



August 1, 2022

2021-2022 ANNUAL REPORT



500 & 601 Grand Avenue
Asbury Park, NJ 07712

www.hopeacademycs.org

Submitted to: Commissioner of Education,
Monmouth County Executive Superintendent,
Boards of Education: **Asbury Park, Belmar, Eatontown,
Neptune, Neptune City, Ocean**

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HOPE ACADEMY CHARTER SCHOOL



BASIC INFORMATION ABOUT THE SCHOOL

Table 1

Name of school	Hope Academy Charter School
Grade level(s) to be served in 2021-22	K-8
2021-2022 enrollment (as of June 30, 2022)	265
2021-2022 Students with Disabilities (SWD) enrollment as of June 30, 2022	33
2021-2022 English Language Learners (ELL) enrollment as of June 30, 2022	21
Projected enrollment for 2022-23	287
Current waiting list for 2022-2023 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K:5; 1st:5; 2nd:10; 3rd:7; 4th:10; 5th:7; 6th:8; 7th:10; 8th:8 Total: 70 students
Waitlist within the district/region of residence.	47

Waitlist of non-resident district/region of residence.	23
Website address	www.hopeacademycs.org
Name of board president	Claudia Morgan
Board president email address	cmorgan@hopeacademycs.org
Board president phone number	732-778-3388
Name of school leader	DaVisha T. Pratt
School leader email address	dpratt@hopeacademycs.org
School leader phone number	732-988-4227 ext 513
Name of SBA	Dwayne McNeil
SBA email address	dmcneil@hopeacademycs.org
SBA phone number	732-988-4227 ext 515

School Site Information:

Table 2

SCHOOL SITE 1	
Site name	Hope Academy Charter School Campus 1
Year site opened	2001
Grade level(s) served at this site in 2021-22	1-8
Grade level(s) to be served at this site in 2022-23	1-8
Site street address	601 Grand Avenue
Site city	Asbury Park
Site zip	07712
Site phone number	732-988-4227

Site lead or primary contact's name	DaVisha Pratt
Site lead's email address	dpratt@hopeacademy.org

SCHOOL SITE 2	
Site name	Hope Academy Charter School Campus 2
Year site opened	2021
Grade level(s) served at this site in 2021-22	Kindergarten (K)
Grade level(s) to be served at this site in 2022-23	Kindergarten (K)
Site street address	500 Grand Avenue
Site city	Asbury Park
Site zip	07712
Site phone number	732-481-4888



Organizational Performance Areas

Department, Office of Charter and Renaissance Schools
 Annual Report Template
 Updated June 2022

1.1 Mission and Key Design Elements

- a) State the school's mission and give a brief description of the school's key design elements.

The mission bestowed upon the stakeholders of Hope Academy Charter School is the production of Intelligent, Competent, Compassionate, Community-Minded Citizens who will teach others to be, to know, and to do likewise.

Key element designs at Hope Academy include our holistic approach to educating our scholars. This includes morning gathering to emphasize character education skills enhanced by the beat and rhythm of drums. Hope Academy also prides itself on having a low teacher to student ratio that avails staff the opportunity to mitigate and intervene with students on a level that has allowed building of positive rapport with scholars, parents, and community members. During 2021-2022 we successfully continued implementation of our instructional model of having two certified teachers for every grade level (three for kindergarten, first and second) using synchronous learning to support both virtual and in-person learners. This innovative instructional model included increasing the time scheduled for LAL and Mathematics instruction; it also decreased the staff to student ratio tremendously. An additional element that has flourished at Hope Academy is our community partnerships. We strive to build bridges with businesses, churches, and community leaders here in Asbury Park and the contiguous towns.

Professional development was implemented that included reviewing classroom observation data, creating time for co-planning amongst teachers to collaborate during *Data Team Meetings*. The Data meetings were and will continue to be scheduled twice a month with the Vice Principal of Instruction to allow teams of educators to come together and review data in order to drive future instruction. This co-planning additionally facilitates support of each other as teachers pay attention to standards required of both horizontal and vertical alignment within the curriculum. Continuing this year staff used curricular maps to monitor pacing. These maps were fluid documents discussed and revised. The maps are annually the product of the curriculum revision completed during the summer of 2016 with Hope Academy Instructional staff. The work done during the 2020-2021 school year continued into 2021-22 to support school wide efforts to close the achievement gap and improve scholar academic progress even amidst the pandemic.

Some of the initiatives that were design elements are as follows:

- More time for literacy instruction and Mathematics built into the daily schedule for K-5 students in an effort to increase grade level achievement prior to testing years. 1 hour 30 minutes as compared to 1 hour 15 minutes. Students in grades 2-5 also had four specials per week instead of 5 in order to include targeted center activities to improve reading, writing, mathematics, and typing. All educators fully implement an RTI plan for students and work closely with each other to facilitate small-group and targeted basic skills instruction/remediation.
- The 6-8th grade the novels are used cross-curricular to address many of the social studies/nonfiction standards as well. Due to our need to improve English Language Arts Literacy intervention for the middle school students the Scholastic Leveled Reading Program will be extended to the middle school making it a K-8 program.

- Our 6-8 Math, ELA, Science, and Social Studies teachers will continue to work collaboratively on Cross Curricular tasks and projects.
- Increased differentiated instruction for K-8 students inclusive of small-group, targeted basic skills remediation based on data gathered from our NWEA MAP, IXL and Formative Benchmark assessments.
- Our school continued to utilize the Rutgers School Improvement Project strategies with strong concentration on classroom instruction, delivery, and student content mastery and reflective feedback.
- Hope Academy offered a variety of extra-curricular activities including: Homework Amigos, The Math Star Club, Literacy Lions Group, Targeted Afterschool Enrichment (TLC) for Math and ELA, After School Music Lessons, Chorus, Student Council that brought concerns from the students to administrators in the form of a letter followed by an agenda and formal meetings scheduled 4 times a year, Science Fair, Art Club, and Peer Tutoring.



b) Some schools have a specialized concentration or theme for their educational program that are not assessed by the common measures within the Academic Performance Framework. For example, there may be schools that focus on engineering and technology, the performing arts or second language immersion. Additionally, high schools may also have additional academic goals for graduation.

If applicable, provide information regarding school-specific academic goals related to the school’s mission using the guidelines and format below. Include the goal, measure/metric, target, and outcome.

Table 3

Goal	<i>Our Goal is to prepare scholars for rigorous high school coursework so they are prepared for AP coursework in High School.</i>
Measure/Metric	<i>Year over year average Percentile Improvement on the NWEA Map Assessments</i>
Target	<i>Increase the percentage of student percentile achievement from SY 2020-21 to 2021-22 in Math, Reading and Language Usage.</i>
Actual Outcome	<i>MATH: In Spring 2021 the 3-8 average Percentile Achievement was 28.5. In the Spring of 2022 the Average absolute percentile achievement was 25.2 for grades 3-8. GOAL HAS BEEN MET READING: In the spring of 2021 the average 3-8 percentile Achievement was 32.0. Spring of 2022 the avg. Percentile Achievement was 37.0. GOAL HAS BEEN MET Language Usage: The spring 2021 results indicate an avg. of 27.0 percentile Achievement. During spring of 2022 the average percentile Achievement increased to 30.3. GOAL HAS BEEN MET</i>

Goal	<i>As a rigorous pre-high school preparation Charter School, our goal is to prepare them for high school and increase the number of high school options for Hope Academy Scholars.</i>
Measure/Metric	<i>Year over year growth in the number of students that apply/are accepted into rigorous, specialty High schools.</i>
Target	<i>Increase the percentage of students that apply/are accepted into rigorous/specialty High Schools aside from their local district school from SY 2020-21 to 2021-22</i>
Actual Outcome	<i>In the 2021-22 SY, 1 student entered Mater Dai; 1 student applied to St John Vianney; 4 students entered Catholic High Schools (St. Rose), 12 students entered Academy Charter High School, 2 applied and were accepted into the Monmouth County Career Academies and 5 are set to attend the local district High Schools; Asbury Park and Neptune. This resulted in 79% of Hope Academy 2021 graduates attending or applied to rigorous high schools. <i>In the 2021-22SY, 8 students applied to the career academies in Monmouth County; 1 student will be attending MAST; 1 Student will be attending High Technology High School; 2 students entered Catholic High Schools (St. Rose, RBC), 2 students attending Communications high school, 10 students entered Academy Charter High School, 1 students will be attending Neptune High School, 3 will be attending the local district High Schools; Asbury Park. Even with the school closure, This resulted in 85% of Hope Academy 2022 graduates attending or applying to rigorous high schools. <i>This demonstrates year over year growth:GOAL HAS BEEN MET</i></i></i>

1.2 Curriculum

a) see Appendix A.



1.3 Instruction

- a) What constitutes high quality instruction at this school?
- b) Provide a brief description of the school's instructional practices

a) Hope Academy defines high quality instruction by using researched best practices and evaluation tools that have proven effectiveness. Teacher's focus heavily on research based best practices to emphasize the importance of teaching and learning. Hope Academy prides itself on being a model learning organization where all faculty members are professional learners: They engage in deep, broad study of the learning they are charged to cause. Instructors continuously reflect on what works and what doesn't by way of data analysis.

Hope Academy has Professional Learning Community (PLC) and Data Team discussions surrounding where student learning is most successful, where the gaps are and why. Hope Academy works diligently and effectively to tackle these questions. Purposeful, researched-based best practices utilized during the 2020-21 school year demonstrate how Hope Academy teachers collaboratively use a strategically proven practice, they improved communication throughout the year because they used the same set of concepts and terms to describe evaluative tools.

Hope Academy demonstrated that by using a research-based set of standard teaching practices, as a basis for observation and discussion added a results-based focus to analyze during professional learning communities. In addition, standards were used to gather data on teaching effectiveness; for an individual and/or for a group. This was done as teachers reflected and discussed unit plans, assessment calendars, and scope and sequences curricular materials. This data guided school-wide and personal professional growth as well as the professional development for all staff.

b) Hope Academy Charter School recently completed its third year of having two certified teachers in every grade level as well as having a Supervisor of Special Services as well as a full time instructional coach and two interventionists. The Instructional Coach supported staff development as well as analyzed. These data support measures supported the growth and development of our teaching staff. At Hope Academy we affirm that persistent focus on planning, faculty support/collaboration and consistent communication will establish the following high quality instructional practices:

- A robust curricular framework of success that encompasses all grades via vertical as well as horizontal alignment.
- A uniform, consistent and reliable system of data acquisition and analysis to identify weaknesses, inform instruction and promote appropriate strategy modifications.
- Full alignment of all lesson plans to New Jersey SLA standards that are reviewed by the Curriculum Leadership team and collaborated on during team meetings.
- A model of instructional delivery that is cohesive and consistent across all grade levels.
- And a strong focus on differentiation as a means of reaching all students and helping each learner reach his/her full potential.

c) Describe how the school made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?

Hope Academy Charter School's Continuity of Learning amidst learning loss

o All students with an Individualized Education Plan (IEP) or a 504 plan, highlighting educational accommodations, were provided direct educational and related services as prescribed as well additional support beyond IEP requirements. Hope Academy Charter School District employs staff in accordance to meet all students individualized needs in accordance with N.J.A.C. 6A:14 and Section 504 of the Americans With Disabilities Rehabilitation Act. In the event HACS needed to shift exclusively to remote learning due to an emergency or to Covid Level Index guidelines, all staff and services associated with that student were delivered accordingly adhering to all federal and state guidelines.

o Surveys were provided regarding gathering information on internet connectivity as well as devices in the home. During the 2020-2021 and 2021-2022 school years, the Hope Academy Charter School provided 265 devices to the students from grades kindergarten through eighth.

o Hope Academy Charter School District assessed 2020-2021's remote learning experiences and determined that the district should continue to work toward increasing the number of Google Certified staff. Multiple layers of professional development as well as PD during the school year were provided including, Full and Half day inservice, Team Meeting, and Google as well as a final test for certification will be provided for all staff members. We feel that the increased number of staff with google certification will enhance the instruction for all of our students. 40% of the 2020-2021 teaching staff were Google certified by June 2021 and the Google Certification continued to be offered to staff during the 2021-2022 school year.

o Needs Assessment was conducted and identified the need for additional devices in the classrooms. Instruction took place in the classrooms as these areas are large and accommodated social distancing. All staff and students continued to be required to wear masks during the 2021-2022 school year. Additionally, where 3-6ft apart can not be met additional measures will be taken such as desk shields.

o Curriculum mapping was completed by all instructional staff during 2021-2022 to account for the loss of learning that resulted from the school closures for the 2019-2020 and 2020-2021 school year. Administrators and educators continued to be tasked with identifying learning deficiencies learning that needs to be addressed via the Intervention and Referral process as well as our in depth and tiered Response to Intervention systems.

o Accelerated learning was and will continue to be included with tasks and assignments to fill in gaps lost from previous year's closures.

o High quality instruction was emphasized in all anticipated environments to include in-person instruction, hybrid instruction, virtual instruction and project-based instruction.

o Different assessments (pre-assessment, formative, interim and summative) were utilized to assess student gaps lost from closures or quarantine periods.

o Locally developed assessments were utilized upon returning to school for the 2021-2022 school year.

o Pre-assessments were incorporated into regular classroom instruction but did not interfere with student learning opportunities.

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

Hope Academy prides itself on taking all necessary measures to ensure fair, free, equitable educational opportunities for all students. When students were required to quarantine synchronized instruction was provided. Projectors, Promethean Boards and laptops or chromebooks continued to be used during in-person instruction in order to provide this synchronized learning for those that were not in the classroom due to required quarantine. Students were sent meals and all school supplies so that they had all necessary supplies to be productive participants in class. For students that were too ill to participate in instruction after school tutoring was provided with a set amount of hours based on the amount of missed instruction. Our school certified nurse checked in daily with the parents of all students that were homebound due to required quarantine. Teachers set up meetings with the parents regarding a "Catch Up Plan" upon the students return to school. All quarantine students were also added to a list for homevisits by the school social worker or supervisor of special services as a proactive measure of support.

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

Retention is not a first step taken at Hope Academy Charter School for struggling students. Per the retention policy students that are candidates for retention must have a documented Response to Intervention (RTI) plan in place as well as have been a part of the Intervention and Referral Service(I&RS). This year Hope Academy has three students

that will be retained. One in kindergarten and two in third grade. All of these students were a part of the I&RS as well as RTI. Unfortunately, excess absences exclusive of any required quarantine periods continued to the retentions. Supports during the 2022-2023 school year will include but are not limited to these students provided with individual learning plans that the classroom teacher as well as the designated interventionist teacher will closely monitor. Intensive progress monitoring will occur as well as quarterly parent teacher meetings with a school supervisor present.

1.4 Assessment

a) On April 6, 2021, the United States Department of Education (USED) recognizing that “we are in the midst of a pandemic that requires real flexibility,” informed the New Jersey Department of Education (Department) that the administration of Start Strong Fall 2021 Assessments would satisfy federal statewide assessment requirements for the 2020-2021 school year. On October 13, 2021, the Department required the administration of Spring 2022 New Jersey Student Learning Assessments (NJSLA) between April 25 and June 3, 2022. Absent embargoed NJSLA spring of 2022 assessment data, the Department requests Start Strong Fall 2021 performance data to report on whether students required strong, some, or less support. Fill in the following Start Strong Fall 2021 Assessment data by the number and percentage of students requiring strong, some, or less support for all grade levels that participated in the Start Strong Fall 2021 Assessment.

b) In addition to the Start Strong Fall 2021 Assessment data, the Department is requesting data from local benchmark assessments administered during the 2021-2022 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

Absolute:

Table 4: Start Strong Assessment Outcomes (Fall 2021)

Assessment	Strong Support	Strong Support	Some Support	Some Support	Less Support	Less Support Percentage of students
	Number of students	Percentage of Students	Number of students	Percentage of students	Number of students	
ELA 4	23	72	3	9	6	19
ELA 5	7	29	13	54	4	17
ELA 6	9	39	5	22	9	39
ELA 7	8	36	7	32	7	32
ELA 8	12	57	4	19	5	24
ELA 9	N/A	N/A	N/A	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A	N/A	N/A	N/A
MAT 4	24	75	5	16	3	9
MAT 5	20	83	0	0	4	17
MAT 6	13	57	10	43	0	0
MAT 7	9	41	9	41	4	18
MAT 8	10	48	6	29	5	24

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

Assessment	Below (%)	On (%)	Above (%)
ELA K	N/A	N/A	N/A
ELA 1	69	31	0
ELA 2	56	36	8
ELA 3	73	27	0
ELA 4	75	22	3
ELA 5	54	42	4

Assessment	Below (%)	On (%)	Above (%)
ELA 6	65	30	4
ELA 7	36	64	0
ELA 8	53	43	5
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	62	31	7
MAT 1	43	46	12
MAT 2	61	33	6
MAT 3	73	27	0
MAT 4	82	15	3
MAT 5	59	41	0
MAT 6	74	26	0
MAT 7	43	43	14
MAT 8	57	38	5
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

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

Assessment	Below (%)	On (%)	Above (%)
ELA K	56	31	14

Assessment	Below (%)	On (%)	Above (%)
ELA 1	56	44	0
ELA 2	34	55	11
ELA 3	74	23	2
ELA 4	57	37	6
ELA 5	50	38	13
ELA 6	65	35	0
ELA 7	56	43	0
ELA 8	40	45	15
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	36	56	8
MAT 1	45	52	4
MAT 2	61	34	6
MAT 3	70	30	0
MAT 4	84	15	0
MAT 5	66	29	4
MAT 6	73	26	0
MAT 7	61	34	4
MAT 8	43	52	5

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

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

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

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

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).

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

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

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

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
DaVisha Pratt	Chief School Administrator/ Superintendent	September 1, 2014	\$148,526
Dwayne McNeil	SBA/Board Secretary	July 1, 2014	\$101,500

Administrator Name	Title	Start Date	Annual Salary
Kristin Zink	Building Supervisor/Instructional Coach	September 1, 2015	\$80,000
Shanna Armour	Supervisor of Student Services	September 1, 2022	\$85,000

A similar trend can be noted in math where grades 4, 5, 6 and 7th demonstrate year over year growth. Additionally, grades 3, 4 and 5 demonstrated scale score averages closer to the goal of 750 as compared to 6, 7 and 8th grade.

The steady increase in average proficiency that has been demonstrated is attributed to the instructional model in place where there are at minimum 2 certified teachers for every 23 students. Additionally, students are identified as at risk based on multiple measures of assessment data. This data is then used to supplement instruction and provide students with “double-dosing” of strategic, purposefully planned instruction. The following 2019 District Performance Level Summary was used to identify which students were partially proficient, which did not meet expectations, which were approaching expectations. We will use the 2019 evidence statements and individual student reports to hone in on which standards needed additional instructional practice as well as remediation.

Figure 2: The 2019 District Performance Level Summary:

Grade	English Language Arts / Literacy Performance Levels				
	Level 1 (Did Not Yet Meet Expectations)	Level 2 (Partially Met Expectations)	Level 3 (Approached Expectations)	Level 4 (Met Expectations)	Level 5 (Exceeded Expectations)
3	3	7	3	10	1
4	2	3	5	9	5
5	2	4	9	10	0
6	2	3	7	9	1
7	1	5	7	5	3
8	2	4	6	9	5
Grade	Mathematics Performance Levels				
	Level 1 (Did Not Yet Meet Expectations)	Level 2 (Partially Met Expectations)	Level 3 (Approached Expectations)	Level 4 (Met Expectations)	Level 5 (Exceeded Expectations)

3	2	2	10	10	0
4	0	2	10	12	0
5	0	3	13	7	1
6	1	3	9	10	5
7	1	7	9	4	0
8	6	4	8	6	1

Looking closely at the 2019 District Performance Level Summary it is apparent that grades 3,4,5, and 8 are the grades with the highest level of student meeting or exceeding expectation. The table indicates that the number of students that were at a level 1 or 2 decreased from the previous school year with the exception of 8th grade in math. In Mathematics grades 6 and 7 exhibit over 50 percent of students performing at level 3 or higher. Overall, in grades 3-5 for Language Arts 47 percent of the students performed at the level of meeting expectations or exceeding expectations. Additionally in mathematics for grades 6-8, 35 percent performed at a level of meeting or exceeding expectations.

Comparative:

Overall comparative data indicates that in grades 3-8, 27 percent of the students performed at level 4 or higher in Language Arts Literacy and 31 percent were approaching the expectation at a level 3. In mathematics, 15 percent of students met expectations at level 4 and 29 percent of students performed at level 3 demonstrating that they are approaching the expectation. School-wide, in 2019 Hope Academy charter school saw the highest average performance in grades 3, 4, and 8 for Language Arts Literacy and grades 3, 4, and 6 in mathematics.

Overview of 2019 NJSLA subgroup data points out that 100% of the students with a 504 accommodation in grade 4 performed at a level 1. In Grade 6 math, 20 % of hispanic students and 25% of african american students Met the Expectation. In Grade 7, 49% of female students and 25% of the male students met or exceeded expectation, and 33% performed at a level of approaching expectation. In 8th grade, 50% of the male students performed at level 3 alongside 27% of the females. Additionally, in 8th grade 100% of students with a 504 met or exceeded expectation.

Comparing Hope Academy Spring NJSLA results to the 2019 State Averages points out the following:

Grade	Mathematics	STATE AVERAGE Math	English Language Arts /Literacy	STATE AVERAGE ELA
3	739	752	737	748
4	743	748	749	756
5	749	747	753	756
6	737	741	753	754
7	740	743	747	761
8	729	728	750	762

Grades 4, 6 and 7 demonstrated average scale scores close to the state average in math. Grades 5 and 8 exceeded the State average. In English Language Arts/Literacy grades 5 and 6 we were just shy of meeting state averages by 3 and 1 scale points; respectively.

Comparison Data/Charter School Academic Performance Framework Report

During the 2018-19 school year, NJ School Performance Reports indicate that Hope Academy outperformed the home district of Asbury Park proficiency rates of 19, 13.7, 12, and 18 percent proficiency in ELA at their schools serving grades 3-8 as compared to Hope Academy Charter School’s 42.3 ELA proficiency rate for grades 3-8. In mathematics only one school in Asbury Park demonstrated a scale score of 10% proficiency in mathematics compared to Hope Academy’s 33.3 in Math. Hope Academy continues strides toward meeting and exceeding the state scores.

Multiple Measure of Growth:

Map is administered three times throughout the school year Fall, Winter and Spring. Students were assessed in the areas of Mathematics, Language Usage and Reading. Percentile was measured from Fall to Spring of that particular academic year. With the school closure and no State Assessments administered for Spring 2020, Hope Academy Charter administered NWEA Map assessments to the students to gain some idea of growth over the previous assessment period as well as year over year. As predicted the data revealed that the students struggled immensely with learning during the closure and skill mastery levels decreased.

MATH	Winter 2019		***Administered During School Closure Spring 2020		Spring 2021	
	Mean RIT Score	Percentile	Mean RIT Score	Percentile	Mean RIT Score	Percentile
Third	192.0	25	198.6	35	193.4	6
Fourth	203.6	36	212.5	61	202.9	7
Fifth	217.5	64	221.3	62	215.3	23
Sixth	215.6	31	223.5	53	218.4	19
Seventh	219.8	32	225.9	46	225.9	37
Eighth	226.9	45	232.5	59	232.2	55

READING	Winter 2019		***Administered During School Closure Spring 2020		Spring 2021	
	Avg. Achievement	Percentile	Avg. Achievement	Percentile	Avg. Achievement	Percentile
Third	186.3	14	193.6	31	190.0	10
Fourth	202.3	49	204.4	48	202.1	28
Fifth	211.5	63	210.7	48	205.8	17
Sixth	207.9	20	215.6	51	211.4	25
Seventh	211.0	20	214.8	31	217.3	45
Eighth	218.3	39	215.3	21	220.2	51

Lang. Usage	Winter 2019		***Administered During School Closure Spring 2020		Spring 2021	

Grade	Mean RIT Score	Percentile	Mean RIT Score	Percentile	Mean RIT Score	Percentile
Third	190.3	23	194.1	26	189.6	5
Fourth	203.9	56	205.7	54	200.6	15
Fifth	211.0	66	210.6	53	205.8	16
Sixth	208.8	26	213.1	43	207.6	10
Seventh	211.5	29	218.1	60	216.1	40
Eighth	217.0	46	216.7	38	220.4	58

We also looked at 2019-2020 Fall to Winter growth to get a more accurate percentile for this school year

Winter 2020 to Spring 2021 NWEA MAP Growth

MATH

Grade	Mean RIT Winter	Mean RIT Spring	% Growth
3	187.3	194.6	4.3%
4	200.0	206.3	4.2%
5	210.8	214.9	4.1%
6	213.5	216.6	2.9%
7	221.4	222.8	1.4%
8	232.2	233.2	1.0%

READING

Grade	Mean RIT Winter	Mean RIT Spring	% Growth
3	187.2	191.4	4.2%
4	193.9	202.2	4.3%
5	206.5	210.4	3.4%
6	210.0	212.3	2.3%
7	213.7	216.4	2.7%
8	220.5	221.7	1.2%

By looking at the Map Growth from the Winter to Spring we were able to determine that our scholars were on track to increase their normative percentage scores for the 2020-2021 school year. In the fall many more scholars were remote learners as compared to the winter and spring testing administrations. Hope Academy demonstrated growth in reading consistent with past years. We attribute this growth to the guided reading instruction and initiatives that continued during remote learning. Noticeably, the math NWEA growth was highest in grade 3, 4 and 5. Middle school grades 6, 7, and 8 demonstrated lower gains. We are attributing this to the increase of middle school students that missed some or portions of lessons as well as struggled with social emotional concerns related to school closure and the pandemic. To combat the learning loss Hope Academy instituted an extension to the after school program as well as a summer program that incorporated academic enrichment, tutoring, STEM activities, as well as yoga and basketball clinics.



2021-2022 Diagnostic, Formative and Summative Assessments

Kindergarten:

MAP Testing (Winter, Spring)
 My Math Check my progress
 Next Step Guided Reading Assessment (Fall, Winter & Spring)
 Reading Wonders Unit Tests
 Sight word testing
 Next Step Guided Reading Assessment
 Kindergarten Readiness Assessment

My Math Benchmark testing
 My Math unit tests
 Foundations Benchmark Test
 Foundations unit tests
 Reading Wonders Weekly Assessments
 Writing assessment-narrative, expository & opinion (Fall, Winter & Spring)

First Grade:

MAP Testing (Fall, Winter, Spring)
 My Math Check my progress
 Next Step Guided Reading Assessment (Fall, Winter & Spring)

My Math Benchmark testing
 My Math unit tests
 Foundations Benchmark Test
 Foundations unit tests

Reading Wonders Unit Tests
Sight word testing
Next Step Guided Reading Assessment

Reading Wonders Weekly Assessments
Writing assessment-narrative, informational & opinion
(Fall, Winter & Spring)

Second Grade:

MAP Testing (Fall, Winter, Spring)
My Math Check my progress
Timed Test-Addition & Subtraction
Next Step Guided Reading Assessment
(Fall, Winter & Spring)
Reading Wonders Unit Tests
Sight word testing
Next Step Guided Reading Assessment

My Math Benchmark testing
My Math unit tests
Fundations Benchmark Test
Fundations unit tests
Reading Wonders Weekly Assessments
Writing assessment-narrative, informational & opinion
(Fall, Winter & Spring)

In grades kindergarten, first and second, the teachers use the data from the Fall benchmarks to determine the specific skills that the students display as strengths and weaknesses. This data informs the teachers as to how to group the students to best meet their academic needs. The Fall Map data also allows the teachers to see if the students are within the “norm” score for grade level knowledge. This assessment provides data for grouping students. Grades K-3 use the Fundations program for phonics and spelling. The unit tests provides teachers with data regarding proficiency in letter & sound knowledge, blending, and vowels sounds which all skills needed for proficiency in spelling and decoding for reading. The Reading Wonders Program provides data regarding grammar, sentence structure, comprehension and grouping within the approaching, on level or above level reading groups. The Next Step Guided Reading program provides running records testing that should be done every 4-6 weeks to assess reading knowledge and if the students can be moved up to the next leveled book (A easiest Z hardest). The writing benchmarks provide the teachers with writing samples to see where each student’s skills are using a rubric provided by Schoolwide. Once the benchmarks are given, teachers can design lessons to teach the skills needed to achieve proficiency by June. In math, the benchmarks from My Math program and Fall MAP data are used to group students to meet their academic needs and create centers to reinforce and differentiate the learning of skills with in each unit being taught. In second grade, timed math fact tests are given daily to increase proficiency in basic math facts so that they become automatic. Any students not making progress are then given support in small groups to increase their proficiency.

Third Grade:

MAP Testing (Fall, Winter, Spring)
My Math Check my progress
Timed Test-Addition & Subtraction
Multiplication
Next Step Guided Reading Assessment
(Fall, Winter & Spring)
Reading Wonders Unit Tests
Sight word testing
PARCC

My Math Benchmark testing
My Math unit tests
Rounding Test
Fundations Benchmark Test
Fundations unit tests
Next Step Guided Reading Assessment
Writing assessment-narrative, “How To”, Informational
Explanatory, Poetry, Research Project
(Fall, Winter & Spring)

In third grade, the teachers use the data from the Fall benchmarks to determine the skills that the student’s strengths and weaknesses. This data then informs the teachers as to how to group the students to best meet their academics needs. The Fall MAP data also allows the teachers to see if the students are within the “norm” score for grade level knowledge. This data also provides data for grouping students. Third grade uses the Foundations program for phonics and spelling. The unit tests provides teachers with data regarding proficiency in blending, vowels sounds/teams and syllable division, which are skills needed for proficiency in spelling and decoding for reading & writing. The Reading Wonders Program provides data regarding grammar, sentence structure, comprehension and grouping within the approaching, on level or above level reading groups. The Next Step Guided Reading program provides running records testing that should be done every 4-6 weeks to assess reading knowledge and if the student(s) can be moved up to the next leveled book (A easiest Z hardest). The writing benchmarks provide the teachers with writing samples to see where each student’s skills are using a rubric provided by Schoolwide. Once the benchmarks are given, then teachers can design lessons to teach the skills needed to achieve proficiency by June. In math, the benchmarks from My Math program and Fall MAP data are used to group students to meet their academic needs and create centers to reinforce and differentiate the learning of skills within each unit being taught. In third grade, timed math fact tests are given daily to increase proficiency in basic math facts so they become automatic. Any students not making progress are then given support in small groups to increase their proficiency by June. PARCC state testing is done in April/May with results given the following school year. This data is then analyzed to help drive instructions in the low performing areas.

Fourth Grade:

MAP Testing (Fall, Winter, Spring)	My Math Benchmark testing
My Math Check my progress	My Math unit tests
Next Step Guided Reading Assessment (Fall, Winter & Spring)	Next Step Guided Reading Assessment-Guided Reading level
Reading Wonders Unit Tests	Writing assessment-Narrative, Expository
Reading Wonders –Check My Progress	Persuasive (Fall, Winter & Spring)
PARCC	

In fourth grade, the teachers use the data from the Fall benchmarks to determine the skills that the student’s strengths and weaknesses. This data then informs the teachers as to how to group the students to best meet their academics needs. The Fall MAP data also allows the teachers to see if the students are within the “norm” score for grade level knowledge. This assessment provides data for grouping students. The Reading Wonders Program provides data regarding grammar, sentence structure, comprehension and grouping within approaching, on level or above level reading groups. The Next Step Guided Reading program provides running records testing that should be done every 4-6 weeks to assess reading knowledge and if the student(s) can be moved up to the next leveled book (A easiest Z hardest). The writing benchmarks provide the teachers with writing samples to see where each student’s skills are using a rubric provided by Schoolwide. Once benchmarks are given, teachers design lessons to teach the skills needed to achieve proficiency by June. In math, the benchmarks from My Math program and Fall MAP data are used to group students to meet their academic needs and create centers to reinforce and differentiate the learning of skills within each unit. PARCC state testing is done in April/May. This data is then analyzed to help drive instruction.

Fifth Grade:

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MAP Testing (Fall, Winter, Spring)
My Math Check my progress
Next Step Guided Reading Assessment
(Fall, Winter & Spring)
Reading Wonders Unit Tests
Reading Wonders –Check My Progress
PARCC

My Math Benchmark testing
My Math unit tests
Next Step Guided Reading Assessment-Guided Reading level

Writing assessment-Narrative, Expository
Persuasive (Fall, Winter & Spring)

In fifth grade, the teachers use the data from the Fall benchmarks to determine the skills that the student’s strengths and weaknesses. This data then informs the teachers as to how to group the students to best meet their academics needs. The Fall MAP data also allows the teachers to see if the students are within the “norm” score for grade level knowledge. This assessment also provides data for grouping students. The Reading Wonders Program provides data regarding grammar, sentence structure, comprehension and grouping within the approaching, on level or above level reading groups. The Next Step Guided Reading program provides running records testing that should be done every 4-6 weeks to assess reading knowledge and if the student(s) can be moved up to the next leveled book (A easiest Z hardest). The writing benchmarks provide the teachers with writing samples to see where each student’s skills are using a rubric provided by Schoolwide. Once the benchmarks are given, then teachers can design lessons to teach the skills needed to achieve proficiency by June. In math, the benchmarks from My Math program and Fall MAP data are used to group students to meet their academic needs and create centers to reinforce and differentiate the learning of skills within each unit being taught. PARCC state testing is done in April/May with results given the following Fall. This data is then analyzed to help drive instruction.

Sixth Grade:

Schoolwide Curriculum:

ELA Weekly Quizzes
Class work, daily “Do Nows”
“Exit tickets”

ELA unit assessments
Next Step Guided Reading Assessments- for Reading levels

McGraw Hill Glencoe Course 1 curriculum:

Math weekly Quizzes
Class work, daily “Do Nows”
PARCC Simulated Quiz/Projects

unit Tests
“Exit tickets”
Standard Solutions

Seventh Grade:

Schoolwide Curriculum:

ELA Weekly Quizzes
Class work, daily “Do Nows”
“Exit tickets”

ELA unit assessments
Next Step Guided Reading Assessments- for Reading levels

McGraw Hill Glencoe Course 2 curriculum:

Math weekly Quizzes
Class work, daily “Do Nows”
PARCC Simulated Quiz/Projects

unit tests
“Exit tickets”
Standard Solutions

Eighth Grade:

Schoolwide Curriculum:

ELA Weekly Quizzes
Class work, daily “Do Nows”
“Exit tickets”

ELA unit assessments
Next Step Guided Reading Assessments- for Reading levels

McGraw Hill Glencoe Course 3 curriculum:

Math weekly Quizzes
Class work, daily “Do Nows”
PARCC Simulated Quiz/Projects

unit tests
“Exit tickets”
Standard Solutions

In grades six, seventh and eighth, the teachers use benchmarks from Department composed mathematics assessment, IXL online differentiation, and Standard Solutions quizzes. For ELA the teachers use Standard Solutions as well as Schoolwide and the Fall MAP test scores to group their students and analyze the academic needs of their students.

Weekly quizzes are given in math and language arts. This provides the teachers with data that can be looked at and adjust their small group instruction and differentiation according to the skills needed to be addressed. The unit tests provide the teachers with data to determine if the skills being taught in each specific unit are being retained and students are able to apply the knowledge they have learned. PNJSLA state testing is completed in the Spring. This data is analyzed to help drive instruction in all areas including targeted low performing areas.



1.5 Organizational Capacity - School Leadership/Administration

a) Fill in the requested information below regarding school leadership:

Table 5: School Leadership/ Administration Information

School Leadership / Administration Information

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Administrator Name	Title	Start Date	Annual Salary
DaVisha Pratt	Chief School Administrator/ Superintendent	September 1, 2014	\$144,200
Donna Torres	SBA/Board Secretary	July 1, 2014	\$113,300
Kristin Zink	Building Supervisor	September 1, 2015	\$80,462
Dawn Cobb-Fossnes	Principal of Instruction/Pupil Services	July 1, 2016	\$105,000

2.1 School Culture and Climate

a) Fill in the requested information below regarding the learning environment at the school.

Table 6: School Culture and Climate Learning Environment

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	96.4%
Elementary School Attendance Rate (grades K-5)	96.6%
Middle School Attendance Rate (grades 6-8)	95.8%
Student - Teacher Ratio	12 to 1

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

Table 7: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2019-19 to 2019-20)	90%

Total Staff Retention Rate (from SY 2019-20 to 2020-21)	90%
Frequency of teacher surveys and date of last survey conducted	Biannual Survey; June 14, 2021
Percent of teachers who submitted survey responses	93%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	90%



c) The main positive aspects teachers identified in the latest survey include small class size, Instructional Support by Administrators, Collegiality, and improved School Culture and Climate.

d) The main challenges the teachers identified in the latest survey include needing longer planning time, student behavioral challenges, increase in professional development and low academic retention rates.

e) Fill in the requested information below regarding the school's discipline environment in 2020-21. If there was a noticeable increase or decrease in suspensions and expulsions in 2020-21 compared to 2019-20, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2020-2021

Grade Level	Number of students enrolled (as of Oct. 15, 2020)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	25	0	0
1	39	0	0
2	40	0	0
3	32	0	0
4	24	0	0
5	23	0	0
6	22	0	0
7	25	0	0
8	22	0	0

2.2. Family and Community Engagement

a) Fill in the requested information below regarding parent satisfaction and involvement.

Parent Satisfaction	
Frequency of parents surveys and date of last survey conducted	Twice a year; December 2020 & June 2021
Percent of families completing a survey (considering 1 survey per family)	90%

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Percent of parents who expressed satisfaction with the overall school environment	95%
List the main positive aspects identified in the survey	Teachers show increased care and concern for students, rigorous coursework, and positive incentives within the school, greatly appreciative of Saturday School & Parents Academy, Communication with school staff.
List the main school challenges identified in the survey	Adhering to uniform policy, understanding homework assignments, increased fundraising initiatives
Parent Involvement at the School	
Number of parents currently serving on the Board of Trustees out of total Board Membership	2
Major activities/events offered to parents during 2016-17 school year (For Example: Monthly Parent University. Topic include...)	Saturday Parent Academies;, Parent/Teacher Conferences; Family Fun Night; Understanding NJSLA; Parent Program St. Barnibus Health; Parental Support Group; Positive Behavior Support; Parent Appreciation Event; Stakeholders Meetings
Major activities/events conducted by the parents to further the school's mission and goals, such as fundraising, volunteering, etc.	Fundraising; 8 th Grade Dance; Stakeholders Meetings; Special Education/ESL Support groups; Volunteering with Lunch/Recess/Field Trips; Field Day Organization; Teacher/Staff Appreciation; Back To School Meet & Greet; Coat Drive; Secured Donated scarves and hats; Uniform Swap.



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- b) Three positive aspects of the Parent survey include parents indicating that they were pleased with academic achievements given the school closure due to COVID-19,, sense of community and family within the school, and positive safe environment.
- c)Three main challenges identified by parents include homework assistance after school, having a later after school program, student uniform compliance.
- d)The major activities/events offered to parents include: Saturday Parent’s Academy, Winter Family Fun Night, Principal’s Tea meetings, Parent Teacher conferences, Literacy Night, Mathematics Night, Hispanic Heritage Celebration, Black History Celebration, Virtual Parent Academy
- e)Activities or events conducted by parents to further the mission of the school include:Computer Tablet Raffle, Bake Sales, 4 fundraisers throughout the year, Multicultural Night.

b) Provide a list of the partnerships with other educational or community institutions.

Community Involvement		
Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
EDUCATIONAL INSTITUTIONS:		

Brookdale Community College	Health Education from Nursing students fulfilling Pediatric Clinical requirements (Well Child Assessment based on Health Education Standards)	All Students in Grades K-5; 60 hours per semester/120 hours for the school year
Communicati ons High School	TLC Afterschool Program- Filmmaking	12 students once a week for 12 weeks
Marine Academy of Science and Technology	Partnered to offer 6th and 7th grade students an opportunity to tour the school. hear from current students and participate in a marine experience aboard the schools boat	4 staff and 50 students in grades 5-7.
Georgian Court University	Social Worker Intern / Classroom Observations	253 students /8 staff involved
Lakehouse Music Academy	Teacher & Administrator collaboration with State Reporting, Curriculum, Lesson Planning & classroom management	Principal, 12 Instructional Lead Supervisors, Facility Supervisor, 3 Teachers

Rutgers University	Equal Opportunity Program: College Career Readiness / College Tours	69 students (middle school)
COMMUNITY INSTITUTIONS:		
City of Asbury Park	Students visiting City Hall (virtually)	(60 students) 3 staff
TD Bank	Grant funds a portion of the LEADS Program	After School (60 Students)
1 st Constitution Bank	Financial Literacy Program & Fun Friday Field Trip	10 Students 1 Staff

LakeHouse Music Academy	Music Classes/ Student Celebrations during Holidays/ Fundraising; Music Instruction to students	K-8 students; hours per month
Asbury Park City Councilman & City Councilwoman Jesse Kendle, Yvone Clayton	Collaborate on initiative to bring city officials, employees and educational staff together to benefit the city. Also Guest Speakers for virtual graduation ceremony as well as adopted an eighth grader	November 2019 Fashion show to raise awareness surrounding collaboration needed in the city of Asbury Park as well as a fundraiser. June 2020 Virtual Graduation
Asbury Park Library	Career Mentoring Program/Mentorship program	7th and 8th grade students (20 students)
Barnabas Health Institute for Prevention	Strengthening Families Program where students are provided conflict resolution lessons for the whole class as well as small group sessions with middle school students	Grades 3-5; 2 hours per month for the duration of the school year (30 students).
Alphabets Preschool	Student Volunteers to assist enriching literacy to preschoolers. Avail our facility for their winter celebration	Rotated 6 th , 7 th and 8 th grade students two days a week for 6 six weeks for 1.5 hours of community service per visit.

Asbury Park Library	Fundraiser to assist local library with the purchase of new books	4 th grade raised \$463.00 by collecting change during the 2019-20 school year toward fundraising for the Asbury Park Library. This is the twelfth year.
The Central Jersey Club	S.T.E.M after school program that collaborated with NJ SeaGrant Consortium	Fall 2019 and Spring 2020 after school lessons (Laboratory Experiments, Robotics, and Programing) for middle school students that



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 below regarding the Board of Trustees:

BOARD GOVERNANCE	
# of Board Members required as per charter by-laws	5

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Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as a Appendix B)	May 24, 2021
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as a Appendix C)	March 20, 2021
b) Provide a list of amendments to the bylaws of the board of trustees adopted during the 2020-21 school year.	**No amendments were made; however Board Secretary reviewed the following adoptions
c) Critical Policies adopted by the Board during 19-20 academic year (list in bullets)	<ul style="list-style-type: none"> See list below

Policy #	Policy Name	HACS Adopted
	HACSS K-8 Curriculum as reported in 20-21 Annual Report	Aug-2020
	Purchasing Manual and SOP Manual	Aug-2020
5141.21	Students: Administering Medication-Mandated	Oct-2020
9010	Role Of The Member	Mar-2021
9110	Number Of Members and Terms of Office	Mar 2021
9111	Requirements of Board of Trustee Members	Mar-2021
9114	Resignation and Removal from Office	Mar-2021
9200	Orientation of Training of Board Members	Mar-2021

3.3 Board Compliance

a) Fill in the requested information below regarding the Board of Trustees:

Board of Trustees						
Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Claudia Morgan	7/1/09	6/30/2024	President	cmorgan@hopeacademyics.org	9/21/2011	6/2009, 1/2010, 1/2011, 12/2012, 3/2014, 1/2016, 6/2019
Jakora Holman	10/1/18	9/30/21	Board Member	jholman@hopeacademyics.org	10/24/18	6/2019
Kaneshia Jones	9/1/19	8/31/22	Board Member	dcarroll@hopeacademyics.org	8/28/2013	10/2019,
Sheree Sanders-Jones	6/1/13	5/30/22	Vice President	Ssanders-jones@hopeacademyics.org	5/29/2013	6/2014, 6/2015, 12/2016, 9/2017, 6/2020
Kevin Elam	1/1/17	12/31/21	Board Member	kelam@hopeacademyics.org	12/15/16	9/2017, 10/2018, 12/2019

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) Provide information regarding the school's suspension/expulsion/attrition/backfilling rate

Table 13: School year 2019-20 Application Process Timeline

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Application Process Timeline	
Date the application for school year 2020-2021 was made available to interested parties	November 1, 2019
Date the application for school year 2020-2021 was due back to the school from parents/guardians	May 30, 2020
Date and location of the lottery for seats in school year 2020-2021	June 24, 2021 Virtually at Hope Academy Charter School 601 Grand Avenue Asbury Park N.J. 07712

B) Provide the URL to the school's application. If the application is not available online, then, as Appendix D , provide a copy of the schools current application in as many languages as available	www.hopeacademycs.org
C) List all of the venues where, prior to the lottery, interested parties could access the school's application for prospective students for the 2020-2021 school year.	Online, school's main office, Saturday School programs
D) List all languages in which the application is available	English, Spanish, and French Creole
E) List all the ways in which the school advertised the applications for prospective students for the 2020-2021 school year were available prior to the enrollment lottery	Current students, Online, school's main office, churches, area laundromats, private area preschools. Website, Local Newspapers, Physical Posting on the School's Door, Preschool Information Sessions
What was the deadline for prospective students for school year 2020-21 to return the initial application to the school? Please provide the exact date.	December 14, 2020 for Kindergarten June 24, 2021 All Grades

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STUDENT ENROLLMENT AND ATTRITION 2020-2021

	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year 2019-2020	Total # of students not promoted (retained) in the same grade for SY 2020-21 for the 2021-2022 school year
K	0	0	4
Grade 1	1	4	1
Grade 2	1	1	0
Grade 3	1	1	0
Grade 4	1	1	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	1	0	0
Grade 8	0	0	0
Total	5	7	5



Compliance

The following questions are aligned to the *Organizational Performance Framework*, Performance Area 5: **Compliance**.

5.2 Office of Charter and Renaissance School Compliance

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

Table 15: School Site Facility Information

School Site Facility Information: Site #1	
Site name	Hope Academy Charter School 601 Grand Ave, Asbury Park 07712
Facility lease information	N/A
Landlord name	N/A
Lease commencement date	N/A
Lease termination date	N/A
2020-2021 annual lease cost	N/A
Facility mortgage/bond information	Mortgage/private bond
Purchase date	November 2016
Mortgage lender/Bond Issuer(s)	TD Bank, NJ Economic Development Authority
Outstanding loan amount as of July 1, 2020	TD Bank: \$2,655,037.81 NJEDA: \$845,510.67
Latest date of appraisal	May 2016
Appraised value of property	\$4,075,000

School Site Facility Information: Site #2	
Site name	Hope Academy Charter School 500 Grand Avenue, Asbury Park, NJ 07712
Facility lease information	N/A

Landlord name	N/A
Lease commencement date	N/A
Lease termination date	N/A
2020-2021 annual lease cost	N/A
Facility mortgage/bond information	Mortgage
Purchase date	June 9, 2020
Mortgage lender/Bond Issuer(s)	TD Bank, NJ Economic Development Authority
Outstanding loan amount as of July 1, 2020	TD Bank: \$687,623.38 NJEDA: \$172,165.97
Latest date of appraisal	January 2019
Appraised value of property	\$ 890,000

Table 16: School Site Facility Information Lease Summary

School Site Facility Information Lease Summary: N/A	
Total number of leased facilities	N/A
Total annual cost of all leases	N/A
Total lease amount budgeted for 2020-2021	N/A

Table 17: School Site Facility Information Mortgage/Bond Summary

School Site Facility Information Lease Summary: N/A	
Total number of mortgaged facilities	2
Total mortgage/bond amount	\$4,509,534
Mortgage principal budgeted for 2021-2022	\$184,022

Mortgage payment interest budgeted for 2021-2022	\$ 153,752
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5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented.
- b) Provide a description of the school leader evaluation system that the school has implemented.
- c) As **Appendix F**, provide the board resolution approving the teacher and school leader evaluation systems.

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

HACS Board of Trustees collaborates with Rutgers University and utilizes a Stronge model to evaluate the teachers and administrators. This begins with a meeting in August to develop goals to be discussed with CSA/Superintendent of Instruction by August 30th. Both the Board of Trustees and CSA are responsible for making sure goals are developed early and agreed upon prior to the start of the school year. Formal Teacher evaluations are conducted 3 times throughout the year. They are inclusive of pre and post conferences. Teachers also work closely with Data Supervisor to formatively map out observational progress as well as goal setting and data analysis.

All set goals must describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym S.M.A.R.T is how the Board is able to assess a goal’s feasibility and worth.

Specific meaning: How many students learn what or grow by how much?

Measureable: Use assessment to compare starting points to ending points.

Ambitious but achievable: determine a reasonable amount of growth. Relevant: aligned to standards.

Time-Bound: Set an appropriate instruction period.

The Head of school uses the following Goal Setting Process during the collaborative meeting with the Board of Trustees:

1. Determine Need
2. Create Specific Personal Growth Goal based on Baseline data
3. Create and implement Leadership Management Strategies
4. Monitor Progress through ongoing data collection
5. Determine Goal Attainment

Submission of the Goal Setting Form

Head of School/Principal/Educators complete a draft of their goals and schedule a meeting with their evaluators to look at the baseline data and discuss the proposed goal. Principal, teachers, and supervisors must submit their goals to their evaluator prior to October 1.

Mid-Year Review of Goal

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A mid-year review of progress toward the goal is held. At the evaluator’s discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. It is recommended that the mid-year review be held prior to March 1. It is the evaluator’s responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the Board of Trustees or evaluator, Head of School, principal and supervisors are responsible for assessing the professional growth made on educator and administrator goals and for submitting documentation to the evaluator. The Head of School, principal, supervisors, and teachers may find it beneficial to draft the next year’s proposed goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, evaluators, Head of School, principal, and supervisors may extend the due date for the end-of-year reviews in order to include the current year’s data. In addition, as noted in the measures of academic achievement/growth noted on the previous page, data from previous years may be used to demonstrate a pattern toward attainment of goals.

Head of School Evaluation will include but are not limited to the use of the following:

Data Source	Definition
Self-Evaluation	Self-evaluation reveals principals’ perceptions of their job performance. Results of a self-evaluation should inform principals’ personal goals for professional development.
Site-based Observations	Site-based observations provide information on a wide range of contributions made by principals. Site-based observations may range from watching how a principal interacts with others to observing programs and shadowing the administrator.
Documentation Log	Documentation logs provide documentation generated by principals as evidence of meeting the seven performance standards.
Teacher/Staff Survey	Climate surveys provide information to principals about perceptions of job performance. The actual survey responses are seen only by the principal who prepares a survey summary for inclusion in the portfolio/documentation log.
Goal Setting	Principals, in conjunction with their evaluators, set goals for professional growth and school improvement.

Note: You may use <http://www.nj.gov/education/chartsch/info/evaluation.pdf> for guidance.

Table 15: 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

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Appendix D	Appendix D Board policy for the establishment of a grievance committee
Appendix E	Appendix E Admissions Application (Language)
Appendix F	Appendix F Board resolution approving the teacher and school leader/principal evaluation systems
Appendix G	Appendix G 2021 – 2022 School Calendar
Appendix H	Appendix H Organizational Chart
Appendix I	Appendix I Promotion/Retention Policy
Appendix J	Appendix J Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2020.” Save each appendix by the file naming convention provided in the second column of the above table.