MAT 8	90%	10%	0%

Assessment	Below (%)	On (%)	Above (%)
MAT 9** Added	NA	NA	NA
Algebra I	82%	16%	2%
Geometry	NA	NA	NA
Algebra II	NA	NA	NA

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

Assessment	Below (%)	On (%)	Above (%)
ELA K	17%	21%	62%
ELA 1	33%	37%	30%
ELA 2	24%	26%	50%
ELA 3	30%	8%	62%
ELA 4	62%	25%	13%
ELA 5	64%	19%	17%
ELA 6	62%	12%	26%
ELA 7	69%	13%	17%
ELA 8	62%	23%	15%
ELA 9	49%	15%	36%
ELA 10	NA	NA	NA
ELA 11	NA	NA	NA
ELA 12	NA	NA	NA
MAT K	6%	23%	71%
MAT 1	6%	38%	56%
MAT 2	10%	51%	39%

Assessment	Below (%)	On (%)	Above (%)
MAT 3	55%	12%	33%
MAT 4	57%	18%	25%
MAT 5	61%	22%	17%
MAT 6	64%	23%	15%
MAT 7	72%	18%	10%
MAT 8	65%	23%	12%
MAT 9	na	na	na
Algebra I	54%	16%	30%
Geometry	NA	NA	NA
Algebra II	NA	NA	NA

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

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

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2022-2023	2023-2024
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	Percentage of students who met or exceeded expectations	Percentage of students who met or exceeded expectations
ELA 3	28%	35%
ELA 4	41%	43%
ELA 5	40%	42%
ELA 6	48%	53%
ELA 7	61%	63%
ELA 8	60%	65%
ELA 9	74%	90%
ELA 10	NA	NA
MAT 3	27%	37%
MAT 4	14%	26%
MAT 5	13%	19%
MAT 6	7%	16%
MAT 7	14%	21%
MAT 8	22%	30%
Algebra I	46%	55%
Geometry	NA	NA
Algebra II	0%	NA

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).

CAPS Central has taken many steps to ensure that students in all grades that qualify for free and reduced lunch, students that are identified as MLL, students with disabilities and students of all racial/ethnic groups make progress in both ELA and Math.

1. Analyze sub group data on all major assessment in ELA and Math for all grades: College Achieve Central analyzes subgroup data on all internal and state administered assessments to ensure students in subgroups make progress in ELA and Math

2. Hire Department Directors to manage and focus on subgroup academic performance:

College Achieve Central hired a Special Education Director and a Director of Multilingual Learners. These are new positions that have the responsibility to ensure equitable access to all of the CAPS academic programs

3. High standards and additional support

Students in subgroups are held to the same standards of success as students in the general education setting. For example, all CAPS scholars, regardless of classification, are required to take 3 AP classes and take at least 1 AP exam. Scaffolding and support is provided to ensure scholars can be successful in achieving this graduation requirement.

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

ELA

Grade Level	Assessments Administered
K	mClass Topic/Unit Assessments
1	mClass Topic/Unit Assessments
2	mClass Topic/Unit Assessments
3	mClass Topic/Unit Assessments NJSLA
4	iReady Topic/Unit Assessments NJSLA
5	iReady Topic/Unit Assessments NJSLA
6	iReady Topic/Unit Assessments NJSLA
7	iReady Topic/Unit Assessments NJSLA
8	iReady Topic/Unit Assessments NJSLA
9	iReady Topic/Unit Assessments NJSLA
10	Topic/Unit Assessments Advanced Placement Exams
11	Topic/Unit Assessments

	Advanced Placement Exams NJGPA
12	Topic/Unit Assessments Advanced Placement Exams

Math

Grade Level	Assessments Administered
K	mClass Topic/Unit Assessments
1	mClass Topic/Unit Assessments
2	mClass Topic/Unit Assessments
3	iReady Topic/Unit Assessments NJSLA
4	iReady Topic/Unit Assessments NJSLA
5	iReady Topic/Unit Assessments NJSLA
6	iReady Topic/Unit Assessments NJSLA
7	iReady Topic/Unit Assessments NJSLA
8	iReady Topic/Unit Assessments NJSLA
9	iReady Topic/Unit Assessments NJSLA

10	Topic/Unit Assessments Advanced Placement Exams
11	Topic/Unit Assessments Advanced Placement Exams NJGPA
12	Topic/Unit Assessments Advanced Placement Exams

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

All assessments received a dedicated data analysis and debrief through professional learning community time. This debrief date and purpose was memorialized in the curriculum and assessment Repository to ensure all assessments were actionable. Interim assessment data from mClass and iReady ELA and Math directly informed intervention levels and groupings. Data from ELA and Math performance tasks drove model lessons and re-teach opportunities. Scholar outcome data informs our College Achieve teacher coaching model and provides coaches and leaders with targeted teacher practices aligned to student achievement goals.

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

Assessment results K-12 were disseminated to parents via email and/or family reports were mailed home. Presentations of the performance were conducted during board meetings by our Executive Director. Parents and scholars assessment information was discussed in at least one parent conference K-12. Scholars 9-12 took part in student conferencing with teachers.

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

In reviewing the overall performance, College Achieve Central has met the annual target for federal accountability. Diving deeper into our data, four out of five subgroups also met their target. Grade 3

When viewing the 2021-2022 SY as compared to the state, College Achieve Central Charter School outperformed the state average in English Language Arts within grade 8 and matched the average in grade 9. College Achieve Central Charter school also outperformed the state average with the Mathematics 8 Assessment. School year 2021-2022, 9th grade ELA NJSLA assessment results for scholars who met expectations- 48.8% compared to the state percentage of 48.9%. Algebra I NJSLA assessment results for scholars who met expectations- 18.5% compared to the state percentage of 34.8%.

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

Assessment results K-12 were disseminated to parents via email and/or family reports were mailed home. Presentations of the performance were conducted during board

meetings by our Executive Director. Parents and scholars assessment information was discussed in at least one parent conference K-12. Scholars 9-12 took part in student conferencing with teachers.

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
Natica Brown	High School Principal	11/19/2018	\$161,000
Dr. Lennox Small	Principal 4-8	8/20/2022	\$175,100
Charlotte Marler-Hausen	Principal K-3	01/03/2022	\$140,500
Nadirah Mateen	High School Vice - Principal	8/16/2021	\$129,920
Joyce James	Vice Principal 4-8	10/12/2021	\$129,433
Natasha Allicock	Vice Principal K-3	08/12/2019	\$115,000

School Culture & Climate

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)	94.49%
Elementary School Attendance Rate (grades K-5)	94.47%
Middle School Attendance Rate (grades 6-8)	94.62%
High School Attendance Rate (grades 9-12)	94.43%
Student - Teacher Ratio	14:1

- 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	about 77%
Total Staff Retention Rate from July 1, 2023, to July 1, 2024	about 81%
Frequency of teacher surveys and date of last survey conducted	Once a year at close out - June 2024
Percent of teachers who submitted survey responses	85 out of 102 teachers = 83%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	about 87% of teachers.

b) What were the three main positive aspects teachers identified in the latest survey? Extent of feeling respected, valued, and supported by colleagues and other teachers; Feeling safe and secure within their school environment; and extent that they feel respected and valued by students, families and parents.

c) What were the three main challenges that teachers identified in the latest survey? Communication channels within the school; work-life balance; and professional development opportunities provided.

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.

Suspensions and expulsions did not increase or decrease by ten percentage points or more from the previous school year.

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
K	110	1	0
1	106	2	0
2	111	0	0
3	111	5	0
4	95	3	0
5	109	6	0
6	113	5	0
7	103	12	0
8	111	4	0
9	119	13	0
10	123	28	0
11	115	32	0
12	102	25	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	1
Frequency of parent/guardian surveys	3
Date of last parent/guardian survey conducted	6/24/24
Percent of parents/guardians completing the survey (consider one survey per household)	5%

Percent of parents/guardians that expressed satisfaction with the overall school environment	77%
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b)What were the three main positive aspects identified by parents/guardians in the latest survey?

The positive aspects that parents identified were that there is an excellent method for communication via our PowerSchool system, school app and so on. There is a lot of support for students at the school.

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

The challenges identified by parents were that there is a major need for Spanish translation when it comes to events and meetings. Also families requesting more information on how to use PowerSchool to login and access student information.

c) 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.

- Science Fair - in-person: Our middle school and elementary schools each hosted a science fair for students to display experiments and conduct presentations to families. Each science project was judged and awarded a prize.
- Hispanic Heritage Month – in person: Our high school hosted a family student event, where there were activities and presentations about the Latin culture.
- Life After High School – “REAL World” Workshops – in person: Our high school hosted workshops for our senior class in preparation for life after high school. Workshops included financial literacy, career exploration, time management and study skills.
- Winter Festival and Showcase – in person: Our high school hosted a family student event, where there were activities and presentations in celebration of scholar winter accomplishments.
- HBCU University – in person: Our high school scholars were exposed to HBCU benefits, Greek life, and the importance of attending an HBCU from former alumni from Virginia State, Morgan State, Spellman University, Delaware State, Lincoln State University, and Xavier University. They were also exposed to a panel that provided mentoring, guidance, college tips and advice from the fraternities and sororities within the “Divine 9”.
- College Fair 2024 – in person: We offered a college fair open to the public and our scholars and families. Over 45 Public and Private Colleges and Universities, Branches of the Military, and Trade schools attended this event.
- Career Day – in person: Our high school students were exposed to Professionals from a variety of different careers. Professionals from such fields as nurses, doctors, attorneys, entrepreneurs, financial advisors, professional football player, Union County Prosecutor’s Office , NJTransit K-9 Unit, and educators .

- Black History Month - in-person: Our middle school hosted a family student event, where there were activities and presentations about public figures in history.
 - Field Day - in-person: Our elementary, middle school and high school hosted a day of athletic sports and activities for students and families. Our elementary and middle school hosted the event at the park and had a rotation of events from tug of war to playing in the park to baseball and/or soccer games. Our high school hosted the event in its parking lot where students had to go through an obstacle course. Families were invited to chaperone, volunteer, help and spend time with their scholars.
 - Alumni Day – in person: Former College Achieve Scholars participated in a panel discussion to encourage students in attending 4-year colleges. Alumni of College Achieve discussed their first-year do’s and don’ts, gave strategies to success and answered questions to the senior class.
 - Family Conferences - in-person and virtual: Throughout the school year, there are 5 specific family conferences in which families attend the school building to meet with their scholar’s teachers and discuss progress and grades. When families are not able to attend, a Calendly option for google meet is provided for families to arrange and organize with the teacher.
 - Student and Family Orientation - in-person: This event is hosted in August, for families and students to come to a meet and greet, a presentation about school expectations and get a tour for any new families that are incoming too.
 - Graduation - in-person: All our schools hosted their graduation at the end of June. All families receive an invitation and tickets for the event. Everyone is welcome to attend. Our elementary school hosted their Kinder graduation in the school gym, our middle school hosted their 8th grade graduation at our high school gym and our high school at Felician University.
 - Literacy Night/Book Fair - in-person: during this event families are able to attend a literacy event to discuss topics about the approaching NJSLA exam, strategies and as well as engage in learning activities. This also provides an opportunity for families to go to the book fair and purchase books and help fundraise for the school.
- d) 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.
Currently there is no parent/guardian involvement in leading events, as these are all led by the school.
- e) 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

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Princeton University	Educational trips and science exposure	50 students
New Jersey Tutoring Corp	Provided intensive, small group tutoring to highest need scholars	140 students
College Board	Provided professional development to CAPS Central AP teachers	8 teachers
Rutgers University	Provided professional development to staff	10 teachers
Harvard University	Provided supplemental educational experiences to CAPS high students	5 students
NJIT	Provided supplemental educational experiences to CAPS high students	6 students
Georgian Court University	Provided supplemental educational experiences to CAPS high students who were able to earn college credit	13 students
Yale University	Provided supplemental educational experiences to CAPS high students	13 students
Rutgers University	Provided supplemental educational experiences to CAPS high student who was able to earn college credit.	1 student
St. Elizabeth University	Provided supplemental educational experiences to CAPS high students	29 students
HESAA	Provided support with FASFA completion	99 students
Felician University	Provided resources for graduation	99 students
SOAL International	Provided supplemental educational experiences to CAPS high students	31 students

Table 12: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Urban Farming Inc	Created an afterschool and weekend urban farming club for our middle school scholars	30 students
Alpha Kappa Alpha Inc	A sorority organization provided leadership and mentoring to our middle school girls over 10 weeks	45 students
Union County Rotary Club	Provided enrichment and donated dictionaries to all CAPS students in grades K-3	440 students

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

Building relationships ensures our scholars have connections to experiences that further our scholars' growth academically and socially. This year College Achieve continued our Summer of a Lifetime program (SOAL). The SOAL program creates college-going experiences at top universities both abroad and nationally. Scholars receive an opportunity to discover what it is like to be a college student for one to two weeks in the summer. This in conjunction with college visits, college fairs, and academic rigor created the college going mindset for our scholars.

Board Governance

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	minimum of 5 maximum of 17
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	Board evaluations will take place at Board Meeting August 19, 2024
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C)	Board evaluations will take place at Board Meeting August 19, 2024

<p>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 Appendix D and as Appendix E, include a signed, dated, CMO or EMO contract for the 2024-2025 school year.)</p>	<p>Board evaluations will take place at Board Meeting August 19, 2024</p>
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- b) List the amendments to bylaws that the board adopted during the 2023-2024 school year.
No Amendments to bylaws were made in 23-24
- c) List the critical policies adopted by the board during the 2023-2024 school year.
No critical policies were adopted in 23-24
- d) What were the main strengths of the board identified in the latest board self-evaluation?
This will be identified at our August Board Meeting
- e) What were the three main challenges identified in the latest board self-evaluation?
This will be identified at our August 19, 2024 board meeting

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
Roger Grutzmacher	June 2024	June 2026	Board President	rgrutzmacher@collegeachieve.org	2017	Gov1: 10/02/2017 Gov2: 08/14/2018 Gov3: 09/20/2018 Gov4:2/25/2021
Dale Caldwell	June 2024	June 2026	Trustee	dcaldwell@collegeachieve.org	2019	Gov1: 10/27/2018 Gov4: 3/28/2018 3/31/2021
Frank Fischer	June 2024	June 2026	Trustee	ffischer@collegeachieve.org	10/24/12 10/21/15 08/17/16	Gov1: 08/27/2017 Gov2: 09/14/2018 Gov3: 09/19/2018 Gov4: 9/20/2020
Jamie Rojas	June 2024	June 2026	Trustee	jrojas@collegeachieve.org	6/7/2017	Gov1: 3/8/2018 Gov2: 9/20/2018 Gov3: 7/31/2020
Dr. Janine Grayson	August 2023	August 2025	Trustee	jgrayson@collegeachieve.org	August 2023	Not completed

- 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://collegeachievecentral.org/who-we-are/our-board/>

- 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 19, 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.

Access and Equity

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	November 15, 2023
Date the application for school year 2023-2024 was due back to the school from parents/guardians	Feb 23, 2024 by noon for Kindergarten March 22, 2024 by noon for grades 1-12
Date and location of the lottery for seats in school year 2023-2024	Kindergarten Lottery: February 23, 2024 107 Westervelt Avenue, North Plainfield, NJ Grades 1- 12 Lottery: March 22, 2024 107 Westervelt Avenue, North Plainfield, NJ

- 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://collegeachievecentral.org/enrollment/>

- 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.

- 365 Emerson Avenue, Plainfield, NJ
- 1225 South Avenue, Plainfield, NJ
- 107 Westervelt Avenue, North Plainfield, NJ

- 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 years school year 2023-2024 and school year 2024-2025 were available prior to the enrollment lottery.

- Advertised on our school’s website
- Facebook

- Instagram
 - Digital marketing
 - Flyers to local preschools
 - Attended Neighboring K-8 Charter School's High School Interest Events
- 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.

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
K	10	11	103
1	7	2	101
2	6	13	106
3	6	1	108
4	7	3	92
5	7	9	105
6	7	5	110
7	4	3	100
8	7	2	107
9	7	4	118
10	5	1	122
11	11	0	112
12	5	0	

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

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

School Site Facility Information Content Column			
Site name	Emerson Campus	South Campus	Westervelt Campus
Facility lease information			
Landlord name	CAPS Inc.	CAPS Inc.	CAPS Inc.
Lease commencement date	7/1/2015	8/1/2017	7/1/2016
Lease termination date	6/30/2025	7/31/2030	6/30/2041
2023-2024 annual lease cost	\$330,060	\$663,588	\$1,374,240
Facility mortgage/bond information	N/A	N/A	N/A
Purchase date	N/A	N/A	N/A
Mortgage lender/Bond Issuer(s)	N/A	N/A	N/A
Outstanding loan amount as of July 1, 2023	N/A	N/A	N/A
Latest date of appraisal	N/A	N/A	N/A
Appraised value of property	N/A	N/A	N/A

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	3
Total annual cost of all leases	\$2,367,888
Total lease amount budgeted for 2024-2025	\$3,618,000

Table 19: School Site Facility Information Mortgage/Bond Summary

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

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school's commitment to this requirement, complete and submit Appendix A available at the end of this document.
- b) 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.
Our school utilizes an approved evaluation tool called "The College Ready Promise" that closely aligns with the Charlotte Danielson rubric. Teachers receives a scored evaluation based on the following:
 - 1) School-wide domains of focus, chosen for each year
 - 2) Data and student performance (SGO's or SGP's)
 - 3) Use of data, observation, and coaching to improve teacher practiceAll certificated staff participate in creating a yearly Individualized Professional Development Plan. In collaboration with their supervisor smart goals are set and measured at least twice a year. Non-Tenure staff are observed three times per year and are evaluated with a summative evaluation.
- 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.

Our school utilizes an approved evaluation tool called “*Model Principal Supervisor Professional Standards 2015*” teacher receives a scored evaluation based on the following:

- 1) School-wide domains of focus, chosen for each year
- 2) Data and student performance
- 3) Use of data, observation, and coaching to improve leader practice

All certificated staff participate in creating a yearly Individualized Professional Development Plan. In collaboration with their supervisor smart goals are set and measured at least twice a year. Non-Tenure staff are observed three times per year and are evaluated with a summative evaluation.

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

