



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

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



**ATLANTIC COMMUNITY  
CHARTER SCHOOL**

**August 1, 2022**

## Introduction

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

## Annual Report Submission Guidelines

### Annual Report Submission

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

### Submission Process for the 2021-2022 Report

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

### Additional Submission Requirements

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

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

## Annual Report Questions

### Basic Information about the School

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

**Table 1: Basic Information**

Name of charter school	Atlantic Community Charter School
Grade level(s) to be served in 2022-2023	K - 8
2021-2022 Total enrollment as of June 30, 2022	309
2021-2022 Students with Disabilities (SWD) enrollment as of June 30, 2022	53
2021-2022 English Language Learners (ELL) enrollment as of June 30, 2022	20
Projected enrollment for 2022-2023	373
Current waiting list for 2022-2023 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K = 0; 01 = 11; 02 = 5; 03 = 1; 04 = 0; 05 = 0 , 06=9, 07=29, 08=9
Waitlist within the district/region of residence	K = 0; 01 = 10; 02 = 5; 03 = 1; 04 = 0; 05 =0;
Waitlist of non-resident district/region of residence	06 = 8; 07 = 29; 08 = 9
Website address	<a href="http://www.atlanticcommunitycharter.com">www.atlanticcommunitycharter.com</a>
Name of board president	Dominick Potena, Ed.D.
Board president email address	Drpotena@aol.com
Board president phone number	(609) 226-9024
Name of school leader	Shelly Ward Richards, Ed. D
School leader email address	srichards@atlanticcommunitycharter.com
School leader office phone number and extension	609-428-4300
Name of School Business Administrator (SBA)	Donnella Edwards
SBA email address	dedwards@atlanticcommunitycharter.com

SBA phone number	732-736-6500
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## 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	Atlantic Community Charter School
Year site opened	2014
Grade level(s) served at this site in 2021-2022	K, 1, 2, 3, 4, 5, 6, 7, 8
Grade level(s) to be served at this site in 2022-2023	K, 1, 2, 3, 4, 5, 6, 7, 8
Site street address	112 South New York Road
Site city	Galloway
Site zip	08205
Site lead or primary contact's name	Shelly Ward Richards Ed.D
Site lead or primary contact's office phone number and extension	609-428-4300 ext. 105
Site lead or primary contact cell phone number	na
Site lead's email address	srichards@atlanticcommunitycharter.com

## 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.

*The mission of Atlantic Community Charter School (ACCS) is to inspire today's learners to be tomorrow's leaders by empowering students through the development of the necessary academic, social, and emotional skill sets to prepare them for success in their future. Students will be active participants in an educational environment characterized by high expectations for their academic achievement and demonstrated proficiency in the New Jersey Student Learning Standards.*

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

- **NJSLS Curriculum.** The ACCS curricula are aligned to the NJ Student Learning Standards, utilizing the NJ Curriculum Frameworks; with updated textbooks in all core subject areas; updated curriculum in World Languages and the standards aligned Ready Math program to enhance curriculum delivery. ACCS provides a 1:1 computer: student ratio in all grades, use of Google Classroom/Meets based on COVID 19 school reopening plan.
- **Family Engagement.** ACCS consistently seeks parent collaboration and input through the Parent Teacher Organization, Title 1, Special Education Parent meetings, Board of Trustees meetings, individual administrator, and teacher meetings. Student collaborative input is sought through the learners to leaders' program, Student Roundtables, "Caught you being good" program, and an administrative "open-door policy." Both parents and students are surveyed regularly for input. Due to COVID-19, our Parent Teacher Organization meetings were held remotely every month. Our meetings routinely have various entities from the community presenting valuable information beyond the school's focus but pertinent to the lives of our community members.

It is our strong belief that if we assist parents to improve their positions in life, they in turn, can assist our students' positions with their education.

- **Social and Emotional Learning.** Our staff, administration, and families are fully aware this is an ongoing focus for our students. To help assist our students in being successful in the classroom and real-life situations we have developed a school-wide positive incentive program (Caught You Being Good Dollars), a revised discipline code, the addition of a full-time school counselor, counseling by our school social worker, and the continuation of a "Board Certified Behavior Analyst-BCBA to counsel, support, and plan for our students' emotional and social needs. We continue to implement the "Calm Classroom" program daily to provide students with strategies/skills to help self-regulate their emotions as a whole school in the morning during announcements and then the teachers use it in their individual classrooms throughout the day. The entire school staff received professional development from Effective School Solution in the Trauma Attuned Model (TAM) and Nurtured Heart.

ACCS has been awarded as a pilot school for the NJDOE's Restorative Practices Pilot Program, a three-year grant for the 2021-2024 school years. This pilot program presents an opportunity for ACCS to continue to rethink student discipline practices and receive support in transitioning from typical school based corrective discipline measures to intrinsic discipline practices that foster empathy and nurturing environments similar to enhancing existing alternate methods to discipline. Through the professional development, we have received valuable training and been able to learn more about restorative justice, restorative practices plays, and how it plays an integral role in the social well-being of our students.

- **State of the art equipment.** ACCS' mission is to inspire today's learners to be tomorrow's leaders. As a result, ACCS provides unique and innovative features that empower our students to be successful in the future. As part of our educational philosophy, we look to 21st-century technology skills to enhance their educational experience so that students can be creative, collaborative, and use critical thinking skills to enhance their social and emotional well-being. Our use of integrated technology is a key design element of our educational programs across all disciplines. Every student has access to and utilizes a Chromebook.
- **Professional development.** The school's Professional Plan (PDP) is continuous and thorough. Much emphasis has been placed on increasing classroom instruction in the area of rigor and

deeper level teaching, as well as, understanding the individual student with a focus on differentiation. The 2021-2022 PDP incorporated an 11-day schedule including one week before the start of the 2020-2021 school year and a PD day once a month thereafter. This allowed for new and clear instructional practices to be implemented, reflected upon, and adjusted to meet the needs of our students and our COVID-19 Restart and Recovery Plan. The plan also addresses the implementation of:

- Marzano Evaluation Tool (2014 Version)
- Professional Growth Plans
- Classroom DOJO communication protocol
- Trauma Attuned Model/Nurtured Heart Booster Sessions
- Wilson Foundations
- iReady diagnostic tools
- iReady instructional programs
- ACCS School Improvement Plan
- Ready Math Implementation
- Handle with Care Restraint Training and Verbal De-Escalation
- CPR/First/AED Training
- Inspired Instruction training in Math
- LinkIT Benchmark Training
- Inspired Instruction training in ELA
- Restorative Justice Training/Overview from KEAN University
- Restorative Circles
- Calm Classroom
- Bus training
- Human Resources training
- Behavior and classroom management
- Training on student friendly objectives

In addition to the workshops, daily coaching and support occur from the schools' instructional coaches to support teachers and to reinforce what the teachers learned in the workshops. The instructional coaches also hosted weekly Professional Learning Communities (PLC) meetings to assist the staff in diving deeper into data to analyze trends to help guide their instruction.

Professional Development provided weekly in-class modeling and coaching as well as program discussions and training to the teaching staff through various people, including members of the school's leadership team, hired professional development trainers, and our in-house instructional practices mentor. This individual ensures that the PDP is being effectively implemented. In other words, teachers get continued support and guidance throughout the entire school year, rather than attending a one-day workshop with little subsequent support. Professional development is a critical design component of our school's operation.

- **School Management Consultant Design.** The school's management consultants, CSMI, provide continuous support. CSMI's Vice President of Program and School Initiatives, provided direct support to the school's leadership through regular communication and onsite visits. CSMI assists in supporting in many areas including the writing of grants, technology integration, assisting with state reporting, providing school leadership with regular support in analyzing and interpreting student data, coordinating facilities maintenance and repair, food services, student recruitment, providing financial management and providing social media, website, and communications as part of the services. This enabled the school administrators to support our

teachers with classroom walkthroughs, feedback, and PLCs to allow them to better support our school’s growth mindset. Administrative tasks associated with burdens to student-centered focus are removed from the day-to-day operations of the school.

- 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**

<b>Goal 1: Math</b>	Decrease the percentage of students (grades 1-8) <u>not</u> meeting or exceeding the i-Ready grade-specific, Fall-to-Spring, national growth averages in <u>Math</u> by 25% across the 5-year improvement plan period (roughly by 5% per year).
Measure	Percent of students in grades 1-8 meeting/exceeding grade-specific, national average, Fall-to-Spring growth targets in Math.
Target	The SY 2021-22 target was 54.9% (students meeting/exceeding national growth averages for their grade)
Actual Outcome	<b>Improvement was evident in SY 2021-22 compared to SY 2020-21 but the goal that was created Pre-Covid was not met.</b> In SY 2021-22, 42,1% of students in grades 1-8 met or exceeded the national growth averages for their respective grades. Although the target for this year was not met, it still represents a substantial increase (13.3 perc. pts.) from the 2020-21 school year in which 28.8% met their targets in Math and indicates that the school is again moving in the right direction.
<b>Goal 2: Reading</b>	Decrease the percentage of students (grades 1-8) <u>not</u> meeting or exceeding the i-Ready grade-specific, Fall-to-Spring, national growth averages in <u>Reading</u> by 25% across the 5-year improvement plan period (roughly by 5% per year).

Measure	Percent of students in grades 1-8 meeting/exceeding grade-specific, national average, Fall-to-Spring growth targets in Reading.
Target	The SY 2021-22 target was 54.9% (students meeting/exceeding national growth averages for their grade)
Actual Outcome	<b>This goal was met.</b> In SY 2021-22, 53.9% of students in grades 1-8 met or exceeded the national growth averages for their respective grades in Reading. This exceeded the SY 2021-22 target of 52.8% and represents a 7.2 perc. pt. increase over the previous year’s outcome (46.7%).

**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?

For ACCS, high quality instruction is the ongoing process of continually reforming the curriculum and updating the professional development of our teachers in the four core subject areas: Mathematics, Science, Social Studies, and Language Arts. This work occurs through Professional Learning Communities, (PLC’s), and instructional leadership team collaborating, coaching, and modeling in classrooms.

ACCS utilizes varied instructional strategies to engage students in meaningful learning activities. This engagement occurs through student-centered learning activities, differentiated instruction, and technology integration across the curricula which supports our Mission and Vision.

Following the mission to inspire ACCS learners to be leaders, teachers ask engaging and relevant questions and identify key vocabulary relevant to real-time news and text. Our dedicated teachers continuously encourage students to think about the “why” for learning and the “how” to apply what they have learned to other classroom and real-life experiences. Classroom lessons are always focused to engage whole group, collaborative groups, and/or individualized instruction, which may occur simultaneously, for students that are still working on learning concepts. Our teachers and support staff pride themselves in working with small groups to reinforce the concepts that are being taught. To support struggling students, teachers use data and multiple methods of instruction to determine if students are learning, including evaluation of student engagement and participation, student assessment data, etc.

Through all of the aforementioned methods, Atlantic Community Charter School is able to ensure that high-quality instruction is being delivered in the classroom. ACCS met this challenge head-on with a comprehensive COVID-19 opening plan.

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

Atlantic Community Charter School utilized engaging lessons, which incorporated collaboration and critical thinking. Our curriculum led teachers to high-quality teaching by indicating best practices.



Our teacher evaluation tool, Marzano (2014 Version), is focused on a growth mindset to promote the most effective teaching strategies for obtaining student achievement. We have also instituted schoolwide expectations to create a consistent learning environment to enhance our teaching and learning.

Teachers ask guiding questions and identify key vocabulary. Teachers encourage students to think about what they are learning and to apply what they have learned to other classroom experiences. Classroom lessons, which may include the whole group, collaborative group, and/or individualized instruction, occur simultaneously, and for students that are still working on learning the concepts, teachers work with small groups to reinforce the concepts that are being taught. Students generally respond well in small groups and likewise respond in positive ways once they grasp the concepts. For the struggling students, teachers use all of the ways explained above to determine if students are learning, including evaluation of student engagement and participation, student assessment data, etc.

Student learning objectives are posted on classroom whiteboards for every lesson. Lesson plans indicate the standards, materials, and objectives that are being presented by the teacher. Teachers discuss the objectives in student-friendly language. Manipulatives, anchor charts, and diagrams are utilized as reference resources in lessons. Technology integration is incorporated daily to enhance the learning process. The use of document cameras and interactive Smart Boards provides practicality and hands-on learning to students. The implementation of multiple formal and informal assessment tools is utilized to determine if students are progressing academically, socially, and emotionally.

Teachers and administrators collaborate to develop individual classroom SMART goals to improve instruction based upon trends that are discovered through walkthrough feedback, student data, and professional learning in weekly (PLC's).

- 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 school addressed the learning loss related to the COVID 19 pandemic but analyzing the data of the Start Strong assessment and I ready to see where the students were and provide small group and individualized targeted instruction to students. Teachers created classroom SMART goals based on the trends in the data through their PLC work to help students overcome learning loss. We offered, and continue to offer, a 5-week summer program to students to help them acclimate back to the in-person school environment as well as help them brush up on their academic skills. After school virtual and in person tutoring was available and after care was offered as well for students which had an academic component to it.

A counselor was hired to provide social and emotional support to students through small group and individualized interventions. Calm Classroom was instituted school wide and the school provide a great deal of professional development to the staff through the Restorative practice grant we received on social and emotional learning. Students still struggle to this day in how to regulate themselves with their peers after 2 years of interruption to their daily school life.

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

Students who were required to quarantine where provided instruction through Google classroom and the teacher or an assigned teacher checked in with them. All work was then submitted to the

classroom teacher in a timely fashion. Teachers could monitor electronic programs such as I ready, NEWSELA and RAZZ kids for students who were on remote instruction.

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

We have no students being retained for the 2021-2022 school year. We do provide support for students who are struggling by offering them support daily during the school year and making summer school available to them. We also keep their parents informed of their progress and work together to find the best solutions for each student.

#### 1.4 Assessment

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

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

Assessment	Strong Support	Strong Support	Some Support	Some Support	Less Support	Less Support
	Number of students	Percentage of Students	Number of students	Percentage of students	Number of students	Percentage of students
ELA 4	46	79.3%	5	8.6%	7	12.1%
ELA 5	27	64.3%	8	19.0%	7	16.7%
ELA 6	18	60.0%	2	4.8%	6	20.0%
ELA 7	13	44.8%	6	20.7%	10	34.5%
ELA 8	14	73.7%	0	0.0%	2	10.5%

Assessment	Strong Support Number of students	Strong Support Percentage of Students	Some Support Number of students	Some Support Percentage of students	Less Support Number of students	Less Support Percentage of students
ELA 9						
ELA 10						
MAT 4	51	87.9%	5	8.6%	2	3.4%
MAT 5	40	95.2%	2	4.8%	0	0.0%
MAT 6	24	82.8%	2	6.9%	3	10.3%
MAT 7	21	72.4%	6	20.7%	2	6.9%
MAT 8	17	89.5%	0	0.0%	2	10.5%
Algebra I						
Geometry						
Algebra II						

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

Assessment	Below (%)	On (%)	Above (%)
ELA K*	78.4%	21.6%	0%
ELA 1	95.8%	4.2%	0%
ELA 2	93.7%	6.3%	0%
ELA 3	86.1%	13.9%	0%
ELA 4	83.2%	6.8%	0%
ELA 5	95.2%	4.8%	0%
ELA 6	86.6%	13.4%	0%
ELA 7	82.9%	17.1%	0%
ELA 8	88.8%	11.2%	0%
ELA 9			
ELA 10			

ELA 11			
ELA 12			
MAT K*	83.8%	16.2%	0%
MAT 1	100%	0%	0%
MAT 2	95.7%	4.3%	0%
MAT 3	100%	0%	0%
MAT 4	98.3%	1.7%	0%
MAT 5	97.6%	2.4%	0%
MAT 6	90.0%	10.0%	0%
MAT 7	93.1%	6.9%	0%
MAT 8	94.4%	5.6%	0%
Algebra I			
Geometry			
Algebra II			

\*Kindergarten did not take the i-Ready diagnostic assessment in the Fall. Early Winter results are reported in the table for kindergarten (mid-Nov. 2021).

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

Assessment	Below (%)	On (%)	Above (%)
ELA K	19.4%	75.0%	5.6%
ELA 1	92.3%	7.7%	0%
ELA 2	72.2%	22.2%	5.6%
ELA 3	81.1%	18.9%	0%
ELA 4	83.0%	17.0%	0%
ELA 5	97.3%	2.7%	0%
ELA 6	52.6%	37.0%	7.4%
ELA 7	59.3%	37.0%	3.7%
ELA 8	90.4%	9.6%	0%

Assessment	Below (%)	On (%)	Above (%)
ELA 9			
ELA 10			
ELA 11			
ELA 12			
MAT K	41.7%	58.3%	0%
MAT 1	94.6%	15.4%	0%
MAT 2	78.9%	21.1%	0%
MAT 3	86.5%	13.5%	0%
MAT 4	90.6%	9.4%	0%
MAT 5	97.3%	2.7%	0%
MAT 6	77.8%	22.2%	0%
MAT 7	85.2%	14.8%	0%
MAT 8	90.5%	9.5%	0%
Algebra I			
Geometry			
Algebra II			

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
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
Combination of solely charter and vendor and charter created	

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

ACCS has created and implemented a School Improvement Plan with detailed goals, objectives, strategies, action steps, and timelines to assist with proficiency and growth in ELA and Math. The plan encompasses all students eligible for free and reduced-price lunch, English language learners, students with disabilities, and all racial/ethnic groups. Below are our goals, objectives, strategies, action steps, and timelines to assist with proficiency and growth in ELA and Math for the 20221-2022 school year.

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

Subject	Grades	Assessments
Literacy	k-8	i-Ready diagnostic
	k-2 <sup>nd</sup>	Foundations
	4-8 <sup>th</sup>	Start Strong and NJSLA, practice prompts through LINK IT
	K-8th	chapter and unit assessments, writing prompts
Math	k-8	i-Ready diagnostic
	4-8th	Start Strong and NJSLA, practice prompts through LINK IT
	k-8	chapter and unit assessments
Science	k-8	FOSS chapter assessments, unit labs
	5 <sup>th</sup> and 8 <sup>th</sup>	NJSLA
Social Studies	k-8	Chapter assessments, projects
ESL	k-8	WIDA

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

For Reading, in SY 2021-22, 53.9% of students in grades 1-8 met or exceeded the national growth averages for their respective grades in Reading. This exceeded the SY 2021-22 target of 52.8% and represents a 7.2 perc. pt. increase over the previous year’s outcome (46.7%).

For Math, in SY 2021-22, 42,1% of students in grades 1-8 met or exceeded the national growth averages for their respective grades. Although the target for this year was not met, it still represents a substantial increase (13.3 perc. pts.) from the 2020-21 school year in which 28.8% met their targets in Math and indicates that the school is again moving in the right direction.

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

School data is disseminated through mailings to families and sharing data results with the Board of Trustees throughout monthly BOT meetings. All data is reviewed and shared with the administrative team and the staff through weekly and monthly meetings.

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

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

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

<b>Administrator Name</b>	<b>Title</b>	<b>Start Date</b>	<b>Annual Salary</b>
Dr. Shelly Ward Richards	Lead Person/CSA	August 2018	145,000
Steve DiMatteo	Principal/ Director of Special Education	July 2017	142,000
Sharon Mauriello	Supervisor of Elem. Education	October 2017	95,944.
Patricia O’Connell	Assistant Principal/Math & Science Instructional Coach	August 2018	95,944.
Linda O’Donnell	Curriculum Supervisor/ELA & Social Studies Instructional Coach	October 2016	95,944.

**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)	87.9%
Elementary School Attendance Rate (grades K-5)	87.1%
Middle School Attendance Rate (grades 6-8)	90.1%
High School Attendance Rate (grades 9-12)	NA
Student - Teacher Ratio	9.5/1

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

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

Teacher Retention Rate from SY 2020-2021 to 2021-2022 (Oct. 1 of Y1 to Oct. 1 of Y2)	80.0%
Total Staff Retention Rate from SY 2020-2021 to 2021-2022 (Oct. 1 of Y1 to Oct. 1 of Y2)	76.8%
Frequency of teacher surveys and date of last survey conducted	Twice per year, Dec. 2021 & June 2022
Percent of teachers who submitted survey responses	90.9% on Dec. Survey; 100% on June survey
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	84% with overall school environment. 100% with Principal leadership

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

- a. Support and guidance of the Principal
- b. Feeling supported by staff
- c. New Ready Math program is well received

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

- a. Classroom management strategies
- b. Students behavior – not being respectful and kind to each other
- c. More social and emotional stress for the teachers and students



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

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

Grade Level	Number of students enrolled as of Oct. 15, 2021	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	37	0	0
1	24	4	0
2	48	9	0
3	44	18	0
4	59	14	0
5	43	14	0
6	30	15	0
7	29	9	0
8	19	12	0
9	NA		
10	NA		
11	NA		
12	NA		

## 2.2. Family and Community Engagement

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

**Table 10: Family Involvement and Satisfaction**

Number of parents/guardians currently serving on the school’s board, out of the total number of board members	0
Frequency of parent/guardian surveys	1
Date of last parent/guardian survey conducted	June 2022

Percent of parents/guardians completing the survey (consider one survey per household)	31 returned surveys, or 13.5% (230 unique households)
Percent of parents/guardians that expressed satisfaction with the overall school environment	The Spring 2022 Parent Survey did not ask this specific question. However, 93.5% reported that ACCS teachers cared about their children, and 84% reported that teachers were available when they needed to talk to them.

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
  1. Families felt that their children were cared about by the staff.
  2. Teachers were available to talk with their child
  3. There children felt safe at school
- c) What were the three main challenges identified by parents/guardians in the latest survey?
  1. Enhanced communication between school and families
  2. Provide even more engaging lessons for students
  3. Provide more resources to help my child at home.
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2021-2022 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.

All event except the Family Paint night and the 8<sup>th</sup> grade recognition ceremony were virtual due to COVID 19 restrictions. Our building is small and many of our families are not vaccinated. We did offer in the fall a vaccination clinic for our families through Atlanticcare. . We also have a virtual parent conferences which seemed better attended then if we had families in person. Each month, we had a virtual PTO meeting with a guest speaker.

- Shalanda C. Austin – Author,
- Atlantic Care Behavioral Health- COVID 19 resources,
- South Jersey Medical- COVID 19 resources,
- Bashira Khan - Fulton Savings Bank,
- More Davis- Baseball star,
- Dasha Brown – Community Resources,
- Christine Knight – Human Trafficking,
- Dr. Patrice Dawson- Autism Advocate/Author,
- Frank Turner – Founder of Lovely Affirmations.
- Dr. Walker- Restorative Practice Family Workshop

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

1. The PTO meetings occurred monthly throughout the school year and were heavily advertised and placed on the ACCS yearly calendar. Parents, administrators, teachers, students, community members, and our Parent Teacher/Community Outreach Coordinator attended. The meetings provided for an opportunity for members to develop support projects to support the school, collaborate with the school, and to be educated on various school and community events. Outside community partnerships were involved in these meetings as well. Virtual meetings
2. The strategic planning and SIP meetings were conducted to assist in gaining feedback with ongoing support for the school. Email and in person sharing of documents
3. The Title1/Special Education Parent Meetings were held to inform parents about current programs and curriculum initiatives, gain parent perspective and feedback, as well as allow parents to offer suggestions/supports to provide a better educational experience for their students. Virtual meetings.

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

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

<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
SRI/ETTC	Professional development membership	Professional development opportunities for staff, advantage of outside PD opportunities.
Charter Tech	High School Recruitment	8 <sup>th</sup> grade students
Atlantic County Institute of Technology	High School Recruitment	8 <sup>th</sup> grade students
Stockton University	Student teacher placement and recruitment of teachers	Student teachers and practicum students, teachers and students
University of Arkansas	Filed Placement for Nursing	Student/nurse
Kean University	Restorative Practice grant	Professional development for the entire staff. Monthly virtual PD.

**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>
Galloway Elk’s Club	Hoop Shoot/Scholarships/Field Day/Survivor Run/grants	Staff and students
Atlanticare	Garden/Healthy Eating Grant	Staff and students
Atlanticare	Healthcare Professionals, PTO guest	Parents, staff, and students
Atlanticare	COVID 19 vaccination clinic	Parents, staff, and students
Atlantic County Prosecutor Office	Sharing resources, PTO guest	Parents, staff, and students
Kean University, Dr Walker	Restorative Practices, PTO guest and resources on code of conduct	Parents, staff and administration
Egg Harbor Township Food Bank	Sharing resources, PTO guest	Parents, staff, and students
Atlantiare, Perry Mays	Resources for students	Administration

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

ACCS serves an under privileged community and our community partnerships have been born from the idea that the school is the hub of the community and that ACCS will support our families in any manner to increase the value of education within our families. Through these relationships, we are sharing, supporting, exposing, and providing for the many needs of our students and families. By empowering our families to improve their lives, the lives of our students are then improved.

## **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	No less than 3 no more then 9
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Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )	June 30, 2021
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )	June 30, 2022

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

None

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

1. Amendment to ACCS Charter
2. Parent/Student Handbook
3. Human Resources Employee Handbook
4. Special Education & Related Services Handbook
5. Intervention & Referral Services Manual
6. Local Education Agency (LEA) Guidance for Chapter 27 Emergency Virtual or Remote Instructional Programs 21-22
7. English Language Learners (ELL) Three Year Plan 21-21
8. ACCS 21-22 Classroom/Individual Quarantine Plan
9. ACCS COVID Plan 21-22
10. Evaluation Handbook 21-22
11. New and Novice Teacher Mentor Program Handbook
12. In-Class Support and Co-Teaching Framework and Guidelines for Administration and Teaching Staff
13. "Trimesters" Program
14. Teacher Staff Evaluation Schedule
15. Professional Development Plan 21-22
16. Chief School Administrator (CSA) Timeline for Evaluation
17. Marzano Teacher Evaluation Model
18. Maximum Travel Expenditures
19. Participation in Stockton University Student Teaching Programs
20. Joint Transportation Agreement 21-22
21. ACCS School Improvement Plan
22. Revised Incentive Rates and Revised Contract for Student Recruiters
23. Regular Education Summer Academic Program and Extended School Year (ESY)
24. Restorative Justice in Education Pilot Program
25. Charlotte Danielson School Counselor Rubric
26. Electronic Funds Transfer Policy
27. Orientation Series for New Staff

**Job Descriptions:**

- Lead Person
- Paraprofessional (Revised)
- After School Aide (Revised)
- Child Accountant (Revised)

**Policies and Regulations:**

- 1648.11 – "The Road Forward COVID-19 – Health and Safety"
- 1648.13 – "School Employee Vaccination Requirements"
- 2422 – "Comprehensive Health and Physical Education"

- 2425 – Emergency Virtual or Remote Instructional Program
- 3221 – “Evaluation of Teachers”
- 3222 – “Evaluation of Teaching Staff and Members, Excluding Teachers and Administrators
- 3223 – “Evaluation of Administrators, Excluding the Principal and Assistant Principal”
- 3224 – “Evaluation of the Principal and Assistant Principal”
- 5541 – “Anti-Hazing”
- 3124 – “Employment Contract”

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

- Support of the Mission of the school
- Avoidance of micromanaging of the Day-to-Day Operation of the school
- Recognizes the importance of teamwork, problem-solving and effective decision making

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

- Test scores
- Probationary status of the school
- Facility space impacted by COVID 19 social distancing specifications

### 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 Expirati on Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Dr. Dominick Potena	5/27/14	N/A	President	DrPotena@aol.com	12/10/14	6/24/19 Gov 4
Douglas Groff	1/29/15	N/A	Vice-President	Groff26@aol.com	2/18/15	6/24/19 Gov 4
Dr. Kenneth King	2/20/20	N/A	Member	kenking39@yahoo.com	9/1/20	6/23/20 Gov.1
Matthew Heinle	3/12/14	N/A	Member	matthew.heinle@gmail.com	4/11/14	6/24/19 Gov 4

Name	Start Date	Term Expirati on Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Peter D. Seltzer	3/12/14	N/A	Member	pete@seltzerins.com	3/12/14	7/7/20 Gov 4
Linda Brand	10/26/17	N/A	Member	Brand-linda@cooperhealth.edu	12/8/15	7/16/19 Gov 2
Marlene Frayne	3/12/14	N/A	Member	marmommar@comcast.net	6/5/13	9/13/18 Gov 4

- b) Pursuant to *N.J.A.C. 6A:11-4.12* (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<https://www.atlanticcommunitycharter.com/board-meeting-minutes>

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.

May 2022

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

## Access and Equity

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

### 4.1 Access and Equity

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

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

Date the application for school year 2021-2022 was made available to interested parties	November 30, 2020
Date the application for school year 2021-2022 was due back to the school from parents/guardians	February 26, 2021

Date and location of the lottery for seats in school year 2021-2022	March 1, 2021
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- b) Provide the URL to the school’s application for prospective students for school year 2021-2022. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.

<https://registration.powerschool.com/family/ActionForms/Public/25550>

- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2021-2022.

The application was available online and accessible via the school’s website. Hard copy applications were also available at the school location and through the school’s recruiting team.

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

The application was available in both English and Spanish.

- e) List all ways in which the school advertised that applications for prospective students for school year 2021-2022 were available prior to the enrollment lottery.

A direct mail piece was sent to households; school website; advertisements on Facebook and Twitter; distribution of flyers to local venues by the recruitment team.

- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2021-2022.

**Table 16: Student Enrollment and Attrition**

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2021-2022	Number of students retained in 2021-2022 for the 2022-2023 school year
K	4	15	0
1	6	13	0
2	11	6	0
3	10	11	0
4	11	13	0
5	10	9	0
6	6	3	0



Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2021-2022	Number of students retained in 2021-2022 for the 2022-2023 school year
7	3	2	0
8	0	3	0
9	NA	NA	NA
10	NA	NA	NA
11	NA	NA	NA
12	NA	NA	NA

- 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

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	Atlantic Community Charter School
Facility lease information	112 S New York Road
Landlord name	Galloway, NJ 08205
Lease commencement date	Galloway Education, LLC
Lease termination date	February 21, 2019
2021-2022 annual lease cost	June 30, 2023 with five successive separate five year renewal periods to extend the lease through June 30, 2048
Facility mortgage/bond information	\$336,883.92
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA

Outstanding loan amount as of July 1, 2022	NA
Latest date of appraisal	NA
Appraised value of property	NA

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

Total number of leased facilities	1
Total annual cost of all leases	\$336,883.92
Total lease amount budgeted for 2022-2023	\$343,621.65

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

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

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

### 5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented.

ACCS utilizes iObservation from Learning Sciences International or more commonly known as the 2014 Marzano Teacher Evaluation Model for educator evaluation. The tool is broken down into Domains.

Domain 1, evaluation of Classroom Strategies and Behaviors, is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Domain 2, evaluation of Planning and Preparing, allows the teacher to plan for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success. Domain 3, evaluation of Reflecting on Teaching, provides a forum for educator reflection and creation of a Professional Growth Plan. Domain 4, evaluation of Collegiality and Professionalism, provides a forum for teachers to understand teaching is part of a much larger community.

b) Provide a description of the school leader evaluation system that the school has implemented.

The NJSBA CSA evaluation system is utilized for the Lead Person/CSA. The school leader evaluation is based on district goals for the year 2021-22 and the job description for the Lead Person which is included in Board of Trustees Policy 1230 – Lead Person’s Duties and Policy 1240 – Evaluation of the Lead Person.

c) As **Appendix F**, provide the board resolution approving the teacher and school leader evaluation systems.

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

## File Naming Convention

**Table 20: Appendix File Naming Convention**

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

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

## Appendix A

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

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

Statement	Confirm Compliance (Add ✓ or X)
<b>Instructional Providers</b> The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C. 6A:9 et seq.</i> , and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.	x
<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>	x
<b>Educational Program</b> The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.	x
<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.	x
<b>Provision of Services</b> The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i> ) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i> ) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the 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> ,	x

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>	x

**School Official/School Lead**

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Signature of School Official (School Lead):

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Date:

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Print/Type Full Name: Shelly Ward Richards, Ed.D.

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Title: Lead Person/CSA

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

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Signature:

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Date:

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Print/Type Full Name: Dominick Potena, Ed.D.

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Title: Board of Trustee President

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