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

Atlantic Community Charter School

**Annual Report
June 2023**

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

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 2022-2023 Report

The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2023." To submit the report, upload it to the subfolder "Annual Report 2023" 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 2023" 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 Tuesday, August 1, 2023. 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, 2023.

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 2023-2024	K - 8
2022-2023 Total enrollment as of June 30, 2023	317
2022-2023 Students with disabilities (SWD) enrollment as of June 30, 2023	51
2022-2023 English language learners (ELL) enrollment as of June 30, 2023	24
Projected enrollment for 2023-2024	358
Current waiting list for 2023-2024 by grade level *Pursuant to N.J.A.C. 6A:11-4.6(a)2*	K - 1 1st - 0 2nd-4 3rd - 1 4th - 2 5th - 2 6th - 12 7th - 20 8th - 3

Waitlist within the district/region of residence	K = 1; 02 = 3; 03 = 1; 04 = 2; 05 = 2; 06 = 11; 07 = 20; 08 = 2
Waitlist of non-resident district/region of residence	02 = 1; 06 = 1; 08 = 1
Website address	www.atlanticcommunitycharter.com
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 Title IX McKinney-Vento District Homeless Liaison	Noel Hartman
Name of School Business Administrator (SBA)	Donnella Edwards
SBA email address	dedwards@atlanticcommunitycharter.com
SBA phone number	732-736-6500

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 2022-2023	K, 1, 2, 3, 4, 5, 6, 7, 8
Grade level(s) to be served at this site in 2023-2024	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 Retired July 1, 2023- Christopher Armstrong assumed Lead/Principal/CSA July 1, 2023
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 carmstrong@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.

Learner to Leader: As our mission states, we inspire today's Learners to be tomorrow's Leaders. Teachers select students from their classroom on a quarterly basis to be their class "Learner to Leader" (L2L). These students are recognized for demonstrating leadership qualities and rewarded with our L2L shirt. Students are able to wear their L2L shirts each Wednesday to stand out among their peers. Our L2L students are then chosen to participate in different activities around the school such as being buddy readers to younger students, tour guides for visitors, helping out with events, and being a part of the Students' Roundtable to discuss ideas and changes that need to be made within our school. For students not selected initially as a Leader to Leader, all are encouraged and supported to build their leadership skill-set and are included by years in the program.

Beyond the Bell: ACCS has continued to provide additional academic support and activities to our students after the school day or school year has ended. ACCS offers after school clubs where students in grades 5-8 are able to choose from a variety of clubs such as Chess, Art, Crocheting, and Sports. Within these clubs, students are able to interact with other students while learning or practicing a new skill. Students in grades 5-8 are also able to participate in our after school tutoring program. A small group of students work with one of our teachers who provides support to help with mastery of skills and close academic gaps. Both the after-school clubs and tutoring include transportation home to allow the students have the opportunity to attend regardless of their parents' transportation status. Aftercare services are also offered to students in grades K-8. This program runs Monday through Fridays from 3:45 pm to 5:45 pm at no cost to parents. Students receive help with homework and have opportunities to engage in a variety of activities with their peers. A summer program is offered to all students for 5 weeks from Monday-Thursday. Students receive content area instruction, art instruction, and transportation to and from school.

Marine and Environmental Science Program MESP (Stockton University Partnership): ACCS has forged a new and unique partnership with Stockton University's Marine and Environmental Sciences Departments. Both Stockton's Science Departments and ACCS leadership recognize minority learners in marginalized communities are under-represented in the many fields of science. The MESP will introduce ACCS students to the vast world of marine and environmental sciences that exist right in their local environment. The partnership will incrementally expand over time to include hands-on, activity-based field trips, science club activities onsite, and in-class presentations by Stockton professors and science undergrads. The activities and in-class learning labs will be aligned with the NJSLS Science Standards

https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf within grades 6-8 Matter and its interactions, MS-LS2: Ecosystems: Interactions, Energy, and Dynamics.

Restorative Practices: ACCS was awarded a NJDOE's Restorative Practices Pilot Program, a 3-year grant for the 2021-2024 school years. The 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. Through professional development, we have received valuable training and been able to learn more about restorative justice, restorative practices and how it plays an integral role in the social well-being of our students. We were applauded by Kean University for meeting and exceeding expectations when they visited the school in August 2022

State of the art equipment: To fulfill its mission, ACCS provides 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 students' educational experience so that they can be creative and collaborative, use critical thinking skills that 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 their own Chromebook.

Teacher Induction Program: To make sure our teachers are supported as they manage the various curricular and social and emotional needs of the students, we have created a comprehensive Teacher Induction Program. All teachers must take the online Harry Wong Classroom Management training which has them create a procedure binder for their classroom. This training is modeled throughout the professional development days by administrators. Within the first three days of school, teachers receive feedback from administration on their lesson plans, which focuses on making connections with students and on classroom procedures. Teachers are rated based on their classroom procedures by using the Harry Wong Observation Rubric. We provide multiple layers of support for our staff with mentors for all new teachers, "Go To" administrators for each staff member, an Instructional Practice Mentor who provides informal support, and a hands-on administrative team. New teachers are given the opportunity to observe other teachers teach and participate in book studies. Staff Roundtables with the Lead/CSA have been created so staff members have a voice in the school community.

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

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

Table 3: Format

Goal for Math	
	Decrease the percentage of students (grades 1-8) not meeting or exceeding the i-Ready grade-specific, Fall-to-Spring, national growth averages in Math 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 2022-23 target was 45.7% (students meeting/exceeding national growth averages for their grade)
Actual Outcome	The School met this goal by achieving a 50% increase in students meeting/exceeding national growth averages for their grade

Goal for Literacy	Decrease the percentage of students (grades 1-8) not meeting or exceeding the i-Ready grade-specific, Fall-to-Spring, national growth averages in Reading by 25% across the 5-year improvement plan period (roughly by 5% per year).
Measure	% of students (gr. 1-8) making or exceeding nat. avg. Fall-to-Spring growth in Reading on the i-Ready Diagnostic Assessment.
Target	The SY 2021-22 target was 26.5 % (students on grade level)in reading.
Actual Outcome	The School met the English Language Arts goal by achieving a 62.7% increase in students meeting/exceeding national growth averages for their grade.

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 classrooms 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.

  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 by analyzing the data of the Start Strong assessment and i-Ready assessments to see where the students were performing. This analysis also provided information in planning to 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.

Our counselor and social worker provided social and emotional support to students through small group and individualized interventions. Calm Classroom was instituted school wide and the school provided a great deal of professional development to the staff through the Restorative practice grant we received on social and emotional learning and within house classroom management professional development. Even though it is getting better, students still struggle to this day in how to regulate themselves with their peers after two 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 2022-2023 school year.

Students who were required to quarantine, which was minimal, and at the beginning of the school year, 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 2022-2023 school year. What support will the school provide in the 2023-2024 school year?

We have no students being retained for the 2022-2023 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. At the beginning of the 2023-2024 school year, the counselor meets with the students to create goals for the year and help them be more successful with their studies. After school programming is also available for students and basic skills small group instruction services are available during the school day.

1.4 Assessment

    a)   The Department is requesting data from local benchmark assessments administered during the 2022-2023 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 2022-2023 NJSLA results have not been released to schools by July 15, 2023, then leave the 2022-2023 column blank.

Table 4a: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022

	Below (%)	On (%)	Above (%)
ELA K	N/A	N/A	N/A
ELA 1	97.3%	2.7%	0%
ELA 2	89.5%	10.5%	0%
ELA 3	83.8%	16.2%	0%
ELA 4	96.8%	3.2%	0%
ELA 5	91.1%	8.9%	0%
ELA 6	100%	0%	0%
ELA 7	83.3%	16.7%	0%
ELA 8	77.8%	22.2%	0%
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	N/A	N/A	N/A
MAT 1	100%	0%	0%
MAT 2	100%	0%	0%
MAT 3	100%	0%	0%
MAT 4	96.8%	3.2%	0%
MAT 5	97.8%	2.2%	0%

	Below (%)	On (%)	Above (%)
MAT 6	96.8%	3.2%	0%
MAT 7	89.7%	10.3%	0%
MAT 8	100%	0%	0%
Algebra I	NA	NA	NA
Geometry	NA	NA	NA
Algebra II	NA	NA	NA

Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2023

	Below (%)	On (%)	Above (%)
ELA K	51.4%	48.6%	0%
ELA 1	57.6%	42.4%	0%
ELA 2	66.7%	33.3%	0%
ELA 3	71.9%	25.0%	3.1%
ELA 4	89.8%	10.2%	0%
ELA 5	89.2%	10.8%	0%
ELA 6	87.8%	19.4%	28%
ELA 7	60%	36.7%	3.3%
ELA 8	62.6%	37.4%	0%
ELA 9	NA	NA	NA
ELA 10	NA	NA	NA
ELA 11	NA	NA	NA
ELA 12	NA	NA	NA
MAT K	55.3%	44.7%	0%

	Below (%)	On (%)	Above (%)
MAT 1	85.8%	14.3%	0%
MAT 2	75.0%	25.0%	0%
MAT 3	79.5%	20.5%	0%
MAT 4	87.4%	12.6%	0%
MAT 5	87.5%	12.5%	0%
MAT 6	89.2%	10.8%	0%
MAT 7	87.1%	12.9%	0%
MAT 8	92.0%	8.0%	0%
Algebra I	NA	NA	NA
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
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	

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations*
ELA 3	2.7%	23.3%
ELA 4	9.3%	10.0%
ELA 5	10.5%	29.3%
ELA 6	37.0%	37.8%
ELA 7	46.4%	53.3%
ELA 8	23.8%	60.0%
ELA 9	N/A	N/A
ELA 10	N/A	N/A
MAT 3	10.8%	10.0%
MAT 4	1.9%	10.0%
MAT 5	0.0%	7.3%
MAT 6	3.7%	2.7%
MAT 7	14.3%	6.5%
MAT 8	9.5%	8.0%
Algebra I	N/A	N/A
Geometry	N/A	N/A
Algebra II	N/A	N/A

*SY 22-23 results are preliminary and based on the initial release of NJSLA data in late June 2023.

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.

For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2022-2023 year.

Subject	*Grade(s)*	*Assessment*
Literacy	K-8	iReady Diagnostic Chapter and unit assessments, writing prompts
Literacy	K-2nd	Fundations
Literacy	4-8th	Start Strong Assessment
Literacy	3rd-8th	NJSLA and Benchmarks through Link-It
Literacy	1st-5th	Fountas & Pinnell Reading Benchmark
Math	K-8	iReady Diagnostic Chapter and Unit Assessments
Math	4-8th	Start Strong Assessment
Math	3rd-8th	NJSLA
Science	K-8	Foss chapter assessments and unit labs
Science	5th and 8th	NJSLA Benchmarks through Link-It
Social Studies	K-8	Chapter Assessments, projects
ESL	K-8	WIDA Screener & ACCESS

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

Results from the various assessments were used on many levels, the results provided evidence of progress of lack of progress towards specific learning standards. This information was then utilized to plan intervention groups, small group instruction, as well as areas of need for professional development opportunities. The iReady diagnostic was administered in the Fall, Winter, and Spring to identify student growth and teacher impact. Weekly PLC meetings were held with teachers to look at the data under various lenses to ensure progress was being made as well as identify areas that needed more focus within the classroom and curriculum. Results from our data analysis sparked the creation of classroom specific SMART goals in their own classroom based on their data outcomes for Math and ELA. Teachers were able to access the data through Link-It to provide them with historical and present data to assist them in planning small group and whole group instruction. The data was used to measure the impact the Instructional Interventionists were having on the students throughout the school year.

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

ACCS utilizes curriculum-based assessments to ensure fidelity and continuity throughout the school. Each curriculum program offers various assessments to measure the students' progress towards mastery of the skills/standards. In addition to curriculum-based assessments, ACCS chose to use Link-It benchmarks in ELA to identify strengths and weaknesses in the curriculum to ensure standards are being met or reviewed as needed. The Link-It ELA assessments are NJ standards-aligned and expose students to the structure and format of the NJSLA assessments to remove any barriers that they may face when taking the state standardized assessments. The iReady diagnostic provided specific data on each of the different NJSLS domains in Math and Reading. The iReady diagnostic provides data at individual student level, class level, and grade level to help assist teachers with planning instruction and differentiation within the classroom.

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

Comparing our iReady Math results to the NJSLA preliminary results, the data was consistent between the two measures. In ELA, we did see some differences between our iReady Reading and the preliminary NJSLA proficiency rates; we attribute the differences due to the year-long focus on the different writing skills and templates, a large amount of emphasis was placed on HOT skills (Higher Order Thinking) which helps students identify distractors in multiple choice questions. In our 6th, 7th and 8th grade we had two seasoned ELA teachers and split ELA into Reading and Writing. Until we receive the comprehensive NJSLA data file, we are unable to pinpoint the exact area where the students performed at a higher level when compared to iReady.

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

Administrator Name	Title	Start Date	Annual Salary
Shelly Ward Richards, ED.D	Lead/CSA	September 2021	150,800.00
Steven DiMatteo	Principal/Director of Special Education	July 2017	146,816.92
Sharon Mauriello	Supervisor of Elementary Education	October 2017	99,782.38
Linda O'Donnell	Vice Principal	August 2018	99,782.38
Patricia O'Connell	Supervisor of Literacy	October 2016	99,782.38

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)	89.8%
Elementary School Attendance Rate (grades K-5)	89.3%
Middle School Attendance Rate (grades 6-8)	91.0%
High School Attendance Rate (grades 9-12)	NA
Student - Teacher Ratio	11.3:1

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 2021-2022 to 2022-2023	61.3%
Total Staff Retention Rate from SY 2021-2022 to 2022-2023	70.3%
Frequency of teacher surveys and date of last survey conducted	Bi-annual (December 2022 and June 2023)
Percent of teachers who submitted survey responses	96.4%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	77.8%

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

    a. administrative support

    b. staff climate

    c. significant professional development

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

    a. classroom management

    b. students' behavior toward each other

d) Fill in the requested information below regarding the school's discipline environment in 2022-2023. If there was a noticeable increase or decrease in suspensions and expulsions in 2022-2023 compared to 2021-2022, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2022-2023

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	41	0	0

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
1	38	2	0
2	42	2	0
3	36	1	0
4	32	4	0
5	46	7	0
6	34	5	0
7	34	5	0
8	27	2	0

ACCS experienced a profound improvement in school climate and culture during the 22-23 school year, but began this improvement during the 21-22 SY after receiving a 3-year grant in partnership with Kean University for Restorative Practices.

The school has reduced out of school suspensions by 80% during the 2022-2023 school year. Elements noted that have affected positive changes and reductions in suspensions include:

● The Student Support Center (SSC), a dedicated classroom for resetting students in a positive therapeutic environment, has had an enormous effect on developing student resilience and empathy for actions. The school counselor, psychologist, behaviorist, social worker, and classroom teachers circulate the SSC throughout the reset time for students to provide therapeutic trauma attuned resources and academic assistance.
● ACCS administration and staff elevated the level of engagement on parent surveys to an all-time high for participation of more than 43%. This much-improved level of outreach and engagement resulted in a very positive response rate with variable feedback to the school.

- The utilization of a Board Certified Behavior Analyst (BCBA) and Behavioral Health Technician (BHT) has absolutely had an impact on student behaviors, coping skills, and overall improvement to the school climate.
- ACCS initiated the "First Days of School'' with practical classroom focused resources from Harry Wong. This initiative provided returning and novice teachers an excellent foundation for establishing classroom norms, behavior agreements, and visible plans supporting high expectations.
- The entire staff is educated through our comprehensive PD program on trauma-informed classrooms, Handle with Care, Restorative Practices (through our grant)
- Staff participated in a bus ride to the neighborhoods where our students live so there is a better understanding of their daily lives.
- ACCS has established classroom environments that are responsive to the needs of the students and that is demonstrated in the circles in which students participate each day as well as in the Respect Agreements that the teachers and students do together. During our initial in-service days, we created a Staff Respect Agreement that is posted in the staff lounge. These types of activities create the type of discourse that allows all voices to be heard and promotes collaboration and understanding among all.
- We additionally teach SEL competencies through "mirror and window" literacy books. These books provide characters or storylines that students can relate to or see themselves in (mirror) and/or provide them with a window that they can look through to learn about new and different experiences. In grades K-4 each teacher received and read the book *Be Kind* by Pat Zietlow Miller to the students, and in grades 5-8 they read the *Incredible Boy* by Trudy Ludwig. We continue to buy mirror and window books for each classroom to help promote SEL.
- The hallways are filled with positive quotes, books on display, pictures of students who represent our population of students, a sensory path for our youngest learners (who are always found using it), interactive bulletin boards (Color Me Calm), student art, and student work. The classrooms have interactive anchor charts, word walls, Respect Agreements and student work as well.
- ACCS has continued the "Caught you Being Good" token economy behavior incentive linked to the school store and school events. Not only has this established element of the school grown in positive behavioral results, it has also served as a financial literacy exercise for students to account and budget for their earned school dollars.
- By all accounts noted above, supported by the data, ACCS promotes a culture of high expectations in a safe, respectful and supportive climate.

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	Dec. 2022

Percent of parents/guardians completing the survey (consider one survey per household)	43%
Percent of parents/guardians that expressed satisfaction with the overall school environment	98%

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

- Parents felt that teachers and staff treated their children with respect
- Communication
- Small family feel/community

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

- Bussing/Transportation
- Peer relationships
- Lack of Afterschool Athletic Programs

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2022-2023 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

a. Back to School Night - Parents/Guardians were invited in person to learn about the school and their child(ren) grade level curriculum. Teachers also posted their slideshow on their ClassDojo page for parents who were unable to attend.

b. Monthly PTO meetings were held virtually through the google meet platform. Each month a different topic was presented and/or discussed to provide families with valuable resources and information.

c. ACCS' Sneaker Ball - An in person semi-formal dance was offered to students and their families.

d. Graduation - 8th grade graduation was held in person for families to celebrate their child(ren)'s accomplishments.

e. Monthly virtual Title 1/ Special Education/ ELL parent meetings were held in conjunction with our PTO meetings to share information and seek feedback from parents.

f. Parent/Teacher conferences were held both in person and virtually to share information with parents on their child(ren)'s academic progress.

g. Family Forums (December and March) - Virtual Family Forums were held to discuss the following topics: Diversity in the School, Curriculum, Restorative Practices, Charter Renewal, and Busing concerns.

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.

a. Monthly PTO meetings were held virtually through the google meet platform. Each month a different topic was presented and/or discussed to provide families with valuable resources and information.

b. ACCS' Sneaker Ball - An in person semi-formal dance was offered to students and their families.

c. Charter Renewal Panel - Parents/Guardians were a part of the Charter Renewal process and site visit.

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

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Stockton SRI/ETTC	Professional development membership	Professional development opportunities for staff, advantage of outside PD opportunities.
Charter Tech	High School Recruitment	8th grade students
Atlantic County Institute of Technology	High School Recruitment	8th grade students
Stockton University	Student teacher placement and recruitment of teachers	Student teachers and practicum students, teachers and students
University of Arkansas	Field Placement for Nursing	Student/nurse
Kean University	Restorative Practice grant	Professional development for the entire staff. Monthly
Stockton University	College of Education for student teachers and 8th grade students.	8th grade students - 4 field trips

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
	Partnership with Marine Science program and 8th grade 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.
AtlantiCare	Garden/Healthy Eating Grant	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
AtlantiCare, Coalition of Safe Schools, Perry Mays	Resources for students	Administration
Galloway Elk's Club	Hoop Shoot/Scholarships/Field Day/Survivor Run/grants	Staff and students

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

ACCS serves an underprivileged 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	min 3 max 9
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as **Appendix B**)	12/22
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as **Appendix C**)	6/22* retired 6/23
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**)	In addition to an annual evaluation, every month the operation and performance of the school, inclusive of CSMI, is reviewed and discussed. Specifically, the effectiveness of CSMI's interaction and consultation with the School Leader and other various administrators in the areas of academic, organizational, financial, and cultural performance of the school are reviewed and discussed among the Board members. In addition, the interaction and consultation of CSMI's performance with regard to the Human Resources department and the various federal grants that are awarded to the school is also reviewed and discussed by the members of the Board.

b) List the amendments to bylaws that the board adopted during the 2022-2023 school year.

    a.   none

c) List the critical policies adopted by the board during the 2022-2023 school year.

Policy/Regulation/Bylaw Name	Policy/Regulation Number	First Adopted	Revised Adopted
Every Student Succeeds Act	2415	July 26, 2016	August 25, 2022
Title I – Fiscal Responsibilities	2415.02	July 26, 2016	August 25, 2022
Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment	2415.05	July 26, 2016	August 25, 2022
Every Student Succeeds Act Complaints	2415.20	July 26, 2016	August 25, 2022
Every Student Succeeds Act Complaints **(Regulation)**	**R** 2415.20	July 26, 2016	September 22, 2022
ACCS – Title I School, Parent, and Family Engagement	2415.50	August 25, 2022	N/A
Grievance (Teaching Staff)	3340	July 26, 2016	August 25, 2022
Grievance (Support Staff)	4340	July 26, 2016	August 25, 2022
Quorum **(Bylaw)**	0163	July 26, 2016	September 22, 2022

Policy/Regulation/Bylaw Name	Policy/Regulation Number	First Adopted	Revised Adopted
Board of Trustees Website Accessibility	1511	October 20, 2022	N/A
Emergency Virtual or Remote Instruction Program	2425	November 23, 2021	October 20, 2022
Emergency Virtual or Remote Instruction Program ((Regulation)	R 2425	October 20, 2022	N/A
Emergency and Crisis Situations	8420	July 26, 2016	January 21, 2021; October 20, 2022
Cooperation with Law Enforcement Agencies	9320	July 26, 2016	October 20, 2022
Cooperation with Law Enforcement Agencies (Regulation)	R 9320	July 26, 2016	October 20, 2022
Harassment, Intimidation or Bullying	5512	July 26, 2016	December 20, 2018; November 22, 2022
Board Member Resignation or Removal (Bylaw)	0145	N/A	December 15, 2022
Notice of Board Meetings (Bylaw)	0162	July 16, 2016	February 16, 2023
Policy/Regulation/Bylaw Name	**Policy/Regulation Number**	**First Adopted**	**Revised Adopted**
Bilingual and ESL Education (Policy & Regulation)	2423	July 26, 2016	February 16, 2023

Bomb Threats **(Regulation)**	**R** 8420.2	July 26, 2016	February 16, 2023
Lockdown Procedures **(Regulation)**	**R** 8420.7	July 26, 2016	February 16, 2023
Active Shooter **(Regulation)**	**R** 8420.10	July 26, 2016	February 16, 2023
Board Officers **(Bylaw)**	0152	July 26, 2016	April 20, 2023
Student Records (Policy and Regulation)	8330	July 26, 2016	January 25, 2017; April 20, 2023
Student Enrollments (Policy and Regulation)	8140	July 26, 2016	April 20, 2023
Attendance	5200	July 26, 2016	April 20, 2023

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

a. focus of improving instruction

b. cohesiveness of the BOT

c. setting goals that are improving climate and instruction of the school

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

a. improvement of student achievement

b. renewal

c. staffing

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
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	Member	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
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	Vice President	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.

    a. 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 2023)**

d) Pursuant to *N.J.S.A.* 18A:36A-15, Complaints to board of trustees, please provide as **Appendix E** 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 2022-2023.

Table 15: School Year 2022-2023 Application Process Timeline

Date the application for school year 2022-2023 was made available to interested parties	November 30, 2021
Date the application for school year 2022-2023 was due back to the school from parents/guardians	February 25, 2022
Date and location of the lottery for seats in school year 2022-2023	March 4, 2022 at ACCS

b) Provide the URL to the school's application for prospective students for school year 2022-2023. As **Appendix F**, provide a copy of the application in as many languages as available.

   a. https://registration.powerschool.com/family/ActionForms/Public/30582

c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2022-2023.

   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 2022-2023 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 recruiting team.

f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2022-2023.

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

Upon receiving information of an available seat in the school, the Lead Person or designee will offer enrollment in the school to the next student on the waiting list. In the event the parents of a child offered enrollment for a vacant seat decline the offer, or after three attempts the school has not been able to confirm that a waitlisted student will be attending, the seat will be offered to the next applicant on the waiting list.

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 2022-2023	Number of students retained in 2022-2023 for the 2023-2024 school year
K	8	19	0
1	5	5	0
2	8	5	0
3	10	8	0
4	6	4	0
5	4	1	0
6	2	11	0
7	6	10	0
8	2	0	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, Galloway, NJ 08205
Landlord name	Galloway Education, LLC
Lease commencement date	February 21, 2019
Lease termination date	June 30, 2023 with five successive separate five year renewal period to extend the lease through June 30, 2048
2022-2023 annual lease cost	$453,621.68
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2023	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	$453,621.68
Total lease amount budgeted for 2023-2024	$525,498.52

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	NA
Mortgage principal budgeted for 2023-2024	NA
Mortgage payment interest budgeted for 2023-2024	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 2022-23 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 H**, 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	Board policy for the establishment of a grievance committee
Appendix F	Appendix F Admissions Application (Language)
Appendix G	Appendix G Board policy for enrollment backfilling
Appendix H	Appendix H Board resolution approving the teacher and school leader/principal evaluation systems
Appendix I	Appendix I 2023 – 2024 School Calendar
Appendix J	Appendix J Organizational Chart
Appendix K	Appendix K Promotion/Retention Policy
Appendix L	Appendix L Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder "Annual Report 2023." 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)
Instructional Providers 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 *N.J.A.C.* 6A:9 *et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.	x
Background Checks; Fingerprinting 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 *N.J.S.A.* 18A:6-7.1, *et esq*.	x
Educational Program The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.	x
Student Disciplinary Code 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
Provision of Services 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 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (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 *N.J.S.A.* 18A:46-1 *et seq.*, and section *N.J.A.C.* 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.	x

Statement	Confirm Compliance (Add ✓ or X)
Facility Location 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 *N.J.A.C.* 6A:11-2.2, 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 *N.J.A.C.* 5:32-2 (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 *N.J.A.C.* 5:70-4. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	x

School Official/School Lead

Signature of School Official (School Lead):

Date:

Print/Type Full Name:

Title:

Signatory Office (President, Board of Trustees)

Signature:

Date:

Print/Type Full Name:

Title: