

Academy Charter High School

2016 - 2017 Annual Report

August 1, 2017

Submitted to the New Jersey Commissioner of Education, Monmouth County Superintendent of Schools, Allenhurst Board of Education, Asbury Park Board of Education, Avon Board of Education, Belmar Board of Education, Bradley Beach Board of Education, Deal Board of Education, Interlaken Board of Education and the Lake Como Board of Education



BASIC INFORMATION ABOUT THE SCHOOL

BASIC INFORMATION	
Name of school	Academy Charter High School
Grade level(s) to be served in 2017-18	Grades 9-12
2016-17 enrollment (as of June 30, 2017)	178
Projected enrollment for 2017-18	200
Current waiting list for 2017-18	22
Website address	www.academycharterhs.org
Name of board president	Ms. Kimberly Brock
Board president email address	brock@academycharterhs.org
Board president phone number	848.207.6781
Name of school leader	Dr. Mary Jo McKinley
School leader email address	mckinley@academycharterhs.org
School leader phone number	848.207.6782
Name of SBA	Mr. David Block
SBA email address	block@academycharterhs.org
SBA phone number	732.684.5555

SCHOOL SITE INFORMATION

SCHOOL SITE 1	
Site name	Academy Charter High School
Year site opened	1998
Grade level(s) served at this site in 2016-17	Grades 9-12
Grade level(s) to be served at this site in 2017-18	Grades 9-12
Site street address	1725 Main Street
Site city	Lake Como
Site zip	07719
Site phone number	732.681.8377
Site lead or primary contact's name	Dr. Mary Jo McKinley
Site lead's email address	mckinley@academycharterhs.org

ORGANIZATIONAL PERFORMANCE AREAS

Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

- a) State the school's mission.

As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.

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

Students actively participate in educational activities over a longer school day and year. A regular school day is 7 hours 10 minutes in length. Freshman began their school year in August and so their year totaled 197 school days. For upperclassmen the year was 185 days in length.

During Freshmen Bootcamp in August, students become familiar with the culture and academic rigor of ACHS. MAP baseline scores are obtained in both English and mathematics, novels are read and discussed and students review basic math concepts laying the foundation for their tenure at ACHS.

The extended school year includes five Saturday sessions. These days provide opportunities to enrich the educational experience - community service, guest speakers, theatrical performance, and culture-building activities. On Saturdays students also met in diverse club activities.

Each morning the student body and staff meet for Community. Student achievements are recognized and announcements are made. Most importantly students are welcomed by their mentors and reminded that they are respected and cared about. Community serves as a physical and mental divide from stressors outside of school and provides the structure for students to get into an academic mindset.

Faculty mentors also meet with their students for forty minutes each week. A structured mentoring curriculum included social awareness activities, community building activities, personal reflection, vision boards and goal setting. The mentor serves as a parent-figure here in school. Research indicates that a positive relationship with at least one adult in school increases students' attendance and graduation rate. The relationships forged between students and mentors are ones that last long after graduation.

Students are instructed daily with rich tasks and rigorous learning experiences which challenge them to think in new ways. Longitudinal data indicates a weak foundation and gaps in prior knowledge for the majority of our incoming students. Curricula and various supports are in place to address this. A new strategy in the 2016-2017 school year was that each student worked with teachers to progress along their individualized student learning plan in reading, writing and mathematics.

All courses use a mastery-based learning format so that students are encouraged to maintain a growth mindset and persevere even when academic content does not come easily. Students may go back at any time during the semester to work with their instructor and prove mastery of curriculum content.

The 1:1 initiative ensures that each student has access to a Chromebook in every educational setting. Over 60% of the instructional staff has met the rigorous requirements to be Google Certified. This has been instrumental in ensuring that the technology is actually used to enhance instruction. The use of the Google environment has assisted students in continuing their work while off school property as well. This is another way the ACHS community fulfills its mission and prepares students for college and career.

The School-to-Career staff spearheads the student transition plans. In Senior Project class students continue career explorations and finalize college searches. College tours and speakers help students narrow down their selections. Support is provided for students and their families through every step of the

process - search, application, enrollment, FAFSA and college financing. Also during senior year, students prepare for college and career through participation in dual enrollment programs and work internships. Last year seniors earned between 3 and 15 college credits prior to graduation. Some underclassmen are on schedule to earn their associate's degree by the time they graduate ACHS.

Integral to our school design is sustained professional development for teachers with subject specific instructional coaches, reflective walk-throughs, lesson planning and evaluations with their ACHS coach, and weekly PLCs with their peers to drill down data, practice exemplary instructional strategies and identify new, successful strategies to promote student achievement. Improving student engagement, teaching persistence in problem solving, expanding content-rich vocabulary and exposure to quality written and verbal expression are topics of conversations heard in the collaborative discussions which take place between staff.

For the last two years the teachers and administrators of ACHS have participated in instructional rounds. To date these have been facilitated by Thomas Fowler-Finn who developed the process which is based on medical rounds. Each set of rounds focuses on a problem of practice. The problem of practice this past year was: In what ways and to what extent are students challenged in their work, thinking, and accountability to produce high quality work? Teams visited classrooms and identified behaviors related to the problem of practice and then drilled down to identify patterns. Once "owned" by the staff, these patterns became the focus of professional development and school academic goals.

The administrative team implements the SAM Innovation Project's TimeTrak to focus their resources of time and attention on instructional practices. This also tracks the type of work done with each staff member. The administrators can then identify where resources should be allocated to better support instructional practice to promote improved student outcomes.

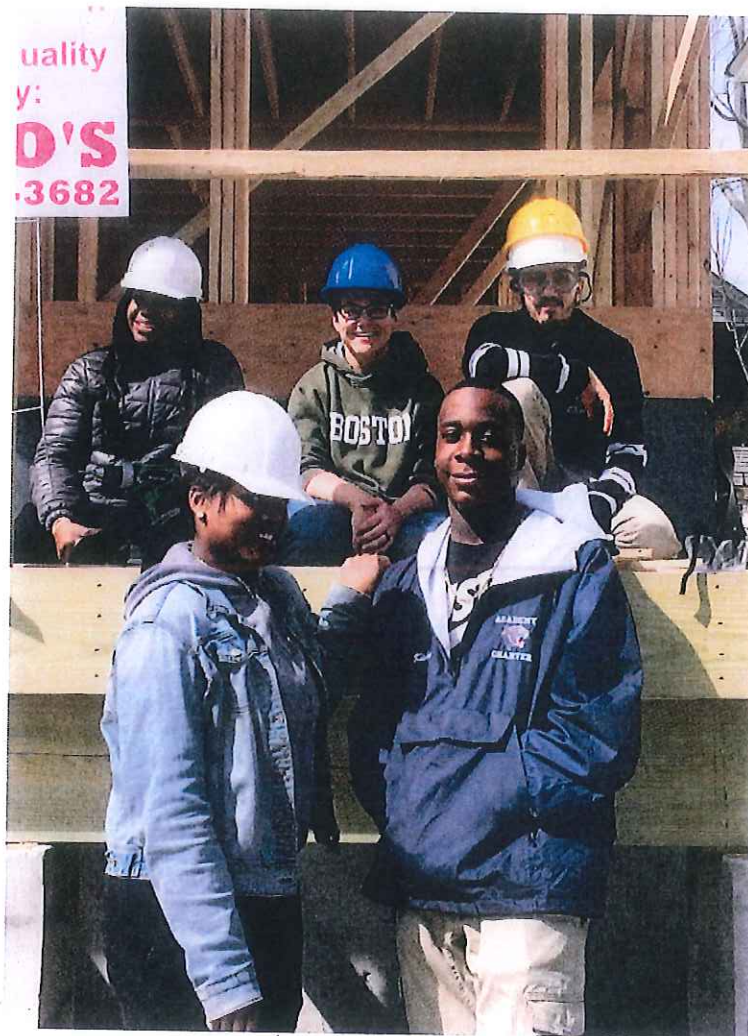
All seniors who are on target for meeting state academic requirements are scheduled for a course entitled Advanced Studies. These students leave the school campus to attend dual enrollment programs or career internships. Those students who pass the required sections of the Accuplacer register for class(es) at Brookdale Community College. ACHS pays for tuition, fees and books. ACHS staff assist the students through the entire registration process including trips to campus to get ID cards. The goal is to familiarize the students with a college campus and the routines associated with matriculation prior to their high school graduation.

Students are challenged in the curriculum through in class differentiation, honors credit and advanced classes. Those students who pass the Accuplacer, as early as sophomore year, begin their college classes at that time. Students also take AP classes through the Virtual School. Advanced students have the potential to earn an associate degree by the time they graduate high school.

Other students work with the school-to-career office to identify a field of interest for career exploration through internships. Relationships throughout the Asbury Park - Neptune - Belmar business communities have been established to provide opportunities for our students. Over the course of the semester students engage with professionals and gain insight into the ins-and-outs of that field. For some, the experience solidifies their career interest while others determine that the career they thought they wanted isn't really for them. All students benefit from the lessons learned regarding teamwork, respect, cooperation, productivity, communication and character as it relates to employment.

Academy Charter High School was founded with a commitment to integrate service-learning into the curriculum. Recognized as a Service-Learning Leader School the faculty and staff have consistently immersed students in learning experiences which benefit the greater community. These have included working with the Borough of Lake Como on environmental projects ranging from painting fish on sewer drains to remind people of where their waste goes, to working with

elementary students of nearby schools, to cleaning up the areas around the nearby lake to protect wildlife, to work on a community garden. This year the students and staff of Academy Charter made a commitment to Habitat for Humanity and worked on a home build in Asbury Park. This new house will be a perpetual reminder of the school's commitment to the community.



As a culminating service-learning experience all seniors complete a Senior Project as graduation requirement. After an assessment of community needs, students select a worthwhile project for which they have passion. Completing a minimum of 30 hours outside of school, the seniors use material learned in the

educational program to benefit the target audience in the community. In early June each member of the senior class presented their project at a reception in front of over 250 people.

Students' potential is grown in after-school activities where they challenge themselves academically, socially and physically. ACHS is a busy place into the early evening. Students stay for extra help with teachers or access the After-School Academic Center where they use laptops to work on homework under the supervision of a staff member. The academic coach provides support to those students who have been identified for intensive support.

During the winter and spring season our student athletes are practicing and competing in one of our interscholastic sports: Varsity Girls Basketball, JV Boys Basketball, Varsity Boys Basketball, Cheerleading, Boys and Girls Outdoor Track and Baseball. The goal is to keep ACHS a busy place into the evening; providing a safe, place for students.

Collectively the academic, emotional and social experiences our students engage in prepare them for their post-graduate studies and future careers.

- 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 academic goals may have changed from the school's original charter application.

Goal	As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Year over year growth in the proficiency rate on PARCC tests.
Target	Decrease the non proficiency rate of students on the PARCC assessments by 10% from SY 2014-15 to 2015-16.
Actual Outcome	GOAL HAS BEEN MET in Algebra 1 GOAL WAS PARTIALLY MET in Algebra II, Geometry and ELA

1.2 Curriculum

- a) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

Appendix A Attached

1.3 Instruction

- a) What constitutes high quality instruction at this school?

Academy Charter High School's rigorous curriculum is aligned to the Common Core Standards and the NJCCCS and provides a comprehensive foundation for mastering content and skills necessary for realizing a student's maximum potential. A mastery based learning system, using skill sheets for each student, are directly tied to the standards for each course. NWEA MAP assessments, aligned to the Common Core standards in ELA and Math are taken three times a year to measure student growth along with formative assessments and guided instruction. Individual Student Learning Plans track student growth according to academic measures: PSAT, SAT, PARCC, MAP and PARCC writing rubrics.

English Language Arts courses follow a standards based curriculum analyzing appropriate classical and contemporary literature and informational texts. Students integrate writing responses: narratives, arguments to support claims, while citing evidence from multiple texts and media, research, and literary analysis essays. NJCCC and CC ELA standards are evident in both our applied and social sciences (Anatomy and Physiology, Biology, Earth Science, Chemistry, World Civilizations, US History I and II, Civics, Behavioral Studies, Humanities and Creative Arts) requiring students to read, view, and listen to multiple appropriate primary and secondary sources. In addition to the aforementioned subjects, Physical Education and Health use PARCC writing tasks as formative assessments, requiring students to use multiple sources (narrative, research simulation, and literary analysis tasks) to cite textual evidence to support a claim. These DBQs are assigned multiple times a semester and for several subjects count as a portion of the student growth measure. Using PARCC-like assessments with multiple

informational text documents and guided scaffolding questions, teaches students fundamental annotating, comprehension skills and also allows students to write analytical responses that are both inferred and evidenced from each text to support a larger claim. Many of these subjects allow for cross-curricular project-based learning to vary differentiated learning styles and portfolio type forms of assessments.

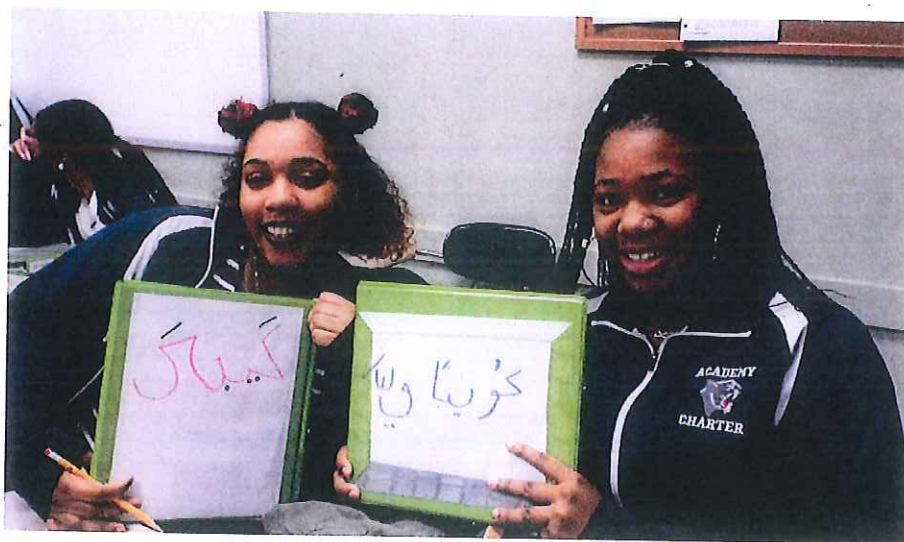
ACHS's math curriculum, aligned to the Common Core Standards, requires students to solve real world applications stressing number and quantity, algebra, functions, modeling, geometry, statistics and probability. Algebraic foundations require students to critically think about and conceptually understand how to solve equations, inequalities, radicals, graphing linear and quadratic functions. Deductive reasoning and logical thinking apply problem solving strategies in Geometry's basic principles in both Geometry and Trigonometry classes. In addition, all classes infuse Common Core math standards of quantitative data analysis to interpret trends in social behavior, fitness assessments, historic events, and scientific laboratory experiments. Real-world problem-based learning makes students engaged in math and provides contextual understanding to often abstract mathematical concepts. Through a partnership with both Manasquan Savings Bank and Everfi Financial Literacy students were exposed to an online financial literacy program that taught students such as things as how to open up a banking account (checking, savings), how to save for college, a new car, or other life-like expenses, how to do online banking, how to save for retirement, how to understand and apply for credit, and many other facets of financial literacy.

Senior Project class is where students plan and enact a service learning project for their community. In addition, the class prepares seniors for college and career through preparation with the SAT, Accuplacer, college applications, resume building, job searches, and life skills. During the second semester, seniors have an option to take a dual enrollment college level course at Brookdale Community College or be placed in a semester long internship in a career oriented

field of their choice. Students learn valuable work ethic skills as well as being exposed to different skills in various industries.

Students may also follow an accelerated academic program beginning to earn college credit as early as their sophomore year. Each program is individualized and developed in conjunction with the School to Career Coordinator and family. The curriculum may include any combination of online AP courses, online courses through a college/university or in person college classes. Students have the potential of earning their associate degree while a high school student at Academy Charter.

As a comprehensive college preparatory high school, Academy Charter offers a wide range of classes in addition to the core classes. Creative Arts, Humanities, and World Languages, consisting of multiple levels of Spanish and Arabic are critical electives that advance students' perspectives in learning about



different cultures and hands-on applied arts.

Academy Charter High School has partnered with Monmouth University to start

its very first debate team in the Urban Debate League. Students who are on the debate team are exposed to various college campuses for debate tournaments; learn valuable research and public speaking skills, and social skills of how to support one another as a team.

Academy Charter High School has always had an important focus on developing students academically as well as preparing them to be well-rounded

students for the real-world. Every summer students are required to do a summer reading assignment to continue to increase their literacy levels during the summer. During the 2016-2017 school year we initiated a sustained reading initiative. Students maintained reading logs and regularly conferenced with a reading specialist.

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

During the 2016 - 2017 school year the administration and teaching staff of ACHS again reflected as to what quality instruction looks like. This step-back included conducting instructional rounds and accepting identified patterns seen in practice and the learning culture, conducting lesson studies and peer observations, working with experts from Metamorphosis, ALL and AIR to identify current practices and review best practices. A school goal in 16-17 was that: Everyday, in every classroom, 100% of the students will be engaged in cognitive work for a

significant part of class (Brain Sweat).



Mere time on task or passive compliance is not acceptable at ACHS. Teachers are held accountable for ensuring lesson planning and actual practice require students

to talk about content, engage in rich tasks and practice deep questioning between students and/or between students and teachers. Feedback towards this goal is provided during weekly lesson plan review and practice is observed through frequent walk-throughs, formal and informal observations. Exemplary strategies are shared and practiced in weekly PLCs.

1.4 Assessment

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations ("proficiency rate") on all PARCC assessments administered by the school. Note: If 2016-17 PARCC results have not been released to schools by July 15, 2017, then leave the 2016-17 column blank.

PROFICIENCY RATES ON PARCC ASSESSMENTS		
Assessment	2015-16	2016-17
ELA 9	S	S
ELA 10	S	S
ELA 11	S	S
Algebra I	S	S
Geometry	S	S
Algebra II	S	S

S = Data is suppressed

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such 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).

The proficiency rate in each PARCC assessment increased in 2016-2017

The largest gain was a 12.9% growth in the Algebra 1 proficiency rate. In addition the proficiency rate increased 5.6 % in Algebra 2, 9% in ELA 9 and 6 % in ELA 10. We find that each incoming freshman class presents the scenario of starting over. As we do not have a feeder charter school, we are meeting students where they come to us academically each year and for many students filling in gaps in knowledge while striving to gain more than a year's growth in core academic subjects each academic year in order to get them college and career ready by graduation.

The follow chart shows the number of ACHS incoming students who demonstrated proficiency on the 8th grade ELA and Math PARCC prior to admission.

8th Grade PARCC Proficiency of Incoming Students

	PARCC ELA Proficiency	PARCC Math Proficiency
Class of 2020	6 students	4 students
Class of 2019	8 students	2 students

To address the deficiencies noted in math, the Algebra 1 course material has been divided amongst three semesters for most students - fall and spring freshmen year and fall of sophomore year. In the courses there is a focus on both skills work and rich tasks. This builds a strong foundation for the advanced math courses. All students take Geometry by the end of sophomore year so they remain on track with the traditional high school math sequence. Future math courses include Algebra 2, Math Analysis and AP Calculus. In addition a new teacher was hired for the 2016-2017 year to teach Geometry. The geometry classes, already averaging 17 in class size, were team taught so students were able to get more individual attention and feedback.

Similarly, there is a focus to have the freshmen Communications and sophomore Advanced Communications classes team taught whenever feasible. The Houghton Mifflin WriteSource curriculum was



also integrated in the communication course sequence. In addition, all students were enrolled in an Independent Reading class which met twice weekly throughout the school year. Students read fiction/nonfiction of their choosing and completed reading logs daily. The sustained reading time exposed students to new vocabulary and quality writing. In addition ELA staff conferenced regularly with the students. The result of this intervention was an jump in Lexile levels of most students by the

end of the school year. Also, a new Special education ELA teacher was hired who taught pull-out classes as well as team taught with an English certified teacher, regular education classes.

To promote college and career readiness all students complete pre and post Document Based Questions (DBQs). These assignments require students to critically read, analyze and interpret three texts and using that information craft an essay in response to a prompt. All essays are graded according to an expanded PARCC rubric and students are provided detailed feedback on how to improve their work. Growth targets are set for the end of the year post-DBQ. Formative DBQs are also integrated into all course curricula, even physical education.

The 1:1 initiative was fully in place for the 16-17 school year. All students had access to their own Chromebook throughout the day. Sustained professional development provided by our Technology Coordinator facilitated the integration of this tool into instruction and assessment. Over 60% of the instructional staff earned Google certification. Integrated technology eases the differentiation of material, moves ACHS to a paperless environment, improves feedback and communication between instructors and students and prepares the students for college and the 21st century workplace.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2016-17 year.

Grade	Assessment
9	MAP: Fall, Winter, Spring Mid-Term & Final Course Exams PARCC ELA - Grade 9 Pre/Post DBQs
10	MAP: Fall, Winter, Spring Mid-Term & Final Course Exams PSAT: Fall and Spring

	PARCC Algebra 1 PARCC Geometry PARCC ELA 10 Pre/Post DBQs
11	MAP: Fall, Winter, Spring Mid-Term & Final Course Exams PSAT SAT PARCC Algebra 2 PARCC ELA 11 Pre/Post DBQs
12	MAP: Fall, Winter, Spring (dependent on course schedule) Mid-Term & Final Course Exams SAT ACT Accuplacer ASVAB Pre/Post DBQs

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

The MAP became the prime diagnostic assessment at ACHS three years ago. This assessment was chosen because it provided specifics for students who are below grade level. The RIT score and learning continuum are tools to identify specific areas of weakness and provide guidance as to where targeted focus is needed.

After the initial administration in early fall, individual growth targets are established for the academic year in each of math, reading and language. Students on or above grade level are expected to maintain that status. Students who tested below grade level have a target set 1.5 grade levels above their current score. Goals for special needs students are individualized as per their IEP.

MAP data is used by teachers to identify "instructional buckets" which inform teachers when planning for differentiation and small group work. This data was also a factor in determining staffing changes. This included the replacement of two teachers, assignment of teaching loads and the implementation of team teaching in Advanced Communications and Geometry classes. In addition the data influenced curriculum / programmatic improvements. For example Houghton Mifflin's *Writers Inc.* and *Write Source* were added to the curricula. The data also supported a survey response from seniors regarding test fatigue. Seniors stated that by the final MAP assessment they were exhausted from two rounds of mid-terms, finals, SATs, ACTs, PARCC, ASVAB and Accuplacer exams.

Four years ago Academy Charter implemented a performance based salary structure. At that time the staff, in consultation with consultants from AIR, developed a dual assessment measure of growth in each subject area. In each course individual student growth is measured using two rigorous metrics. Math and English classes use MAP and PARCC assessments. All other subjects use DBQ writing tasks as an assessment; research papers and portfolios are other measures. All writing tasks are graded using a graduated PARCC rubric. The rubric not only gives them a score but also identified areas for improvement. Other exams are developed using Engage NY, publisher test generators and/or Performance Plus.

The MAP assessment also provides Lexile reading levels for each student. These numbers are available to teachers and students through their Individualized Learning Plan. Lexiles from MAP can be used to differentiate texts in the classroom and to challenge students during their Individual Reading (IR) class. Growth in Lexile is another area monitored for each student. The following table describes student growth in Lexile during the 2016- 2017 school year.

Above Average Growth of ACHS Students in Lexile Level during the 2016-2017 School Year

	1+ Years Growth	2+ Years Growth	3+ Years Groth
Grade 9	24%	11%	11%
Grade 10	23%	13%	15%
Grade 11	24%	12%	15%

In PLCs all teachers analyze the PARCC evidence tables. We look for areas where there are gaps in scores between the state average and ACHS student scores. The standards aligned with these questions are organized in tables and PLCs identify methods to address these areas in instruction across the curricula.

Student work from all assessments, as well as other course assignments were saved in portfolios and used to develop Individual Student Learning Plans. Plans for each student are shared with staff and the students themselves as Google docs. Students are invested in growing academically as per the related rubrics. The ILP provides guidance on a specific growth plan whose goal is to reach college ready or beyond as defined by the SAT.

The SAT is a substitute competency test and one of the several measures for meeting graduation requirements. It also serves as a measure of college readiness. Academy Charter continues to outscore Asbury Park in the SAT. To work towards a higher percentage of students scoring 520 or higher in each section, additional skills work has been integrated into coursework and in Seminar. Curriculum teams along with the Director of Curriculum reviewed alignment of all curricula with appropriate standards. Also with the extension of seminar to four days a week extensive time for independent reading and conferencing about texts has been added.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information below regarding school leadership.

SCHOOL LEADERSHIP/ ADMINISTRATION INFORMATION		
Administrator Name	Title	Start Date
Dr. Mary Jo McKinley	Director	July 1998
Mr. David Block	Assoc. Direct / SBA	July 2014
Mr. Jarred Shaw	Director of Curriculum	Sept. 2013

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 below regarding learning environment at the school.

Attendance Data:

LEARNING ENVIRONMENT	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	
Elementary School Attendance Rate (grades K-5)	N/A
Middle School Attendance Rate (grades 6-8)	N/A
High School Attendance Rate (grades 9-12)	91 %
Student - Teacher Ratio	1:10

A focus on staff-student relationships and communication of expectations to families combined with use of truancy courts for enforcement resulted in an improvement in individual student attendance during the 16-17 school year. Although the total attendance rate was consistent, the individual student attendance improved; fewer students had issues with chronic absenteeism. Coming off this improvement, the Board of Trustees approved a new policy developed collaboratively by parents, administrators and teachers which will be implemented in the 17-18 school year. This policy triggers sanctions based on total absences not just unexcused absences.

Percentage of Student Absences	0 Absences	1 - 5 Absences	6 - 10 Absences	11 - 15 Absences	15 + Absences
APHS 15-16	2 %	15 %	17%	16%	51%
ACHS 15-16	1 %	14 %	20 %	22 %	43 %
ACHS 16-17	11 %	24 %	32 %	12 %	21 %

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Based on the current NJDOE definition (absent more than 10% of days in membership) the chronic absenteeism rate for the 16-17 school year is 17%.

The graduation rate of Academy Charter continues to exceed that of Asbury Park both in the 4-year rate and the 5-year rate.

Extended Year Graduation Rate					
	Academy Charter			Asbury Park	
	4-yr Rate	5-yr Rate		4 – yr Rate	5 – yr Rate
Class of 2012	83%	92%		49%	58%
Class of 2013	82%	92%		51%	55%
Class of 2014	82%	92%		49%	61%
Class of 2015	89%	95%		66%	75%
Class of 2016	92%	N/A		73%	N/A

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

PROFESSIONAL ENVIRONMENT	
Teacher Retention Rate (from SY 2016-17 to 2017-18)	100 %
Total Staff Retention Rate (from SY 2016-17 to 2017-18)	100 %
Frequency of teacher surveys and date of last survey conducted	Twice, June 2017
Percent of teachers who submitted survey responses	100 %
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	100 %

- c) What were the three main positive aspects teachers identified in the latest survey?
- Changes are responsive to student/school needs
 - ACHS reflects a community atmosphere
 - Teachers are accountable for student achievement
- d) What were the three main challenges that teachers identified in the latest survey?
- Catching up students academically who enter ACHS severely below grade level
 - Consistency within the classroom regarding enforcing school policies
 - Overcoming student apathy towards assessments
- e) Fill in the requested information below regarding the school's discipline environment in 2016-17. If there was a noticeable increase or decrease in suspensions and expulsions in 2016-17 compared to 2015-16, then please describe the reasons for the change below the table.

DISCIPLINE ENVIRONMENT 2016-17			
Grade Level	Number of students enrolled (as of Oct. 15, 2016)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
9	54	8	0
10	53	6	0
11	42	5	0
12	40	3	1

Early intervention, counseling, rewards and relationship building along with consistent application of the discipline policy resulted in a decrease in the suspension rate from last school year.

	Percentage Decrease in the Number of Suspensions (Unique Count)
Grade 9	-12%
Grade 10	-18%
Grade 11	-21%
Grade 12	-22%

The total percent of students suspended once or more during the school year decreased by 9.2% and is depicted below.

Percentage of Students Suspended During the School Year

	2015-2016	2016-2017
Academy Charter	20.8%	11.6%
Asbury Park	100%	-----

School Performance Report 2016, Genesis SIS

2.2. Family and Community Engagement

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

FAMILY INVOLVEMENT AND SATISFACTION	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	2 of 8
Frequency of parent/guardian surveys	Annually
Date of last parent/guardian survey conducted	May 2017
Percent of parents/guardians completing the survey (consider one survey per household)	14 %
Percent of parents/guardians that expressed satisfaction with the overall school environment	100%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- Rigor of Curriculum/Educational Standards
 - Safety
 - Family Atmosphere

- c) What were the three main challenges identified by parents/guardians in the latest survey?
- a. Increase parent involvement - more dinners
 - b. Add microwaves to the cafeteria
 - c. Eliminate final exam exemptions
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2016-17 school year.

Back to School Night (Fall & Spring), Parent Conference (Fall & Spring), FAFSA Parent Workshop (October & January), DVR Transition Meetings, Drug Jeopardy, Courageous Kids for Adults, Athletic Awards Dinner, Senior Reception

- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals.

Participation on Title I committee

Serve as members of the Board of Trustees

Input into developing new policies

Participation as presenters and assistance in recruiting presenters for Career Day

Bringing in materials/food for celebrations

Support fundraisers



- f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

COMMUNITY INVOLVEMENT		
Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
<i>Education Institutions:</i>		
Monmouth University	Debate Team/ Campus Tour	19
Berkeley College	Financial Aid Presentation Career Day Presenter	24 195
Brookdale Community College	Dual Enrollment Programs/ Accuplacer EOF Presentation	9 47 50
Centenary College	Career Day Presenter	195
New Jersey City University	Career Day Presenter College Tour	195 50
Bloomfield College	Career Day Presenter	195
William Paterson University	Campus Tour	50
Rowan University	Campus Tour	50
Montclair University	Campus Tour	50
Lincoln University	Campus Tour	50
COMMUNITY INSTITUTIONS:		
Prevention First	Parent Meetings	37
Museum of Natural History	Rewards Trip	40
Medieval Times	Rewards Trip	39
Franklin Institute	Art Trip	40
Borough of Lake Como	Earth Day Clean Up Intern	100 1
Longstreet Farm	Educational Trip	38
Housing All	Light / Energy Subsidy for Parents	15

National Oceanic and Atmospheric Administration	On Site Lab Lesson	48
Museum of Jewish Heritage - Holocaust Memorial	Civics Trip	30
Princeton Blairstown Center	Team Building / Leadership Council	14
Bureau of Lectures	Saturday School speakers and performers	150
Lowes Hardware Store Wall, NJ	Donations of garden supplies	15
Lake Como Environmental Commission	Master Garden Tour	20
Teen Challenge NJ	Saturday School Drug Prevention program	100
Everfi Financial Literacy	Online and in-person Financial Literacy education	80
Coastal Habitat	Building a House in AP	15
Wells Fargo Banking	Financial Literacy education	30
Apex Learning	Online Common Core Math and Reading Tutorials	100
Pearson MyFoundations Lab	Online Accuplacer Prep	100
Metamorphosis Consulting	Math Consultant work	200
ALL Consulting	ELA Consulting work	200
Planned Parenthood	2016 Teen Conference	21
Division of Vocational Rehabilitation	Registration	7
Two River Theater	No Seats Empty Program - plays	50
MCVSD	Career Day Presenter	185
The Coast Star	Career Day Presenter	185
Investors Savings Bank	Career Day Presenter	185
National Guard	Career Day Presenter	185

Astra Zeneca	Career Day Presenter	185
Pan Hellenic Council	Career Day Presenter	185
Direct Success	Career Day Presenter	185
Seabrook	Career Day Presenter	185
Borough of Lake Como	Career Day Presenter	185
Lincoln Investment	Career Day Presenter	185
Manasquan Savings Bank	Career Day Presenter	185
Wag On Inn	Career Day Presenter	185
CentraState	Career Day Presenter	185
Shore Speech Therapy	Career Day Presenter	185
Six Overground	Career Day Presenter	185
Prevention First	Career Day Presenter	185
Aide to the Governor	Career Day Presenter	185
Valeant Pharmaceutical	Career Day Presenter	185
Advantage Career Institute	Career Day Presenter	185
Lakewood Blue Claws	Career Day Presenter Class Trip	185 45
First Atlantic Federal Credit Union	Career Day Presenter	185
Investors Savings Bank	Career Day Presenter	185
AP Rotary	Interact Club	48
James Vaccaro - President Manasquan Savings Bank	Leadership, Financial education	50
Franklin Institute	Trip	42
Field Trip New Jersey Geraldine R. Dodge Foundation	Field Trip Transportation Grant	45
Alphabet Preschool	Internship	4
Careon the Square	Internship	3

Second Life Bikes	Internship	2
Jersey Shore Medical Center	Internship	3
Advance Physical Medicine & Rehabilitation	Internship	1
Breezy's Backyard DayCare	Internship	1
Kula Cafe	Internship	1
Jersey Shore Fitness	Internship	3
Technology ACHS	Internship	1
Helping Hands	Internship	1
Boys and Girls Club	Internship	2
Jersey Shore Fitness	Internship	4
7-11	Internship	1
Surf's Up Candle	Internship	2
Stella Marina	Internship	1
Primavera IT	Internship	1
Care on the Square	Internship	3
Homeless/Salvation Army	Senior Project	3
Autism Speaks	Senior Project	3
Alphabets Preschool	Senior Project	2
American Cancer Society	Senior Project	4
The Boys and Girls Club	Senior Project	5
Jersey Shore Rescue Mission	Senior Project	5
Rescue Ridge	Senior Project	5
Jersey Shore Dream Center	Senior Project	3

op Group/Giving back Youth	Senior Project	3
Madonna House	Senior Project	3
Jersey Shore Children's Hospital	Senior Project	4
Susan B. Komen	Senior Project	3
Alzheimer's King Manor	Senior Project	3

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 board governance.

BOARD GOVERNANCE	
Number of board members required by the charter school's by-laws	Between 3 - 9
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	June 2017
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	Val-Ed portfolio based evaluation takes place between October and June. Sixty percent of the tool is based on the following: observation of a post-observation conference, observation of the provision of teacher professional development, an unannounced observation and staff survey. Forty percent of the tool is based on student growth of the entire student population.

- b) List the amendments to by-laws that the board adopted during the 2016-17 school year.

None

- c) List the critical policies adopted by the board during the 2016-17 school year.

Student Attendance, Absences and Excuses, Use of Electronic Devices, Stability for Children in Foster Care, Required Special Education Policies and Procedures

3.2 Board Compliance

- a) Fill in the requested information below regarding the board. Add or delete rows as necessary.

BOARD OF TRUSTEE INFORMATION						
Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Kimberly Brock	7/1/11	6/30/20	President	brock@academycharterhs.org	10/12/11	3/3/12 1/1/13
Tasha Youngblood Brown	7/1/12	6/30/18	Vice-President	youngbloodbrown@academycharterhs.org	5/23/12	1/1/13 10/6/16 4/12/16 2/2/17
Napier Humphrey	3/3/16	6/30/19		humphrey@academycharterhs.org	3/18/16	pending
Ed Johnson	3/3/16	6/30/19		johnson@academycharterhs.org	3/16/16	6/19/17
Perry Lattiboudere	3/3/16	6/20/19		lattiboudere@academycharterhs.org	6/22/16	6/3/17
Everett Mitchell	3/3/16	6/30/19		mittchell@academycharterhs.org	4/27/16	6/29/17
Robertha Walters	9/1/14	6/30/18		walters@academycharterhs.org	6/3/15	10/24/15 2/12/16 2/23/17
Frankie Winrow	7/1/12	6/30/18		winrow@academycharterhs.org	6/17/15	1/1/13 8/7/08 12/2/08 1/31/11 1/1/13 4/20/16

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 below regarding the timeline of the school's application process for prospective students for school year 2017-18.

SCHOOL YEAR 2017-18 APPLICATION PROCESS TIMELINE	
Date the application for school year 2017-18 was made available to interested parties	May 1, 2016
Date the application for school year 2017-18 was due back to the school from parents/guardians	December 21, 2016
Date and location of the lottery for seats in school year 2017-18	January 7, 2017

- b) Provide the URL to the school's application for prospective students for school year 2017-18. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.

The application is available at www.academycharterhs.org

- c) List all of the venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2017-18.

The application was available in person, by traditional mail, email, or fax and online at school website

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

The application is available in English, Spanish and Creole

- e) List all of the ways in which the school advertised that applications for prospective students for school year 2017-18 were available prior to the enrollment lottery.

The school advertised the availability of applications on the school website, school newsletter, Facebook, Twitter, and local newspapers.

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2016-17.

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 2016-17	Number of students retained in 2016-17 for the 2017-18 school year
9	5	4	3
10	3	7	1
11	3	3	0
12	3	0	0

- g) 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.

[Appendix A is attached](#)

5.1 COMPLIANCE

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

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

In 2013 as part of participation in the PICCS grant, the teachers and administration of Academy Charter unanimously approved participation in a Performance-Based Salary Structure beginning with the 2014-2015 school year. The salary increments for all teachers, administrators, social workers and counselors are determined by the cumulative score determined by the following: 60% evaluation tool and 40% student growth. The teacher evaluation tools include classroom evaluations using the Danielson model, formal and informal walk-throughs, review of lesson plans and measures of professionalism. Announced observations include an in-person pre-observation conference, eighty-minute observation and in-person post-observation conference. The unannounced observations do not have the pre-observation conference. Tenured teachers have one announced and one unannounced observation. Non-tenured teachers have one announced and two unannounced observations. Any teacher on an instruction-related personal growth plan has at least one additional unannounced observation. At the end of the year, the entire administrative team meets with each teacher and reviews all data from the evaluation tools. Together final scores for each Danielson component is reached by consensus. This is converted to a HEDI score determining the score on a 60-point score.

The growth scores in each subject are calculated from student results on two independent measures. With guidance from AIR (American Institutes for Research) teachers and administrators agreed on rigorous, assessments of student learning for each subject. For math and English these two measures are the PARCC and the MAP assessment. Other disciplines use DBQ writing tasks, performance measures and/or subject specific assessments. Each assessment tool has a pre and post-assessment. Student growth targets are established according to pre-approved rubrics and scales which are consistent across sections of each subject.

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

Another component of the PICCS grant was the implementation of the VAL-Ed (Vanderbuilt Assessment of Leadership in Education) tool for evaluation of the Director. This approach to school leader evaluation draws upon multiple measures, including student growth measures, leader practice observations and a survey of teachers and Board members. Forty percent of the total points are measured by school-wide student growth. The other sixty percent is the practice component; an assessment of leadership and management. This portion is comprised of a start-of-the-year self-assessment, an observation of a the conduction of a post-observation conference, the observation of a group meeting focusing on professional development, at least one unannounced, focused visit conducted by a Board of Trustees member, an anonymous staff survey of six core components and six key processes of leadership, a portfolio review and an end-of-year summative assessment.

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

Appendix E is attached

Appendix A: Statement of Assurance

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 SharePoint. See page 2 of the annual report template for submission details.

- ☒ Instructional Providers. The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section N.J.A.C. 6A:9 *et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.
- ☒ Background Checks; Fingerprinting. The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections N.J.S.A. 18A:6-7.1, *et seq.*
- ☒ Educational Program. The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.
- ☒ Student Disciplinary Code. The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.
- ☒ Provision of Services. The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section N.J.S.A. 18A:46-1 *et seq.*, and section N.J.A.C. 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.
- ☒ Facility; Location. The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4.

Signature of School Official (School Lead):

M. Jo McKinley Ed.D.

Date: 7/30/17

Print Full Name: Mary Jo McKinley, Ed.D.

Title: Director

Signature of Signatory Official (President, Board of Trustees):

Kimberly Brock

Date: 7/30/17

Print Full Name: Kimberly Brock

Title: President, Board of Trustees

School District Board Self Evaluation

2017

NJSBA



Congratulations! You and your board have recognized the importance of assessment and accountability by participating in a self-evaluation. You are sending a clear signal to the community and staff about the importance of evaluation -- "you are practicing what you preach." **This process will assist your board in its continuing commitment to focus on and increase student achievement.**

GENERAL INSTRUCTIONS

1. **Board Members** should complete both top and bottom indicators about the board and board member, placing a check in the appropriate column and then provide comments and/or examples that illustrate your ratings. Completing both indicators allows you to evaluate your own performance and to view your contribution to the effective functioning of the board as a whole.
2. **Administrators** completing this form should fill out **ONLY the top indicator, *About the Board***. In completing the form, place a check in the appropriate column and then provide comments and/or examples that illustrate your ratings.
3. **Comments** are important and will be compiled and shared with the board. They provide a clear explanation for your ratings. Remember that you are evaluating the board, as a whole, **during the past 12 months**, not individual occurrences or individual members. Therefore your responses and comments should be based on how you see the total board performance during that period.
4. **Challenges** These sections should be completed by everyone who fills out a self-evaluation. The last page of the evaluation consists of two open-ended questions that give you the opportunity to address the future of your district, by highlighting the challenges you face and identifying possible solutions. Please limit yourself to the three most important issues.

Your Field Service Representative will meet with the board to share the strengths and areas of concern identified by the evaluation. This will assist your board, utilizing the results of this evaluation in developing the board professional development improvement plan. This plan must be directed toward increasing your knowledge and skills in policy making and board governance.

Service does not stop there, however. Your FSR will facilitate workshops and retreats and provide the necessary training -- **all as part of your association dues.**

School District Board Self Evaluation

2017

NJSBA



QUANTIFICATION OF RELATIVE VALUE

One method of establishing a benchmark for your performance growth and improvement is to evaluate the relative importance you place on these areas that research has confirmed as being critical for effective boardsmanship. Please review the individual categories measured by this evaluation. How important/significant do you feel each is to your board's overall effectiveness and success?

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

****Please complete this section first****

	Vital 4	Very Important 3	Somewhat Important 2	Not Important 1
I. PLANNING: The board is a planning body, focusing on the district mission and goals.				
II. POLICY: The board is a policy-making body, focusing on the development, review and revision of policy.				
III. STUDENT ACHIEVEMENT The board requires written curriculum and systematic evaluation that is focused on student achievement.				
IV. FINANCE: The board provides financial oversight for budget development and evaluation, program support and equity.				
V. BOARD OPERATIONS: The board operates through bylaws and effective meeting procedures, using collaborative decision-making skills.				
VI. BOARD PERFORMANCE: The board exhibits good boardsmanship in areas of confidentiality, listening skills, preparedness, conflict management.				
VII. BOARD / SUPERINTENDENT RELATIONSHIPS: The board respects the differences in roles and responsibilities, maintaining good communication and interaction between the board and the superintendent.				
VIII. BOARD / STAFF RELATIONSHIPS: The board has effective personnel policies and supports staff development related to student achievement and recognition of staff accomplishments.				
IX. BOARD AND COMMUNITY: The Board effectively represents and communicates with the public, involving the community in district planning.				

School District Board Self Evaluation

2017

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Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

I. PLANNING

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. with broad community input, established a district wide mission and multi-year plan for education.					
2. plans, and collaboratively sets district and board goals and establishes priorities annually.					
3. reviews Action Plans developed to support the goals.					
4. regularly monitors progress towards achieving the district's vision, mission and goals making adjustments as needed.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. participate fully in the district planning process.				
B. recognize the importance of meaningful public participation in the planning process.				
C. support the district vision, mission and goals.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

2017

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Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

II. POLICY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. operates as a "policy-making body."					
2. develops broad policies that give the administration sufficient authority and latitude to manage the day-to-day operations.					
3. uses written policies as the framework for our decision-making process.					
4. reviews and updates the policy manual regularly as required by NJQSAC insuring that our bylaws, policies and procedures reflect current regulatory, and statutory requirements.					
5. ensures that the administration develops appropriate procedures and regulations to implement the board's policy intent.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. am familiar with the board's policies.				
B. use board policy as a basis for decision-making.				
C. leave policy implementation to the administrative staff.				
D. avoid involvement in day-to-day operations of the district.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

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Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

III. STUDENT ACHIEVEMENT

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. determines the district educational goals with input and data from administration.					
2. requires written curriculum with specific evaluation components in accordance with all statutes.					
3. requires systematic evaluation of and feedback on the instructional program.					
4. uses the expertise of the professional staff, in development of curriculum, insuring it is focused on student achievement.					
5. monitors the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data.					
6. sets high standards for <u>all</u> students based on multiple, assessment measures.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. am involved in determining district educational goals.				
B. am aware of the community's educational aspirations.				
C. focus on improving student achievement as a basis in my educational decision-making.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

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Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IV. FINANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. exercises financial oversight of all aspects of district operations in accordance with statutes.					
2. provides policy guidelines and parameters, related to our goals, for budget development/evaluation.					
3. requires that all requests for unbudgeted expenditures be accompanied by specific indication of need and funding sources.					
4. balances the educational needs of students with the impact of budgetary increases.					
5. reviews, understands and evaluates all financial reports to ensure that all educational dollars are used in an efficient and effective manner.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. understand the relationship between our budget and our district's goals.				
B. understand and participate in our district's budgeting process.				
C. understand and review the monthly reports.				
D. understand and review the results of the annual audit.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

2017

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Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

V. BOARD OPERATIONS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. holds our meetings in compliance with applicable statutes, policies and bylaws.					
2. provides a climate that allows free, open and orderly discussion by all members at our meetings.					
3. develops and utilizes skills in teamwork, consensus building, collaborative problem solving and decision making.					
4. uses good decision-making processes, acting only after all appropriate information has been received and studied.					
5. acts only after giving administration time to gather information and make recommendations.					
6. respects the administration's leadership by thoughtfully deliberating on recommendations.					
7. provides time, funding and opportunity for orienting and updating our members on local, county, state and federal levels in accordance with statutory travel regulations.					
Our board method of governance:					
8. contributes to the overall effectiveness and efficiency of the board.					
Our board method of governance:					
9. has clearly defined bylaws.					
Our board method of governance:					
10. lessens the total work of board members.					
Our board method of governance:					
11. ensures appropriate communication to the board.					

Our board acts as: CIRCLE ONE a board of the whole OR with specific board committees

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. introduce new issues through the agenda process, allowing sufficient time for appropriate study.				
B. recognize the importance of teamwork, problem solving and effective decision-making.				
C. attend workshops to increase my effectiveness as a board member.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

2017

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Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VI. BOARD PERFORMANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board Members:					
1. recognize that authority rests with the board as a whole, sitting in a legally authorized board meeting.					
2. make every effort to attend all board meetings, coming prepared and having done their homework.					
3. recognize the need for, and the importance of, confidentiality.					
4. work together in an atmosphere of mutual trust and respect.					
5. ensure that all members have input into decisions.					
6. avoid even the appearance of impropriety or conflict of interest.					
7. operates in accordance with the board member's Code of Ethics and the Ethics Act.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make no personal promises nor take any private action.				
B. make every effort to attend all meetings, having done my homework and prepared to contribute.				
C. maintain the confidentiality of board proceedings.				
D. am respectful of everyone at our meetings and I listen with an open mind.				
E. adhere to ethical standards.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

2017

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Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VII. BOARD/SUPERINTENDENT RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. respects the management responsibilities and administrative prerogatives of the superintendent.					
2. works with the superintendent in a spirit of mutual trust and confidence.					
3. maintains ongoing open lines of communication, and observes the chain of command.					
4. keeps the superintendent informed about community/school issues and aspirations.					
5. conducts a comprehensive and fair annual evaluation of the superintendent in accordance with statute and code as per NJQSAC.					
6. works with the superintendent to develop performance objectives for evaluation that are consistent with district goals and in compliance with district policy.					
7. requires regular dialogue on progress towards district goals and objectives, student achievement and feedback on performance.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. respect the management responsibility of the superintendent.				
B. observe the chain of command.				
C. participate fully in the superintendent evaluation process approaching the task of evaluation fairly and diligently.				

COMMENTS AND EXAMPLES:



Board Self Evaluation

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VIII. BOARD/STAFF RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. provides effective personnel policy direction and oversight.					
2. recognizes the importance of staff development and provides the necessary time and funds.					
3. provides for public recognition of staff achievements.					
4. treats district staff with courtesy and respect, recognizing that the appropriate channel for board/staff communications is through the superintendent.					
5. ensures that our actions and decisions are quickly and effectively communicated to the staff.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. communicate all concerns about staff members to the superintendent.				
B. use and enforce the chain of command.				
C. attend school and community activities.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

2017

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IX. BOARD AND COMMUNITY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. acts as representatives for every child in our school district.					
2. anticipates community issues and trends affecting our district.					
3. encourages community involvement in the district.					
4. promotes community use of school facilities.					
5. builds partnerships with the community, business and governmental leaders.					
6. provides opportunity for meaningful parental involvement.					
7. has an effective community relations program.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make my decisions based on what is best for every child in the entire district.				
B. listen to, and consider, community input while guarding my statutory decision-making authority.				
C. promote the positive image of the district within the community.				

COMMENTS AND EXAMPLES:



IDENTIFYING THE CHALLENGES FACING YOUR DISTRICT

Recognizing that our board's highest priority is to improve student achievement, what are the major challenges currently facing our district?

- 1.
- 2.
- 3.

In maintaining our appropriate role as a policy making body through effective oversight, what specific areas of board governance require additional focus and training?

-
-
-

Appendix C: School Leader Evaluation Tool

The PICCS protocol for principal evaluation is based on the **Vanderbilt Assessment of Leadership in Education (VAL-ED)** framework which is aligned to the 2008 ISLLC Educational Leadership Policy Standards and focuses on two dimensions of leadership behaviors: *core components* and *key processes*. VAL-ED assesses the intersection of *what* principals must accomplish to improve academic and social learning for all students (core components), and *how* they create those core components (key processes).

Core Components of School Performance

1. High Standards for Student Learning
2. Rigorous Curriculum (content)
3. Quality Instruction (pedagogy)
4. Culture of Learning & Professional Behavior
5. Connections to External Communities
6. Performance Accountability

Key Processes of Leadership

1. Planning
2. Implementing
3. Supporting
4. Advocating
5. Communicating
6. Monitoring

The PICCS Principal Evaluation Process is highlighted by the following steps / actions intended to guide the collection of evidence of principal performance within one year.

	Step	Rubric	Participant	Process / Outcome	Next Steps
	Orientation: The SBS will conduct an orientation to the Assessment of Principal Leadership & Management for the principal and the principal's supervisor before the start of each school year. The MOU is signed & placed in the principal's portfolio. Copy of MOU shared with supervisor, SBS and PICCS data engineer.				
1.	Principal Self-Assessment (August)	VAL-ED	Principal	1. Principal completes self-assessment (S.A.) 2. Principal meets with SBS to review S.A. 3. Principal completes Summary Form (#1) identifying 2 strengths, 2 growth areas and next steps. 4. Principal signs & dates Summary Form #1. 5. Principal shares with supervisor. Principal, supervisor and SBS sign Summary Form. 6. Principal provides copy to supervisor & SBS.	1. Summary Form #1 placed in Portfolio. 2. Copy of signed Summary Form sent to Principal's Supervisor. 3. Principal collects evidence of growth in 2 growth areas.
2A.	In-School Review of Leadership I: Principal Conducting a Post-Observation Conference. (Fall-Winter)	Principal Observation Rubric for Post-Observation Conference	Principal, Principal's Supervisor & SBS	1. Supervisor & SBS observe principal and collect evidence of principal's leadership practice using the rubric for post-observation conference. 2. Supervisor, SBS & principal share evidence and discuss areas of difference in their assessments. 3. Principal completes Summary Form (#2A) identifying 2	1. Summary Form #2A placed in portfolio. 2. Copy of signed Summary Form #2A given to principal's supervisor & SBS. 3. Principal collects evidence of

Appendix C: School Leader Evaluation Tool

				strengths, 2 growth areas and next steps. 4. Principal, supervisor and SBS sign and date the Summary Form (#2A).	growth in 2 growth areas
2B.	In-School Review of Leadership 2: Principal Conducting a Meeting focused on a PD topic. (Fall-Winter)	Principal Observation Rubric for Conducting a Meeting focused on PD topic.	Principal, Principal's Supervisor & SBS	1. Supervisor & SBS observe principal and collect evidence of principal's leadership practice using the rubric for conducting a meeting focused on a PD topic. 2. Supervisor, SBS & principal share evidence and discuss areas of difference in their assessments. 3. Principal completes Summary Form (#2B) identifying 2 strengths, 2 growth areas and next steps. 4. Principal, supervisor and SBS sign and date the Summary Form (#2B).	1. Summary Form #2B placed in portfolio. 2. Copy of signed Summary Form #2B given to principal's supervisor and SBS. 3. Principal collects evidence of growth in 2 growth areas
3.	Unannounced or Focused Visit (Spring)	VAL-ED	Supervisor (SBS optional – TBC)	1. Supervisor shadows principal; visit classrooms and observe school. 2. Principal & supervisor conduct an on-the-spot review of the principal's practice by having the principal conduct a self-assessment of VAL-ED leadership components observed during the visit. 3. Principal completes a Summary Form (#3) identifying 2 strengths, 2 growth areas and next steps. 4. Principal and supervisor sign and date the Summary Form.	1. Summary Form #3 placed in portfolio. 2. Copy of signed Summary Form given to supervisor and SBS. 3. Principal collects evidence of growth in 2 growth areas.
4..	Vanderbilt Assessment Survey of Leadership (Spring)	360-degree assessment of 6 core components & 6 key Processes of school leadership	Principal Supervisor Staff ~~~~~ SBS	1. The Vanderbilt Assessment Survey of Leadership completed by principal, supervisor and staff. 2. Survey produces a summary of principal's learning-centered leadership effectiveness. 3. Principal, supervisor and SBS discuss survey results 4. Principal completes a Summary	1. Summary Form #4 placed in portfolio. 2. Copy of signed Summary Form #4 given to supervisor. 3. Principal collects evidence of growth in 2

Appendix C: School Leader Evaluation Tool

				Form (#4) identifying 2 strengths, 2 growth areas and next steps.	growth areas
5A.	Review of Portfolio (June)		Principal Supervisor SBS	- Principal, supervisor & SBS review contents of portfolio, which must contain: 5 Summary Forms (above) - Evidence of growth in the areas identified on each Summary Form - Additional multiple measures identified by Principal. - Attestation of completeness of the portfolio signed by principal and supervisor.	Attestation Form sent to school's PICCS Data Engineer.
5B.	Summative Assessment of Leadership and Management Principal Practice Component (60 pts) (June)	VAL-ED	Principal Supervisor ~~~~~ SBS	- Principal completes a self-assessment using the VAL-ED rubric of the evidence in his/her portfolio. - Supervisor completes an assessment of the Principal's practice using the VAL-ED rubric based on the evidence in the Principal's portfolio. - SBS will facilitate a summative assessment conference in which the principal and supervisor discuss areas of difference. - The supervisor will make the final determination on each leadership component in the rubric. - All 6 components of the VAL-ED rubric must be scored in this summative assessment.	- Principal completes an end-of-year Summary Form (#5) - Supervisor will confirm a score of 'x' out of 60 points - A final meeting between the Principal and Supervisor is held to review the final Assessment of Leadership and Management score.
6.	Summative Assessment of Leadership and Management Student Growth Component (40 pts) (September)	Component Conversion Chart Composite HEDI Rating Chart	Principal Supervisor ~~~~~ SBS	- Student growth component calculated by taking an average of all teachers' growth scores. - Take the sum of student growth and principal practice component HEDI scores. - Use the Composite HEDI Rating Chart to determine the end-of-year HEDI rating.	- Complete the Composite Score & Composite HEDI Rating Form (Appendix I) - Scan the document to the school's PICCS Data Engineer by 9.30.15.

Appendix E: Board Resolution Approving Teacher and School Leader Evaluation System

Academy Charter High School

1725 Main Street

Lake Como, New Jersey 07719

Telephone 732-681-8377

Board of Trustees Meeting- June 6, 2013

Approval of Educator Evaluation Policy

RESOLUTION

13-131

WHEREAS, the Board of Trustees of the Academy Charter High School (hereinafter "Board") has been presented with the staff evaluation policy; and

WHEREAS, this policy is aligned with new definitions provided in code and recommendations of the New Jersey Department of Education; and

WHEREAS, this policy is aligned with the best practices of the PICCS grant.

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of the Academy Charter High School, County of Monmouth, State of New Jersey that the attached policy is approved.

Motion K. Brock Second F. Winrow

	YES	NO	ABSTAIN	ABSENT
Kimberly Brock	☒	☐	☐	☐
Richard Morales-Wright	☒	☐	☐	☐
Frankie Winrow	☒	☐	☐	☐
Mylo Wright	☐	☐	☐	☒
Tasha Youngblood-Brown	☒	☐	☐	☐

Resolution Approved 6.6.13

Richard Morales-Wright

Richard Morales-Wright,
Board President

Kimberly Brock

Kimberly Brock,
Interim Board Secretary

I hereby certify this to be a true copy of the action taken by the Board of Trustees of the Academy Charter High School on June 6, 2013.

Kimberly Brock

Kimberly Brock, Interim Board Secretary
To The Academy Charter High School

Academy Charter High School

1725 Main Street

Lake Como, New Jersey 07719

Telephone 732-681-8377

POLICY: 4116 EVALUATION

Educator Evaluation Policy

X	Monitored
X	Mandated
X	Other Reasons

The board of trustees believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this school, including student achievement of the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve student learning and growth; and provide a basis for the review of staff performance.

The board encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is considered of major importance. Therefore, the administration shall develop evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

The lead person shall develop, in consultation with teaching staff members, job descriptions for each teaching staff member position. The job description shall be concise, stating major responsibilities as briefly as possible. All job descriptions shall be presented to the board for approval.

The evaluation component is designed to result in every educator—teacher, school leader, other personnel—receiving a rating of "Highly Effective," "Effective," "Developing," or "Ineffective" on an annual summative evaluation. This approach to educator evaluation draws upon different data sources and evaluation approaches, including both student growth measures and observations of professional practice. Educators earn scores within the various subcomponents which are then totaled for a Composite Score.

Composite Rating & Score Chart

Highly Effective 91-100

Effective 75-90

Developing 65-74

Ineffective 0-64

To find the composite score 40 points will be attributed to Student Growth Measures and 60 points to Professional Practice Measures.

Teacher Evaluation Sub-Component Point Assignments/Weights

40 points Student Growth

60 points Teacher Professional Practice Measures

Using the Danielson Framework for Teaching, a trained evaluator will conduct classroom observations and walkthroughs in order to arrive at a summative evaluation score based on the following point allocation:

Domain 1 – Planning and Preparation – 10 points

Domain 2 – Classroom Environment – 20 points

Domain 3 – Instruction – 20 points

Domain 4 – Professional Responsibilities – 10 points

100 TOTAL POINTS

Tenured teaching staff will have two (2) period long observations (1 announced and 1 unannounced) and four (4) formal walk-throughs (10 min each). Non-tenured teaching staff will have three (3) period long observations (1 announced and 2 unannounced) and four (4) formal walk-throughs (10 min each). Each announced observation will have a pre and post conference. Unannounced observations will only have a post conference. Informal, unannounced walk-throughs will also be conducted.

In addition each teacher will meet quarterly with their coach to review lesson plans, professional responsibilities, classroom environment, instruction, assessment, personal growth and development. This also provides opportunity to discuss progress along the evaluation rubric.

Evaluation of administrators will be as follows:

The School Leader / Administrator Evaluation

40 points Student Growth – School-Wide

60 points Principal Professional Measures

In-School Reviews of Leadership (35 points)

Two announced observations conducted by a trained, independent observer and one unannounced visit conducted by a Board Member ("supervisor") will be used in a summative evaluation that allocates points according to a rubric based on the key components and processes of leadership established by Val-ED.

Survey of Leadership (25 points)

Annual 360 degree blind survey of teachers and Board members to assess the effectiveness of a principal's learning-centered leadership behaviors during the current school year.

100 TOTAL POINTS

The evaluation procedures shall provide continuous, constructive, cooperative interaction and communication between the teaching staff member and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of teaching staff members shall be in compliance with law and regulation.

All evaluators are certified in order to help ensure proper implementation and inter-rater reliability. Also nationally-certified evaluators will perform school visits to "rate the raters" and help ensure that the evaluation practices are aligned with national standards and norms. Finally, through a rigorous data verification process, all individual staff evaluations are reviewed at two levels to ensure congruence between the student growth and professional practice measures.

The lead person shall provide each teaching staff member with a copy of this policy statement, his/her job description, and his/her evaluation criteria annually by October 1, and shall distribute any amendments to those documents within 10 working days of their becoming effective. Evaluations shall be completed before April 30 in compliance with law.

The lead person shall report at least annually on the effectiveness of the evaluation system and shall recommend means to improve it whenever desirable.

This policy and related procedures shall be reviewed at least yearly, and any necessary revisions made before readoption by the board.

Approved: June 6, 2013

Appendix F: 2016-2017 School Calendar

SEPTEMBER 2017 19

S	M	T	W	R	F	S
				Δ	o	2
3	o	Δ	{6}	{7}	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	{23}
24	25	26	27	28	29	30

OCTOBER 2017 21

S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	o	10	11	12	13	14
15	16	Δ	18	19	20	21
22	23	{24}	{25}	26	27	{28}
29	30	31				

NOVEMBER 2017 19

S	M	T	W	R	F	S
			1	2	3	4
5	6	{7}	{8}	o	o	11
12	13	14	15	16	17	{18}
19	20	21	{22}	o	o	25
26	27	28	29	30		

DECEMBER 2017 15

S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	o	23
24	o	o	o	o	o	30
31						

JANUARY 2018 21

S	M	T	W	R	F	S
	o	2	3	4	5	6
7	8	9	10	11	12	13
14	o	16	17	18	19	20
21	22	23	24	{25}	{26}	27
28	Δ	30	31			

2017-2018

August 2017

Aug 7-10,14-17,21-24 Freshmen Bootcamp
Aug. 31 Full Day Inservice for Staff

September 2017

Sept. 5 Full Day Inservice for Staff
Sept. 6 Half Day for students - Inservice
Sept. 7 Half Day for students - Inservice
Sept. 23 Saturday Session

October 2017

Oct. 9 School Closed - Columbus Day
Oct 17 Full Day Inservice for Staff
Oct 24 & 25 Parent Conferences
Oct. 28 Saturday Session - Make A

Difference Day

November 2017

Nov. 7 Block 1 & 2 Mid Term Exams
Nov. 8 Block 4 & 5 Mid Term Exams
Nov. 9 & 10 School Closed - Teacher's Conv.
Nov 18 Saturday Session
Nov 22 Half Day for Students
Nov 23 & 24 School Closed - Thanksgiving

December 2017

Dec. 22 - 31 School Closed - Winter Break

January 2018

Jan. 1 School Closed - New Year's
Jan. 15 School Closed - Dr. MLK Jr
Jan. 25 Block 1 & 2 Final Exams
Jan. 26 Block 4 & 5 Final Exams
Jan. 29 Full Day Inservice for Staff

February 2018

Feb 16 & 19 No School President's Days

March 2018

March 16 Full Day Inservice for Staff
March 20 & 21 Parent Conferences
March 30 - No School Spring Break

April 2018

April 1 - 6 School Closed - Spring Recess
April 12 Block 1 & 2 Mid Term Exams
April 13 Block 4 & 5 Mid Term Exams
April 28 Saturday Session

May 2018

May 18 Half Day for Students -
Career Day / Inservice
May 19 Saturday Session
May 25 & 28 School Closed - Memorial Day

June 2018

June 9 Saturday Session
June 18 Block 1 & 2 Final Exams
June 19 Block 3 & 4 Final Exams
June 20 Last Day for Staff
June 20 Graduation 3 pm

92 Days Fall Semester

93 Days Spring Semester

185 Days for Students Grades 10-12

197 Days for Students Grade 9

191 Days for Staff

o School Closed for Staff and Students

Δ School Closed for Students - Inservice

{ } Half Day - Noon Dismissal - No
Lunch

FEBRUARY 2018 18

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	o	17
18	o	20	21	22	23	24
25	26	27	28			

MARCH 2018 20

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	Δ	17
18	19	{20}	{21}	22	23	24
25	26	27	28	29	o	31

APRIL 2018 17

S	M	T	W	R	F	S
1	o	o	o	o	o	7
8	9	10	11	{12}	{13}	14
15	16	17	18	19	20	21
22	23	24	25	26	27	{28}
29	30					

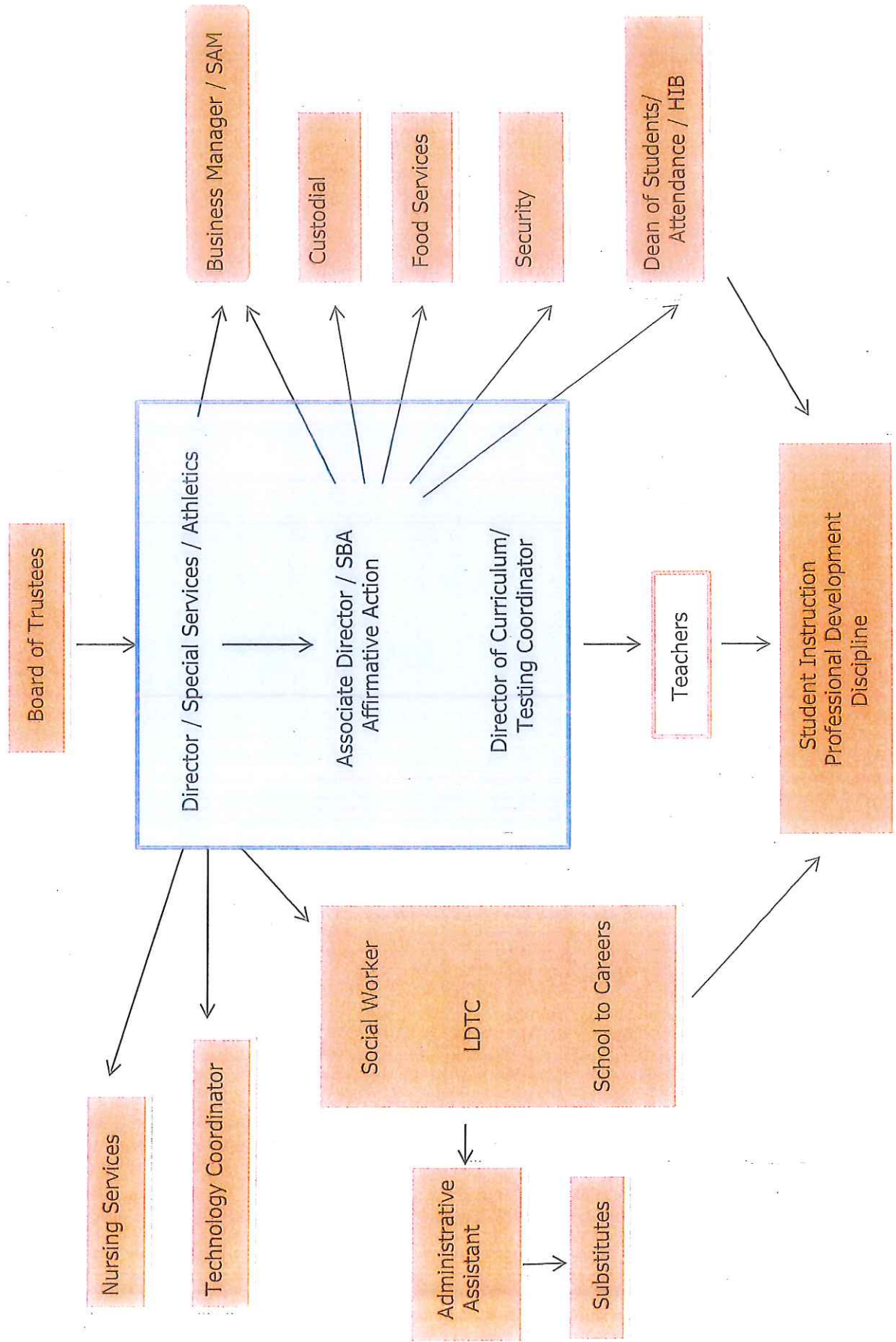
MAY 2018 22

S	M	T	W	R	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	{18}	{19}
20	21	22	23	24	o	26
27	o	29	30	31		

JUNE 2018 14

S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	{9}
10	11	12	13	14	15	16
17	{18}	{19}	Δ	21	22	23
24	25	26	27	28	29	30

Academy Charter High School Organizational Chart



CRITICAL POLICY REFERENCE MANUAL

Charter School Edition

Academy Charter High School

FILE CODE: 6146.2

X **Monitored**

X **Mandated**

X **Other Reasons**

PROMOTION/RETENTION

The board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The lead person shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels 9-12. The regulations shall include:

- A. Standards of proficiency related to school goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all students achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the student's progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities.

Adopted: November 5, 2014

Key Words

Promotion, Retention

Legal References:	<u>N.J.S.A.</u> 18A:4-24	Determining efficiency of schools; report to state board
	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:35-4.9	Student promotion and remediation; policies and procedures
	<u>N.J.A.C.</u> 6A:8-4.1	Statewide assessment system
	<u>N.J.A.C.</u> 6A:8-4.2	Documentation of student achievement
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

PROMOTION/RETENTION (continued)

Possible

<u>Cross References:</u>	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*6142	Subject fields
	*6142.2	English as a second language; bilingual/bicultural
	*6143	Curriculum guides
	*6145	Extracurricular activities
	*6146	Graduation requirements
	6146.1	Acceleration
	*6147	Standards of proficiency
	*6147.1	Evaluation of individual student performance
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1

*Indicates policy is included in the Critical Policy Reference Manual.

CRITICAL POLICY REFERENCE MANUAL
Charter School Edition

Academy Charter High School

FILE CODE: 6146

☐	Monitored
☒	Mandated
☒	Other Reasons

GRADUATION REQUIREMENTS

In order to be graduated from Academy Charter High School, and receive a state-endorsed board of trustees diploma, a student must:

- A. Meet both state and school proficiency standards in the core curriculum content areas; achieve or exceed passing grade on HSPA or its replacement;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the school are greater, in which case the school's standard must be met (i.e. Senior Project). The proficiencies required must include the Core Curriculum Content Standards approved by the State Board of Education;
- C. Select and complete successfully enough elective credits to meet the school minimum of 125 credits.

Successful completion means that the student has demonstrated the degree of proficiency required by the school to indicate achievement of the school goals for the particular course, and has attended the required number of course sessions.

Transfer students must meet all state and local requirements in order to receive a diploma.

The lead person shall put into effect the procedures necessary to assess each student upon entry into the system, and, annually thereafter, to identify those students not meeting the state or school proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills

Students who do not pass the state approved assessments in grade eight shall be provided appropriate remediation.

Twelfth-grade students who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a special review assessment as provided by law.

Students with Limited English Proficiency

Students with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and school requirements for graduation.

Special Education Students

A disabled student must meet all state and school high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the lead person.

A student who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

GRADUATION REQUIREMENTS (continued)

By June 30 of a disabled student's last year in the elementary program, the student's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the student's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

Proficiency

In consultation with appropriate professional staff, the lead person shall develop and present to the board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school.

The subject matter and standards of proficiency shall be articulated with the school.

In accordance with law, the board of trustees shall have copies of this policy distributed to all ninth-grade (or otherwise entering students) and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and school requirements.

Proficiency requirements for each individual course shall be given to students upon registering for the course.

The yearly program of studies for each student in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old students.

Early Graduation

Students who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

Individualized Student Learning Opportunities

The board shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards.

A. Individualized student learning opportunities areas include, but are not limited to, the following:

1. Independent study;
2. Online learning;
3. Study abroad programs;
4. Student exchange programs; and
5. Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.

GRADUATION REQUIREMENTS (continued)

B. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall:

1. Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
2. Include demonstration of student competency;
3. Be on file in the school and subject to review by the Commissioner or his or her designee.

To earn credit toward high school graduation for individualized student learning opportunities, the student shall successfully complete assessments that verify student achievement in meeting or exceeding the Core Curriculum Content Standards at the high school level. Achievement may be verified by assessments including standards achieved by means of the individualized student learning opportunities. Such programs or assessments may occur all or in part prior to a student's high school enrollment.

No assessments administered shall preclude or exempt student participation in applicable Statewide assessments at grades three through 12.

Pupil Enrollment in College Courses – Option 2

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified pupils.

The board shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions. Students shall receive credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the Core Curriculum Content Standards.

The board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and college faculty who teach the courses.

Student Enrollment in College Courses

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified students. The board shall determine eligibility requirements for these students and monitor the quality of the courses offered and college faculty who teach the courses.

Reporting and Monitoring

The lead person shall report annually at a public meeting, not later than September 30, to the board and report to the commissioner:

- A. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- B. The number of students graduated under the Alternative High School Assessment (AHSA) process;
- C. The number of students receiving state-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- D. The total number of students denied graduation from the 12th grade class;

GRADUATION REQUIREMENTS (continued)

- E. The number of students denied graduation from the 12th grade class solely because of failure to pass the High School Proficiency Assessment (HSPA) or Alternative High School Assessment (AHSA), based on the provisions of administrative code.

This information shall be reported to the board at a public meeting prior to the date prescribed by law.

The board shall review this policy annually and shall adopt all regulations required by law.

Date: November 5, 2014

Legal References:	<u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:7C-1	Commissioner of education to develop a program of standards and guidelines
	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:7C-4.1	Operation Recognition; purpose; eligibility; application procedure
	<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
	<u>N.J.S.A.</u> 18A:7F-46	Review, update of the CCCS; Educational Adequacy Report
	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:36-17	Credit of seniors in active military and naval service, etc.
	<u>N.J.A.C.</u> 6:30-3.7	Graduation
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	See particularly:	
	<u>N.J.A.C.</u> 6A:8-1.2, -2.1, -3.1, -3.3, -4.1, -4.2, -4.3, -5.1, -5.2	
	<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
	<u>N.J.A.C.</u> 6A:14-4.11	Graduation
	<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
	<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions
	<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
	<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Programs and practices to support student achievement
	<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Services

The Department of Education Website, <http://www.nj.gov/njded/assessment/>
(Lists the state assessment components)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

Cross References:	*1120	Board of trustee meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs

GRADUATION REQUIREMENTS (continued)

*5127	Commencement activities
6000	Concepts and roles in instruction
*6010	Goals and objectives
*6122	Articulation
*6140	Curriculum adoption
6141.4	Independent study
*6142	Subject fields
*6142.2	English as a second language; bilingual/bicultural
*6142.6	Basic skills
*6145	Extracurricular activities
*6147	Standards of proficiency
*6154	Homework/makeup work
*6171.4	Special education
*6200	Adult/community education

*Indicates policy is included in the Critical Policy Reference Manual