



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

**August 1, 2025**

## Introduction

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

## Annual Report Submission Guidelines

### Annual Report Submission

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

### Submission Process for the 2024-2025 Report

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The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2025.” To submit the report, upload it to the subfolder “Annual Report 2025” 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 2025” 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 Friday, August 1, 2025. Copies require a cover page, which includes the school’s name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school’s annual report to the commissioner no later than October 1, 2025.

## Annual Report Questions

### Basic Information about the School

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

**Table 1: Basic Information**

Name of charter school	College Achieve Paterson Charter School
Grade level(s) to be served in 2025-2026	Kindergarten – 12 <sup>th</sup>
Projected enrollment for 2025-2026	1925
2024-2025 Total enrollment as of June 30, 2025	1660
2024-2025 Students with disabilities (SWD) enrollment as of June 30, 2025	61
2024-2025 Multilingual learners (ML) enrollment as of June 30, 2025	157
Current waiting list for 2025-2026 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	721
Waitlist within the district/region of residence	708
Waitlist of non-resident district/region of residence (Organize by district/region)	13
Website address	<a href="http://www.collegeachievepaterson.org">www.collegeachievepaterson.org</a>
Name of board president	Dr. Samuel Johnson
Board president's email address (Embed link to board president's email address on charter school website)	<a href="mailto:drstj31@gmail.com">drstj31@gmail.com</a>
Board president's direct phone number (Do not include charter school number)	732-768-6221
Name of school leader (Include the preferred point of contact for official communications)	Dr. Zatiti Moody
School leader's email address	<a href="mailto:zmoody@collegeachieve.org">zmoody@collegeachieve.org</a>
School leader's direct office phone number and/or extension	862-319-4200 ext. 15203

Title IX McKinney-Vento District Homeless Liaison’s name and email address	Kiakoma Roberts, kroberts@collegeachieve.org
School Safety Specialist’s name and email address	Kanifa Dobson, kdobson@collegeachieve.org
School Threat Assessment Team Members’ names and email addresses	Esther Arizmendi, earizmendi@collegeachieve.org  Lorenzo Williams, lwilliams@collegeachieve.org  Wendell Crawford, wcrawford@collegeachieve.org
Harassment, Intimidation and Bullying (HIB) Coordinator’s name and email address	Leslie Cedeno, lcedeno@collegeachieve.org
Name of School Business Administrator (SBA)	Dr. Brian Falkowski
SBA email address	bfalkowski@sboffice.com
SBA phone number	732-631-4009
Name of District Testing Coordinator (DTC)	Sharon Cook
DTC email address	scook@collegeachieve.org
DTC phone number	862-257-1423

**School Site Information**

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

**Table 2: School Site Information**

Site name	College Achieve Paterson Charter School
Year site opened	2017
Grade level(s) served at this site in 2024-2025	Kindergarten - 5th
Grade level(s) to be served at this site in 2025-2026	Kindergarten - 5th
Site street address	21 Market Street
Site city	Paterson
Site zip	07501

Site lead or primary contact's name	Adriana Verta Cespedes
Site lead or primary contact's office phone number and extension	862-257-1423 ext. 14407
Site lead's email address	averta@collegeachieve.org

Site name	College Achieve Paterson Charter School
Year site opened	2024
Grade level(s) served at this site in 2024-2025	Kindergarten
Grade level(s) to be served at this site in 2025-2026	Kindergarten - 1 <sup>st</sup>
Site street address	47 State Street
Site city	Paterson
Site zip	07501
Site lead or primary contact's name	Dr. Jaimie Phillips
Site lead or primary contact's office phone number and extension	973-938-8400 ext. 18201
Site lead's email address	jphillips@collegeachieve.org

Site name	College Achieve Paterson Charter School
Year site opened	2022
Grade level(s) served at this site in 2024-2025	6th - 8th
Grade level(s) to be served at this site in 2025-2026	6th - 8th
Site street address	137 Ellison Street
Site city	Paterson
Site zip	07505
Site lead or primary contact's name	Dr. Kimberly Wright-White
Site lead or primary contact's office phone number and extension	862-319-4567 ext. 16301

Site lead's email address	kwright-white@collegeachieve.org
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Site name	College Achieve Paterson Charter School
Year site opened	2024
Grade level(s) served at this site in 2024-2025	6 <sup>th</sup>
Grade level(s) to be served at this site in 2025-2026	6 <sup>th</sup> - 7 <sup>th</sup>
Site street address	59 Spruce Street
Site city	Paterson
Site zip	07501
Site lead or primary contact's name	Deyka Torres
Site lead or primary contact's office phone number and extension	973-938-8300 ext. 19206
Site lead's email address	dtorres@collegeachieve.org

Site name	College Achieve Paterson Charter School
Year site opened	2021
Grade level(s) served at this site in 2024-2025	9th - 12th
Grade level(s) to be served at this site in 2025-2026	9th - 12th
Site street address	5 Colt Street
Site city	Paterson
Site zip	07505
Site lead or primary contact's name	Dr. Zatiti Moody
Site lead or primary contact's office phone number and extension	862-319-4242 ext. 15203
Site lead's email address	zmoody@collegeachieve.org

## Organizational Performance Areas

## Education Program and Capacity

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

### 1.1 Mission and Key Design Elements

- a) State the school's Commissioner-approved mission.
- College Achieve Paterson Charter School will prepare its students to excel in and graduate from the top colleges and universities in the nation.
- b) Briefly list the school's key design elements.
- a. College Achieve Paterson Education program is routed in the following 11 Pillars:
- GRACE:**
    1. Grit: The tendency to sustain interest in and effort toward very long-term goals. Trying hard even when you know you are going to struggle and fail again and again. Never giving up.
    2. Resiliency: The ability to overcome failure, disappointment, setbacks, and loss.
    3. Agency: owning your life and the decisions you make that determine your path.
    4. Character: Doing the right thing even when no one else is watching. Doing the right thing even when you know you will suffer for it. Becoming a person of integrity, compassion, and purpose.
    5. Excellence: The urge to find a way to do a thing perhaps better than it has ever been done before, or doing it the best way it can possibly be done.
  - ii. A rigorous, standards based instructional program that is backwards mapped from college standards and teaches our students how to think for themselves.
  - iii. Elementary School: Systemic Phonics, the Common Core & the Core Knowledge Sequence
  - iv. Data-driven assessment & instruction data reporting to ensure teachers understand student progress.
  - v. Shared Inquiry: Socratic Seminars
  - vi. College Achieves' Approach to teaching the Toulmin College Writing Model (Grades 5-12)
  - vii. More Time for Learning & Science
  - viii. Pacing for Rigorous Instruction
  - ix. Apprentice Teacher Pipeline & High Dosage Tutoring
  - x. MAADNESS: Music, Art, Athletics, Drama & Dance
  - xi. SOAL: Summer of A Lifetime (SOAL) and Travel Study Programs
- 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.

- N/A

### 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</b>	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
<b>Measure</b>	Ex: Year over year growth in the participation and passing rates on AP tests.
<b>Target</b>	Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2023-2024 to 2024-2025.
<b>Actual Outcome</b>	Ex: In 2023-2024, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2024-2025, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. <b>Goal has been met.</b>

### 1.2 Curriculum

- All charter schools are required to adopt and implement curricula 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.
- Pursuant to *N.J.A.C. 6A:8-3.1(a)3*, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

[COPY of The Repository at CAPS \(Scope and Sequence\)](#)

### 1.3 Instruction

- What constitutes high-quality instruction at this school?
  - Our teachers utilize a mix of instructional strategies to ensure that all of our students will attain high levels of academic achievement. All teachers will embrace a rigorous, fast-paced teaching style. Various instructional methods, including direct instruction, Socratic seminars, in-class writing using the Toulmin writing model, whole class and small group discussion, and teacher coaching.
  - A rigorous, fast-paced teaching style - Our teachers pace instruction at the level at which the top quartile in the class has to work hard to achieve an A. We gauge the level of difficulty to

which we are teaching through a combination of recommendations from the textbook, data gleaned from formative assessments and interim assessments, and teacher consensus. One way teachers know the work is at the appropriate level of difficulty is if the majority of the students struggle to achieve a B or a C the first time they are assessed. This rigor and pacing is well suited to the population we anticipate serving.

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

- The right combination of instructional methods are essential - Inquiry-based learning, where students learn by posing questions and working through scenarios, reinforced with direct instruction, Socratic seminars, and Toulmin writing, drives our overall model. There are routine and rhythm to the structure of our units and lesson plans so that questioning and discussion leads to high-level reasoning, and high-level reasoning leads to thoughtful and logical writing closely grounded in the text.
- Direct instruction (15-30% of teaching time): Direct instruction is an important and necessary part of inquiry-based learning. Direct instruction refers to the approach when content and information is structured and delivered to students by teachers. This delivery can happen in a wide variety of ways, including teacher lectures, students reading a text, or students watching a video or demonstration. A critical component of many lessons, direct instruction is likely to be the most utilized method across our curriculum.
- Socratic seminars (15-20% of teaching time): The Socratic method of teaching engages students in dialogue, encouraging them to think critically about content and ideas instead of simply looking for the "right" answer. Teachers respond to students' comments and queries with a series of probing questions designed to facilitate broader and deeper understanding. In the classroom, students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, piece of music, historical debate, mathematical problem, or scientific formula. After review of a common text or problem, the teacher poses open-ended questions. Open-ended questions will allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. The dialogue created through this process will encourage students to think deeply and to become more critical readers of text.
- Toulmin writing model (15-20% of teaching time): The Toulmin writing model teaches students to make a claim, define the issue in the claim, support the claim with evidence, explain how the evidence supports that claim, and finally consider and engage with any possible counter-claims. This is a high level of thinking and writing that requires students to have read, understood, and engaged deeply with a text prior to making an argument and writing a persuasive essay.
- Whole- and small-group discussion (15-20% of teaching time): When students are asked to communicate with their peers, they learn to organize their thoughts and naturally reflect on their own ideas, gaining further insight into the topic at hand. When students listen to their peers, they learn to engage multiple points of view, consider contradictory ideas, and engage in healthy discussions. All of this leads to deeper understanding of content, and higher and more complex levels of thinking – which is exactly what we want our students to develop.

- Teacher coaching (15-20% of teaching time): Teachers will work one-on-one or will small groups as needed to remediate or accelerate learning as needed.
- c) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2024-2025 school year.

Our policies and initiatives to support students who were required to quarantine during the 2024-2025 school year are aligned with those utilized in previous school years. We recognize the importance of continuity in education, and we maintained proactive measures to ensure these students continue to receive quality instruction and support during their quarantine period.

1. Google Classroom for Remote Learning: To facilitate seamless learning, we fully integrated Google Classroom as our primary platform for remote instruction. When students are required to quarantine, they have immediate access to their class materials, assignments, and resources on Google Classroom. Teachers upload lessons, videos, and learning materials, enabling students to stay engaged with the curriculum from home.
2. Virtual Teacher Support from 3:30-5:30 pm, Monday-Thursday: Understanding that some students may need additional assistance during their quarantine period, we have established virtual teacher support sessions from 3:30-5:30 pm, Monday to Thursday. Students can join these live sessions through video conferencing platforms to ask questions, seek clarifications, and receive individualized help from their teachers.
3. Real-time Interaction and Feedback: During the virtual teacher support sessions, our teachers actively engage with the quarantined students, addressing their doubts, providing feedback on assignments, and conducting virtual discussions to ensure they stay connected with the class and their peers.
4. Flexible Assessment and Evaluation: We have implemented flexible assessment and evaluation methods for students in quarantine. Whenever possible, we provide alternative assessment options that allow them to demonstrate their understanding and skills, even when not physically present in the classroom.
5. Communication and Parental Involvement: Clear and consistent communication with parents and guardians is a priority. We inform them of the expectations for remote learning and the support available to their quarantined child. Parents are encouraged to communicate with teachers and school administrators to ensure that their child's unique needs are addressed.
6. Access to Technology: We recognize that effective remote learning depends on access to technology. To bridge the digital divide, we have provided devices and internet access support to students who may require assistance, ensuring that all students can fully participate in remote instruction.
7. Collaboration and Professional Development: Our teachers have undergone comprehensive training in delivering effective remote instruction. They collaborate with colleagues to share best practices and continuously improve their online teaching skills, resulting in a high-quality virtual learning experience for quarantined students.

By implementing these policies and utilizing Google Classroom and virtual teacher support from 3:30-5:30 pm, Monday to Thursday, students who needed to quarantine during the 2023-2024 school year continue to receive educational opportunities without major disruptions.

- d) Provide the number of students, by grade level, that the school retained and did not promote to the next grade for the 2025-2026 school year. For each identified student, specify the

justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

- Kindergarten - 15
- 1<sup>st</sup> grade - 4
- 2<sup>nd</sup> grade - 0
- 3<sup>rd</sup> grade - 9
- 4<sup>th</sup> grade - 5
- 5<sup>th</sup> grade - 8
- 6<sup>th</sup> grade - 10
- 7<sup>th</sup> grade - 1
- 8<sup>th</sup> grade - 0
- 9<sup>th</sup> grade - 21
- 10<sup>th</sup> grade - 30
- 11<sup>th</sup> grade - 16
- 12<sup>th</sup> grade - 0

Scholars who did not master 2 or more core subject standards for ELA, Math Science or Social Studies with a grade of 70% and higher at the end of Y1 were retained. Student attendance was also factored into the decision along with parent advocacy for retention due to low assessment performance/ retention of SLO standard goals. Students on the retention list were also enrolled in the I&RS program with recommendations for retention at the end of Y1.

- e) If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be retained for the 2025-2026 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan.

A total of two students with either an IEP or 504 Plan were retained. In both cases, the decision to retain the student was made collaboratively, with documented input from the parent/guardian, classroom teachers, and school leadership.

One parent formally requested retention due to concerns regarding their child's academic performance and readiness to transition to the next grade level. This request aligned with teacher recommendations based on the student's ongoing academic progress and demonstrated instructional needs over the course of the school year.

One case, the student attendance was also a contributing factor in the decision-making process, as each student experienced a significant number of absences that impacted instructional access. These absences were not related to a documented medical condition or the student's disability.

The retention decisions were made in compliance with NJDOE regulations and in accordance with IDEA and Section 504, ensuring that retention was not based on the student's disability, but rather on multiple data points including academic progress, teacher input, parent request, and attendance records.

- f) What support services will the school offer to retained students during the 2025-2026 school year?

- Students on the retention list will receive ELA and math intervention via targeted small group instruction; priority will be given for support from the reading & math specialists as well as additional support during after school tutoring. These students will also be required to enroll in the Saturday Learning Academy program.

#### 1.4 Assessment

- a) In tables 4 and table 5, fill in the table to show year-over-year trends in the proportion of students meeting or exceeding expectations on the New Jersey Student Learning Assessment (NJSLA) for ELA and Math, as well as the proportion of students that achieved proficient or advanced proficiency on the NJSLA for Science administered by the school, if applicable. *Note: If the results of the Spring 2025 NJSLA have not been released to schools by July 15, 2025, leave the Spring 2025 column blank.*

**Table 4: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)**

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	49	60	79
ELA 4	65	75	87
ELA 5	71	91	89
ELA 6	54	72	65
ELA 7	69	80	70
ELA 8	59	68	81
ELA 9	57	54	57
MAT 3	43	41	60
MAT 4	39	57	63
MAT 5	27	54	72
MAT 6	35	30	34
MAT 7	24	35	27
MAT 8	10	22	47
Algebra I	17	17	16

**Table 5: 3-Year NJSLA Science Assessment Results (Percentage of Students That Achieved Proficient or Advanced Proficiency)**

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	12	14.4	

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 8	1.9	4.2	
SCI 11	8	8.2	

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

College Achieve Paterson Charter School has consistently demonstrated strong academic performance, as reflected in its most recent NJ DOE Report Card. Specifically, students in elementary and middle school have frequently outperformed state averages in English Language Arts (ELA), with certain grades achieving proficiency rates exceeding 90%. Notably, 5th-grade students reached approximately 91% proficiency in ELA, representing a 45-point increase over two years, surpassing state averages by nearly 18 points. Mathematics proficiency, while currently a few points lower than state averages at approximately 37%, has seen notable improvement, with a 22-point gain over recent years.

Importantly, the school has effectively served historically underserved subgroups, including economically disadvantaged, Black, Latino, multilingual learners, and students with disabilities, frequently outperforming statewide peers. ELA proficiency among these subgroups has been up to 35 percentage points above state averages, while math performance ranges from 5 to 13 points higher. To ensure continued academic progress across all subjects, grades, and subgroups, the school has implemented a comprehensive approach:

- Curriculum and Instruction: Continue utilizing a rigorous, standards-aligned curriculum with a focus on college and Advanced Placement readiness.
- Data-Driven Interventions: Continue administering regular benchmark assessments identify gaps early, prompting targeted small-group interventions specifically tailored for multilingual learners, students with disabilities, and economically disadvantaged students.
- Specialized Subgroup Support: Continue providing scaffolded literacy programs and language labs for multilingual learners, alongside individualized learning plans (IEPs and 504 plans) with extensive academic support, including tutoring and extended-day programming.
- Professional Development: Continuous teacher training emphasizes instructional strategies to support subgroup academic growth in ELA and mathematics. Regularly scheduled data review meetings ensure instruction remains aligned with performance targets.
- Family and Community Engagement: Continue ongoing communication with families through workshops and outreach activities helps parents support their children academically, especially those within key subgroups.

Looking forward, College Achieve Paterson plans to implement additional strategic enhancements, such as:

- Math Acceleration Initiatives: Introducing intensive math boot camps, peer tutoring, and math lab rotations to rapidly boost proficiency.
- Science Enrichment Programs: Enhancing science instruction, particularly in lower-performing grades, through hands-on lab experiences and after-school enrichment opportunities tailored to subgroup needs.
- ELA Instructional Expansion: Increasing emphasis on scaffolded writing across the curriculum and targeted reading supports for upper-grade students.

- Advanced Data Systems: Continue implementing real-time analytics dashboards for immediate tracking of student progress at classroom and subgroup levels.

College Achieve Paterson’s comprehensive and responsive strategy positions it to continuously close achievement gaps and ensure equitable academic outcomes for all students.

- c) In table 6, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2024-2025 school year.

**Table 6: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment**

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	156	156
DLM-ELA		
DLM-Math		
DLM-Science		

- d) In table 7 and table 8, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2024-2025 school year. Local benchmark assessment results may be submitted as **Appendix O**.

**Table 7: ELA Local Benchmark Assessments Information for the 2024-2025 School Year**

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	9/8 - 9/12	mClass	K-2	Vendor
Mid	2/2 - 2/6	mClass	K-2	Vendor
End	6/4 - 6/12	mClass	K-2	Vendor

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	9/8 - 9/12	iReady	3-9	Vendor
Mid	2/3 - 2/10	iReady	3-9	Vendor
End	6/8 - 6/12	iReady	3-9	Vendor

Table 8: Math Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	9/16-9/19	iReady	K-9	Vendor
Mid	1/14 - 2/13	iReady	K-9	Vendor
End	6/2 - 6/8	iReady	K-9	Vendor

- e) Describe the school’s process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLS) and the school’s chosen curricula.

The CAPS academic leadership team, in collaboration with content-area experts and teacher leaders, we select assessment tools through a comprehensive vetting process. Priority is given to platforms that:

- Provide real-time, actionable data
- Offer strong correlations to the NJSLA
- Integrate seamlessly with the school’s adopted curricula
- Are normed or research-validated

For the 2024–2025 academic year, we administered the following local benchmark assessments:

- mCLASS (Amplify Education, Inc.) for English Language Arts in Grades **K–2**
- i-Ready Diagnostic & Standards Mastery (Curriculum Associates, LLC) for:
  - English Language Arts in Grades 3–9
  - Mathematics in Grades K–9

i-Ready is aligned to the NJSLS and serve as primary tools for progress monitoring and instructional differentiation. mClass is aligned to the Science of Reading which we believe is the most effective way to build proficiency in nonreaders.

- f) Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

Across the 2024–2025 school year, CAPS observed a strong correlation between performance trends on local benchmarks and student outcomes on the New Jersey Student Learning Assessments (NJSLA). However, a notable disparity was observed in Grades 3–5 ELA, where:

- i-Ready data projected proficiency rates approximately 8–12% higher than actual NJSLA outcomes.
- Root cause analysis revealed test-taking stamina and complex multi-step inferencing tasks on the NJSLA as contributing factors.

In response, we introduced targeted interventions, including:

End of unit stamina-focused practice assessments

Explicit instruction on text-dependent questioning

This immediate instructional adjustment helped narrowed the gap between local and state assessment alignment by the spring benchmark window.

- g) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2024-2025 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.

English Language Arts (ELA)

- Grades K–2
  - Diagnostic: mCLASS BOY, MOY, EOY
  - Formative: Weekly running records, teacher-created exit tickets
  - Summative: DIBELS composite scores, tailored progress monitoring
- Grades 3–9
  - Diagnostic: i-Ready Diagnostic (3x/year)
  - Formative: i-Ready Standards Mastery, interim quizzes, writing rubrics
  - Summative: End-of-unit assessments (curriculum-aligned), i-Ready growth measures

Mathematics

- Grades K–9
  - Diagnostic: i-Ready Diagnostic (3x/year)
  - Formative: i-Ready Standards Mastery, fluency checks, quick checks
  - Summative: Unit-based exams, cumulative performance tasks

All assessments were either created internally by instructional staff or administered using platforms developed by Amplify Education, Inc. (mCLASS) and Curriculum Associates, LLC (i-Ready).

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

Assessment results are reviewed during biweekly content meetings, led by content-area leaders and instructional coaches. These meetings drive:

- Flexible grouping and tailored intervention blocks
- Real-time reteach cycles using formative data
- Professional development targeted at identified gaps in pedagogy (e.g., evidence-based writing instruction, numeracy scaffolding)

Furthermore, administrators leverage longitudinal data to evaluate teacher effectiveness, inform curriculum pacing, and adjust scope and sequence documents to align with student needs.

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

CAPS ensures full transparency in assessment results through the following communication channels:

- Parent-Teacher Conferences (3x/year): Individualized student data reports are reviewed and given to families to take home.
- Quarterly Board Reports: Aggregated school-wide and grade-level performance trends
- Student Data Folders: Used during student-led conferences to increase metacognitive awareness
- Weekly Staff Bulletins: Share instructional trends and performance highlights
- School Website & Family Nights: Resources for interpreting i-Ready and mCLASS results

These systems are designed to ensure that every stakeholder, parents, students, board members, and staff is fully informed and actively engaged in the academic journey of each child.

### 1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 9 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

**Table 9: School Leadership/Administration Information**

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/ Contract Fee (2024-2025)
Sharon Cook	Director of Operations	Employed by School	July 1, 2017	\$147,648
Kiakoma Roberts	Director of Special Education	Employed by School	October 5, 2020	\$138,717
Dr. Jaimie Phillips	Director of Elementary Education	Employed by School	July 1, 2021	\$154,528
Adriana Verta	Principal	Employed by School	July 1, 2024	\$125,000
Esther Arizmendi	Vice Principal	Employed by School	September 1, 2024	\$128,064
Deyka Torres	Principal	Employed by School	September 1, 2022	\$133,900
Mariama Sesay-St. Paul	Vice Principal	Employed by School	September 1, 2022	\$147,290
Shante Clark	Supervisor	Employed by School	February 27, 2023	\$87,521
Dr. Kimberly Wright-White	Principal	Employed by School	July 1, 2023	\$170,775
Michael Jeter	Department Chairperson of Math	Employed by School	September 1, 2023	\$102,665
Michele Derr	Supervisor	Employed by School	September 1, 2023	\$103,000
Chidi Iromuanya	Department Chairperson of Science	Employed by School	September 1, 2023	\$113,300

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/ Contract Fee (2024-2025)
Nicole Washington	Vice Principal	Employed by School	September 1, 2023	\$128,750
Kanifa Dobson	Supervisor of instruction and Athletics	Employed by School	September 1, 2024	\$97,293
Tiffany Robinson	Supervisor	Employed by School	September 1, 2024	\$101,441
Jasmine Johnson	Supervisor of Special Education	Employed by School	September 1, 2024	\$85,963
Ezera Washington	Supervisor	Employed by School	September 1, 2024	\$100,000
Kathryn Okonji	Vice Principal	Employed by School	September 1, 2024	\$125,000
Dr. Zatiti Moody	Principal	Employed by School	July 1, 2024	\$170,000
Lakeyba Brown	Vice Principal	Employed by School	September 1, 2024	\$120,000
Maryam Syed	Supervisor of ML	Employed by School	September 1, 2024	\$89,610

## 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 10 below regarding the learning environment at the school.

**Table 10: School Culture and Climate Learning Environment**

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	91.9%
Elementary School Attendance Rate (grades K-5)	91.6%
Middle School Attendance Rate (grades 6-8)	92.8%
High School Attendance Rate (grades 9-12)	91.7%
Student to Certified Teacher Ratio	13:1

- b) Fill in the requested information in Table 11 below, regarding the professional environment at the school.

**Table 11 School Culture and Climate Professional Environment**

Teacher Retention Rate between July 1, 2024, to July 1, 2025	86.6%
Total Staff Retention Rate from July 1, 2024, to July 1, 2025	92.8%
Frequency of teacher surveys and date of last survey conducted	Biannual; June 17, 2025
Percent of teachers who completed the most recent survey	89%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	88%

- c) What actions did the charter school take to ensure that teachers complete the culture and climate surveys, and what specific expectations does the charter school have regarding teacher participation in these surveys?

The surveys were conducted during staff meetings to ensure that designated times were provided for staff. The expectation is that teachers provide the feedback and we respond to the feedback within a timely matter; typically 1 week to analyze, plan, and respond. The survey submissions are anonymous

- d) What were the three main positive aspects teachers identified in the latest survey?
1. Teachers felt supported by the administration team.
  2. The school has a plan and practice in the event of an emergency through emergency drills which included fire drills, shelter in place, lock downs and evacuation to site plan.
  3. The school environment has strong discipline structures, policies and procedures.
- e) What were the three main challenges that teachers identified in the latest survey?
1. Teachers believed that bullying was a problem amongst scholars.
  2. More can be done to support and provide resources for ML and IEP scholars.
  3. PLC's were not aligned to strategic planning.
- f) Fill in the requested information below regarding the school's discipline environment in 2024-2025.

**Table 12: Discipline Environment 2024-2025**

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K	199	2	0	0
1	101	0	2	0
2	108	1	0	0
3	108	0	0	0
4	104	1	0	0
5	100	3	3	0
6	184	8	0	0
7	132	5	0	0
8	124	5	0	0
9	171	10	8	0
10	142	12	4	0
11	109	10	2	0
12	106	9	2	0

- g) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2024-2025 school year.
- h) If the suspensions and expulsions in 2024-2025 increased or decreased by ten percentage points or more than those in 2023-2024, please describe the reasons for the change.
- i) 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.
- j) Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its Department-issued 2023-2024 HIB Grade Report to the school website. Please provide the link to the school’s report below.
  - <https://collegeachievetaterson.org/who-we-are/districtpolicies/>

**2.2. Family and Community Engagement**

- a) Fill in the requested information in Table 13 below regarding family involvement and satisfaction.

**Table 13: Family Involvement and Satisfaction**

Number of parents or guardians currently serving on the school's board out of the total number of board members	1
Frequency of parent/guardian surveys	Biannual
Date of last parent/guardian survey conducted	June 17, 2025
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	20%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	95%

- b) What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectations does the charter school have regarding parent participation in these surveys?

To ensure that parents completed the culture and climate survey, parents were emailed and texted to notify them about the survey with the understanding that the information would help us to improve our practices and foster collaboration. The survey submissions are anonymous and steps are taken to implement the changes based on the survey findings.

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

1. Parents were pleased with the academic resources supplied by the school to support their scholars.

2. Parents specified that their scholars are appropriately challenged regardless of their cultural background.

3. Parents are satisfied with communication indicating that that the school team makes themselves available and their scholars are safe and cared for.

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

1. Lack of connection to other families at the school

2. Support needed with identifying a point person to source information for accommodations

3. Lack of support network of family and/or friends

- e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2024-2025 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

1. Hybrid and in-person events were offered to parents regarding financial literacy, ways to support their scholars at home and cyberbullying.

2. In-person events such as family movie nights, carnivals, grandparent’s night, NJSLA information sessions, academic literacy nights, STEM nights, veterans’ night, study skills, parenting skills, improving scholar attendance, loneliness and social isolation, digital citizenship and internet security and music concerts.

f) 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. Parent University - Virtual and in-person monthly meetings used to help parents identify areas at home or at school where they can help improve the learning experience or daily life of scholars. Sessions were also given in Spanish and English that promoted self-care and financial literacy to parents.

2. Report Card Nights – Parents are invited to interact with their scholars’ teachers virtually and in-person at the conclusion of each marking period. These experiences are crafted to increase family face time with staff members, deepen parent knowledge of school curriculum, and for them to be aware of their scholar’s performance.

g) Fill in the requested information in Tables 14 and 15 below regarding community involvement. Add or delete rows as necessary.

**Table 14: Community Involvement with Education Institutions**

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Passaic County Community College	We partner with the college to offer Dual Enrollment to our scholars to earn college credits while still in high school.	2022	783 total college credits received. There are 116 scholars on dual enrollment pathway.
Gateway University	We partner with Gateway U to help empower our scholar’s parents to get a college degree and help uncertified staff get assistance with taking their exam.	2022	We had 17 Staff members that participated in Gateway U. We had 4 scholar’s parents that participated in Gateway U.

**Table 15: Community Involvement with Community Institutions**

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Oasis	Offer food, clothing, and basic household needs to our scholars and families in need.	2017	We have identified 10 families that have used services from Oasis on an as needed basis.
NJ4S	We work with NJ4S to provide mental health services to our scholars (ex. grief support, addiction support, depression support)	2023	We have conducted multiple seminars throughout the district for all scholars.
YMCA	This partnership offers our scholar’s and families assistance with basic needs and wellness support.	2022	Once a month our families in need attend the YMCA food pantry drive and clothing drive.

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

Educational and community partnerships further the CAPS Paterson’s mission and goals by providing access to additional resources and expanding learning opportunities. These collaborations with local businesses, non-profits, universities, and cultural organizations enrich the educational environment, enhance scholar support services, and foster parental and community engagement. Through these partnerships, scholars gain access to advanced academic programs, internships, and extracurricular activities that prepare them for college and future careers, while also receiving comprehensive support to ensure their overall well-being and success. This approach aligns with the CAPS’s mission of delivering a high-quality education that equips students with the knowledge, skills, and support needed to excel academically and professionally.

## **Board Governance**

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

### **3.1 Board Capacity**

- a) Fill in the requested information in Table 16 below regarding board governance.

**Table 16: Board Governance**

Number of board members required by the charter school’s bylaws	5-7
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as <b>Appendix B</b> )	8/2017
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as <b>Appendix C</b> )  (If the SBA receives a written evaluation, please include a copy of the tool as <b>Appendix C</b> )	6/18/2018
If applicable, date of the latest evaluation of the charter school’s contracted education service provider (ESP) such as a charter management organization (CMO) or education management organization (EMO)  (Include a copy of the board’s evaluation tool for this contracted organization as <b>Appendix D</b> and as <b>Appendix E</b> , provide a signed and dated CMO or EMO contract with the ESP’s EIN number and current business address for the 2025-2026 school year.)	

b) If the current number of board members does not meet the minimum required by the charter school’s bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws.

NA

c) List the amendments to bylaws that the board adopted during the 2024-2025 school year.

NA

d) List the critical policies adopted by the board during the 2024-2025 school year.

e) What were the board’s three main strengths identified in the latest board self-evaluation?

1. Staff are satisfied with their level of decision-making involvement in the school.
2. Staff feel that staff and student culture is respected and feel as though they belong.
3. Staff feel adequately prepared and supplied to help students.

f) What were the board’s three main challenges identified in the latest board self-evaluation?

1. More can be done to support and provide resources for students with IEPs.
2. Staff can improve upon parent communication.
3. Provide more opportunities for student involvement in decision-making.

### 3.2 Board Compliance

- a) Fill in the requested information in Table 17 below regarding the board. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at: <https://www.njsba.org/training/mandated-training/#goviv>. Add or delete rows as necessary.

**Table 17: Board of Trustee Information**

	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Dr. Samuel Johnson	7/1/2022	6/30/2028	3	President	drstj31@gmail.com	2017	Gov. I 4/30/2019 Gov. II 9/30/2020 Gov. III 6/30/2021 Gov. IV 6/28/2022
Kenyatta Stewart	5/1/2020	6/30/2026	3	Vice President	mrkenyattak@gmail.com	2017	Gov. I 7/9/2019 Gov. II 10/25/2018 Gov. III 12/29/2020 Gov. IV 7/1/2025
Roger Grutzmacher	10/20/2017	6/30/2026	3	Trustee	rgrutzmacher@njhmfafa.gov	2017	Gov. I 10/2/2017 Gov. II 8/14/2018 Gov. III 9/20/2018 Gov. IV 10/2/2024
Lawrence Suffern	5/1/2024	4/30/2026	1	Trustee	suffernsp@hotmail.com		Gov. I 5/12/2025 Gov. II 6/15/2025
LaQuana Brewington	5/27/2025	6/30/2027	1	Trustee	quana.brewington@gmail.com		Gov. I Registered

- 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://collegeachieveterson.org/>
- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom OCRS repository.
- May 2025
- d) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the charter school’s website.
- <https://collegeachieveterson.org/wp-content/uploads/2025/08/Board-Policy-for-the-Establishment-of-a-Grievance-Committee.pdf>
- e) Provide the number of grievances presented to the board in the 2024-2025 school year.
- 0

## 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 18 below regarding the timeline of the school’s application process for prospective students for school year 2024-2025.

**Table 18: School Year 2024-2025 Application Process Timeline**

Date the application for school year 2024-2025 was made available to interested parties	January 16, 2024
Date the application for school year 2024-2025 was due back to the school from parents/guardians	March 1, 2024
Date and location of the lottery for seats in school year 2024-2025	March 7, 2024

- b) Provide the URL to the school’s application for prospective students for school year 2025-2026. As **Appendix G**, provide copies of the 2024-2025 and 2025-2026 initial application in as many languages as available.
- <https://enrollment.powerschool.com/family/Login?ReturnUrl=http%3A%2F%2Fenrollment.powerschool.com%2Ffamily%2Fdirectaction&AutoLogOut=False>

- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2024-2025 and school year 2025-2026.
- College Achieve Paterson Charter School or any device with internet access.
- d) List all languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below.
- English and Spanish
- e) List all ways in which the school advertised that applications for prospective students for school year 2024-2025 and school year 2025-2026 were available prior to the enrollment lottery.
- School website, Charters of Paterson website, billboards, YouTube videos, FaceBook, Instagram, mailers, Class Dojo, robo calls, robo text messages, flyers distributed to current students and door knocking campaigns
- f) Fill in the requested information in Table 19 below regarding student enrollment and attrition rates by grade level in 2024-2025.
- g) Explain the school’s enrollment backfilling policy, then, as **Appendix H**, include the school’s board-approved policy.

**Table 19: 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 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
K	7	18	194
1	5	3	102
2	1	2	103
3	0	4	109
4	4	8	107
5	1	10	102
6	15	28	196
7	11	31	146
8	4	8	129
9	13	12	175

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
10	5	9	140
11	0	4	107
12	3	1	NA

b) If applicable, please identify and/or explain the primary causes of student attrition during the 2024-2025 school year.

**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 20 below and fill it out for each school site if the school has more than one site.

**Table 20: School Site Facility Information**

Site name	College Achieve Paterson Charter School - Market Street
Site address	21 Market Street Paterson, NJ 07501
Facility lease information	College Achieve Public Charter School Inc
Landlord name	CAPS 21 Market Street LLC
Lease commencement date	February 10, 2022
Lease termination date	June 30, 2057
2025-2026 annual lease cost	\$1,067,490
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A
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Site name	College Achieve Paterson Charter School - State Street
Site address	47 State Street, Paterson, NJ 07501
Facility lease information	College Achieve Public Charter School Inc
Landlord name	Paterson Commons School Associates, L.P.
Lease commencement date	July 1,2024
Lease termination date	June 30, 2026
2025-2026 annual lease cost	\$375,000
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	College Achieve Paterson Charter School - Ellison Street
Site address	137 Ellison Street, Paterson NJ, 07505
Facility lease information	College Achieve Public Charter School Inc
Landlord name	Pella Realty, LLC
Lease commencement date	July 1, 2022
Lease termination date	June 30, 2027
2025-2026 annual lease cost	\$359,696.02
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity.	N/A

Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	
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Site name	College Achieve Paterson Charter School - Spruce Street
Site address	59 Spruce Street
Facility lease information	College Achieve Public Charter School Inc
Landlord name	Oliver's Corner Nonprofit LLC
Lease commencement date	July 2, 2024
Lease termination date	June 30, 2025
2025-2026 annual lease cost	\$245,117 – New location
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	College Achieve Paterson Charter School - Colt Street
Site address	5 Colt Street, Paterson, NJ 07505
Facility lease information	College Achieve Public Charter School Inc
Landlord name	College Achieve Public Charter School Inc
Lease commencement date	June 9, 2021
Lease termination date	May 31, 2026
2025-2026 annual lease cost	\$541,068
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the	N/A

days and time when these shared areas are used by the other entity.	
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**Table 21: School Site Facility Information Lease Summary**

Total number of leased facilities	5
Total annual cost of all leases	\$2,588,371
Total lease amount budgeted for 2025-2026	\$2,588,371

**Table 22: School Site Facility Information Mortgage/Bond Summary**

Total number of mortgaged facilities	0
Total mortgage/bond amount	0
Mortgage principal budgeted for 2025-2026	0
Mortgage payment interest budgeted for 2025-2026	0

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school’s commitment to this requirement, complete and submit **Appendix A** available at the end of this document.
- b) As **Appendix I**, provide the valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with “Ae” code for each approved campus, and current leases.

**5.3 Other Compliance**

- a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C. 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.
  - College Achieve Paterson uses a teacher evaluation model developed by ICEF Public Schools as part of ICEF’s partnership with The College Ready Promise (TCRP). This model is based on the Danielson Framework for teacher evaluation.

Through robust implementation of the model the school will create three powerful levers to improve student academic performance and establish a community of learning and a culture of high expectations. The three levers are: 1) school-wide adoption of effective teaching practices; 2) the use of data to create accountability for student learning; and 3) the use of data, observation, and good coaching to improve an individual teacher's practice.

Each teacher will receive a scored evaluation based on the following:

- 1) Adoption of school-wide domains - 25 points

2) Data and student performance - 25 points

3) Use of data, observation, and coaching to improve teacher practice - 50 points

As the improvement of teacher practice is the primary purpose of the evaluation model, we have assigned half the points to the improvement of teacher practice.

Adoption of School Wide Domains - The school staff will agree early in the year on two domains to be the school-wide areas of concentration. These domains will be translated into consistent instruction across classrooms for the benefit of all students. Teachers will be evaluated on how closely they adhere to the school's overall instructional program. In trying to implement, for instance, a writing model across all disciplines, an evaluation system focused on specified domains is necessary to hold all teachers accountable to its implementation. In this way, the evaluation is a lever for aligning the instructional approach across the school.

Data and Student Performance -The second lever in the evaluation process is focused on the academic performance of individual students based on interim assessments, test data, portfolios, and grades. It seeks to make data on student performance a key factor in defining teacher success. Teachers will be held accountable for the academic success of their students, and the principal will be held accountable for the academic success of the school as a whole.

Use of Data, Observation, and Coaching to Improve Teacher Practice - The third lever is the use of evaluations to improve a teacher's craft. Through formal and informal classroom observations, an instructional leader will offer feedback that is both actionable and an opportunity for reflection. Much of our evaluation system calls for training our principals and other instructional leaders to effectively coach, model, demonstrate, and train. Additionally, individual teachers are asked to take ownership of the evaluation model by proposing a third domain, beyond the two school-wide domains, on which they would like to be evaluated.

The process specifically calls for formal observations that occur at least once per semester, while informal observations should occur at minimum once per month. Formal observations are scheduled at least one week in advance and include a pre- and post-observation conference. Informal observations are not typically scheduled, and it is understood that the observer needs to stay only as long enough as necessary to gather enough evidence to provide adequate feedback to the teacher.

By focusing school-wide performance goals on two domains we are streamlining our evaluation process and offering our teachers concentrated, intentional professional development through which we will build a highly effective teaching staff. We will endeavor each year to do a few things well, and each year, the effectiveness of our faculty will grow.

- b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.
- College Achieve Paterson uses a leadership evaluation model developed by New Leaders. In partnership with America Achieves, New Leaders developed a model principal evaluation rubric that supports continuous development and meaningful school improvement.

Overview of the Process

The principal evaluation process is intended to be a cycle of continuous improvement, with principals playing a more active, engaged role in their own professional growth and development. The process begins with data analysis, self-reflection and goal setting for the school year to set the stage for implementing a goal-driven plan. Throughout the school year, the plan is implemented and evidence is collected. The cycle continues with a optional mid-year formative review, followed by continued implementation. The latter part of the process offers principals a chance to formally self-assess, review interim data and reflect on progress to date, a step that ultimately informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the principal's subsequent goal setting, as the cycle continues into the following school year.

#### Data Analysis and Ongoing Self-Reflection:

To begin the continuous improvement process, the principal:

- i) Has received and reviewed clear guidelines on the components of the evaluation and the evaluation process
- ii) Reviews, analyzes and reflects on all available student learning data and feedback about their leadership practices (including stakeholder feedback) to identify areas of strength and areas needing improvement
- iii) Reviews the superintendent's student learning priorities for the year

#### Goal-Setting and Strategic Planning:

Next, the principal identifies the specific learning priorities for their school and develops a strategic school plan. More specifically, the principal:

- iv) Develops a strategic school plan in collaboration with other stakeholders that includes relevant, clear student learning priorities that are supported by data.
- v) Develops their evaluation plan by identifying 2 to 3 priority areas for growth in their leadership practice that are aligned to their student learning priorities
- vi) Discusses their student learning targets and professional growth priorities with their evaluator
- vii) Reaches agreement with their evaluator on a detailed evaluation plan to track their progress throughout the year. This plan should include a schedule for regular observations, evidence collection, feedback and supports throughout the year.

#### Ongoing Plan Implementation and Evidence Collection:

As the principal implements the plan, he/she and the evaluator both collect evidence about the principal's practice. Evidence of principal practice comes in many forms and, when reviewed together, provides a comprehensive view of principal practice. Evidence is collected through direct and indirect observations of principal practice, artifacts, and school data. High-quality sources for evidence of principal practice include observations of leadership team or teacher team meetings, principal conversations with staff, students, and families, and artifacts of data analysis with the associated plans for response.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting.

#### Mid-Year Formative Review (optional):

Midway through the school year, when interim student assessment data are available for review, is an ideal time for a formal check-in between the principal and evaluator to review progress. In preparation for this check-in,

- viii) The principal analyzes available student achievement data and considers progress toward student learning priorities.
- ix) The principal reflects on the indicators of leadership practice selected as priority areas and determines whether their growth is on track or not.
- x) The evaluator reviews evidence from the principal and evidence collected during observations, including feedback to the principal, to identify key themes for discussion.

The principal and evaluator hold a mid-year formative conference, with explicit discussion of progress toward student learning priorities, as well as growth in the leadership practice priority areas. The conference is also an opportunity to discuss any changes in the context (e.g., a large influx of new students) that would support a shift in student learning priorities. At the conclusion of this mid-year conference, the evaluator provides formal feedback to the principal.

Formal Self-Assessment:

In the spring, the principal assess their leadership practice in relation to the New Leaders Evaluation Standards. Specifically, the principal:

- xi) Reviews all available evidence including student data and evaluator and stakeholder feedback
- xii) Assigns a self-rating for each standard, identifying areas of strength and growth

The self-assessment informs the evaluator's summative evaluation rating of the principal and lays the groundwork for the next year's continuous improvement process.

Summative Evaluation Rating:

At the end of the year, the evaluator assigns a summative rating.

Specifically, the evaluator:

- xiii) Reviews the principal's self-assessment and all evidence collected over the course of the year and comes to a practice rating
- xiv) Meets with the principal to convey strengths, growth areas, the practice rating with written evidence to support the rating for each standard, and a probable overall rating
- xv) Assigns a rating based on all available evidence and shares that rating with the principal (see next section for rating methodology).

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

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

## File Naming Convention

**Table 23: Appendix File Naming Convention**

<b>Appendix</b>	<b>File Naming Convention</b>
<a href="#">Appendix A</a>	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, Fire Inspection Certificate with “Ae” code, and current leases.
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2025 – 2026 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy
Appendix O	Appendix M Local Benchmark Assessment Results

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2025.” 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)
<p><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.</p>	<b>X</b>
<p><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 seq.</i></p>	<b>X</b>
<p><b>Educational Program</b> The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.</p>	<b>X</b>
<p><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.</p>	<b>X</b>
<p><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>, and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities. The School shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language instruction educational programs (LIEPs). In doing so, the school will adopt all relevant provisions of Titles I and III of the Every Student Succeeds Act (20 U.S.C. § 6301 <i>et seq.</i>)</p>	<b>X</b>

Statement	Confirm Compliance (Add ✓ or X)
<p>(the “ESSA”), as well as all applicable regulations promulgated pursuant to such federal laws. Compliance shall also be maintained with all applicable provisions of section <i>N.J.A.C. 6A:15 et seq.</i>, section <i>N.J.A.C. 6A:11-4.8</i>, sections <i>N.J.A.C. 6A:7-1.7</i> and <i>6A:7-1.8</i>, section <i>N.J.A.C. 6A:8-1.3</i>, and sections <i>N.J.A.C. 6A:9-3.2</i>, and <i>6A:9-3.3</i> of the Regulations concerning the provision of services to multilingual learners.</p>	
<p><b>Facility Location</b>  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>	<p><b>X</b></p>
<p><b>Public School Contract Law</b>  The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to <i>N.J.A.C. 6A:23-22.14</i>, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to <i>N.J.S.A. 18A:18A-1 et seq. 14</i>. The School will also ensure that each board member and any agency, corporation, person, or entity that enters into a contract or agreement on behalf of the charter school to provide administrative, educational, or other services adhere to the provisions of the Public School Contracts Law, <i>N.J.S.A. 18A:18A-1 et seq.</i></p>	<p><b>X</b></p>

**School Official/School Lead**

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Signature of School Official (School Lead): *Zatiti Moody*

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Date: August 1, 2025

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Print/Type Full Name: Dr. Zatiti Moody


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Title: Principal

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

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Signature: 

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Date: August 1, 2025

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Print/Type Full Name: Dr. Samuel Johnson

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Title: Board President

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