

BASIC INFORMATION ABOUT THE SCHOOL

Table 1: Basic Information

Basic Information	
Name of school	Academy Charter High School
Grade level(s) to be served in 2018-19	Grades 9 - 12
2017-18 enrollment (as of June 30, 2018)	182
Projected enrollment for 2018-19	185
Current waiting list for 2018-19	13
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	Mary Jo McKinley, Ed.D. for 2017-2018 Mr. Shawn Heeter for 2018-2019
School leader email address	leadperson@academycharterhs.org
School leader phone number	732.681.8377 Ext 211
Name of SBA	Mr. David Block
SBA email address	block@academycharterhs.org
SBA phone number	732.681.8377 Ext 212

SCHOOL SITE INFORMATION

Table 2: School Site

School Site Information	
Site name	Academy Charter High School
Year site opened	1998
Grade level(s) served at this site in 2017-18	Grades 9-12
Grade level(s) to be served at this site in 2018-19	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	Mr. Shawn Heeter
Site lead's email address	leadperson@academycharterhs.org

Organizational Performance Areas

The following questions are aligned to the Organizational Performance Framework, Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

- a) State the school's 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 scheduled school year totaled 197 school days. For upperclassmen the scheduled 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, HIB awareness, 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, and time to build relationships. 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.

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. Students may sign out Chromebooks to work after-hours at home. 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. Underclassmen also participate in dual enrollment through AP courses through the Virtual School or at Brookdale Community College. Beginning in the 18-19 school year ACHS students will earn college credit in classes taught by ACHS staff - Advanced Communications, Arabic I and Arabic II. Some underclassmen are on schedule to earn their associate's degree by the time they graduate ACHS through the ACHS Early College program. Students are challenged in the curriculum through in class differentiation, honors credit and advanced classes.

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.



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.

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.

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 ESports. 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.

Guidelines

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

Table 3: Format

Goal	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Ex: Year over year growth in the pass rate on AP tests.
Target	Ex: Increase the proportion of students passing AP tests by 10% from SY 2014-15 to 2015-16.
Actual Outcome	Ex: in 2014-15, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2015-16, 54 AP exams were taken, and 40 were passed, giving us a pass rate of 74% (40/54), which is a 14% increase. Goal has been met.

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 2016-17 to 2017-18.
Actual Outcome	GOAL MET: PARCC non proficiency rate dropped from 94% in 2016-17 to 83% in 2017-18.

Goal	As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Number of college courses taken through AP courses or dual enrollment
Target	A 20% increase in the number of courses from SY 2016-17 to 2017-18
Actual Outcome	GOAL MET: There were 17 dual enrollment and AP courses in 2017-18, a 21% increase from the 14 courses in 2016-17.

Goal	As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	The participation rate on the PSAT for sophomores and juniors
Target	The participation rate for sophomores and juniors on the PSAT will exceed 90%
Actual Outcome	GOAL MET: 93% of the sophomores and juniors took the PSAT.

Goal	As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	The participation rate among 12th graders on the SAT - throughout their high school years
Target	The participation rate among 12th graders on the SAT will meet or exceed 80%
Actual Outcome	GOAL MET: 100% of 12th graders took the SAT. ACHS participated in a new College Board program enabling all juniors and seniors to take the SAT during regular school hours at ACHS.

Goal	As a college-preparatory academy, our goal is to prepare students for the responsibilities of post-graduate life.
Measure	Overall suspension rate
Target	The overall suspension rate will decrease 2% from the 2016-2017 rate of 11.6%
Actual Outcome	GOAL MET: The overall suspension rate for 2017-18 was 9.5%, a 2% decrease from 2016-17

Goal	As a college-preparatory academy, our goal is to prepare students for the responsibilities of post-graduate life.
Measure	Chronic absenteeism rate - any student who misses 10% or more days of school for any reason.
Target	The chronic absenteeism rate will be 20% or less.
Actual Outcome	GOAL MET: The chronic absenteeism rate for 2017-18 was 15.9 %

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 New Jersey Student Learning Standards 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. Student growth in writing, scored according to PARCC writing rubrics, is measured through annual pre- and post- Document Based Questions (DBQs)

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 and Economics, 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 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.

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. Next year students will earn credit through Seton Hall University while taking courses taught by ACHS faculty. 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.

In the 2017-2018 school year high interest electives were built into the curriculum. Students selected four of the eleven one credit classes, Archetypes in

Television, Critical Reading: Harry Potter, Current Issues, Diversity, Gender Studies, Genocide Studies, Healthy Living, Informational Technology, Infectious Disease, Statistics in Sports, and Third World Women's Literature. Students were required to write a research paper during two quarterly electives and give a presentation in the other two.

Academy Charter High School has partnered with the YMCA for Y-Achiever's, a program that encourages young learners to develop and pursue educational career goals. Y-Achiever's meets with the junior class once a week all school year and meets with the senior class once a week during the first semester. The program provides assistance and guidance from professions from a variety of career fields and employment backgrounds. They also review the importance of the FAFSA application, how to prepare a college essay, provide financial assistance for college application and acceptance fees, assist in preparing students for the SATs and ACTs, and have donated items needed for the transition into college.

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.

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

During the 2017 - 2018 school year the administration and teaching staff of ACHS again reflected as to what quality instruction looks like. This step-back included 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 17-18 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 2017-18 PARCC results have not been released to schools by July 15, 2018, then leave the 2017-18 column blank.

Table 4: Proficiency Rates on PARCC assessments

Assessment	2015-16	2016-17	2017-18
ELA 9	5%	14%	27.5%
ELA 10	0%	6%	20%
ELA 11	0%	2%	4%
Algebra I	2%	14%	27%
Geometry	0%	4%	6%
Algebra II	0%	5%	21%

- 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 2017-18. The largest gains were a 13% growth in Algebra I, 16 % growth in Algebra II, 13% growth in ELA 9, and 14 % growth 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 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 subject each year in order to get them college and

career ready by graduation.

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

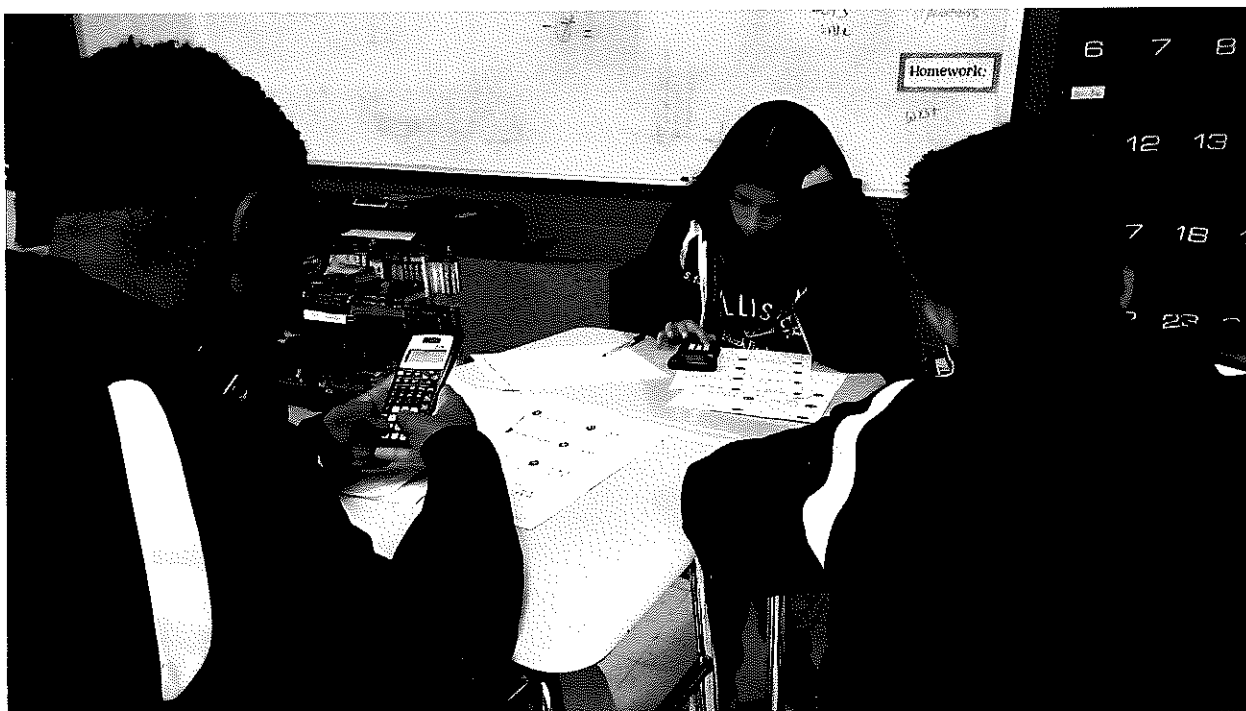
8th Grade PARCC Proficiency of Incoming Students

	PARCC ELA Proficiency	PARCC Math Proficiency
Class of 2021	9 students	3 students
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 Math Coach role was created where an assigned math teacher would meet with small groups of students to prevent students from falling behind. 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, the teachers from these courses serve as "Writing Coaches" and work with individually students who are struggling with ELA skills. The ELA teachers meet with students regularly to review progress and determine if a student should be recommended to the writing coach program. The result of

this intervention was an jump in Lexile levels of most students by the end of the school year.



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 continued for the 17-18 school year. All students had access to their own Chromebook throughout the day. Additionally, Chromebooks were made available for students to sign out and take home, providing access to technology and Google Classroom as they needed. 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 2017-2018 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 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 (student choice) Accuplacer 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 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-term exams, finals, SATs, ACTs, PARCC, ASVAB and Accuplacer exams.

Five 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) in English classes. Growth in Lexile is another area monitored for each student. The following table describes student growth in Lexile during the 2017- 2018 school year.

**Above Average Growth of ACHS Students in Lexile Level during the
2017-2018 School Year**

	1+ Years Growth	2+ Years Growth	3+ Years Growth
Grade 9	20%	13%	12%
Grade 10	25%	12%	14%
Grade 11	23%	15%	13%

In PLCs all teachers analyze PARCC evidence tables and PSAT data. 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.

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 addition of electives students engage in additional opportunities for research, analytical writing and presentation.

1.5 Organizational Capacity - School Leadership/Administration

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

Table 5: School Leadership/ Administration Information

Administrator Name	Title	Start Date
Dr. Mary Jo McKinley	Director	July 1998
Mr. Shawn Heeter	Dean of Students Lead Person	July 2015 July 2018
Mr. David Block	Chief Financial Officer / SBA	July 2014
Mr. Jarred Shaw	Director of Curriculum	Sept. 2013 - Feb 2018
Ms. Joyel Fuges	Chief Academic Officer	April 1, 2018

2.1 School Culture and Climate

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

Table 6: School Culture and Climate Learning Environment

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	93%
High School Attendance Rate (grades 9-12)	93%
Student - Teacher Ratio	1:10

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

Table 7: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2017-18 to 2018-19)	75%
Total Staff Retention Rate (from SY 2017-18 to 2018-19)	80%
Frequency of teacher surveys and date of last survey conducted	Once, June 2018
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

Collaboration between teachers and administrators for the betterment of serving individual student needs

- 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

Increasing student participation in extended learning time

Overcoming student apathy towards assessments

- e) Fill in the requested information below regarding the school's discipline environment in 2017-18. If there was a noticeable increase or decrease in suspensions and expulsions in 2017-18 compared to 2017-18, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2017-18

DISCIPLINE ENVIRONMENT 2017-18			
Grade Level	Number of students enrolled (as of Oct. 15, 2017)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
9	48	4	0
10	51	6	0
11	52	5	0
12	42	3	0

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.

The total percent of students suspended once or more during the school year decreased by 2% and is depicted below.

Percentage of Students Suspended During the School Year

	2015-16	2016-17	2017-18
Academy Charter	20.8%	11.6%	9.5%

Genesis SIS

A focus on staff-student relationships and communication of expectations to families combined with use of truancy courts for enforcement resulted in a continued improvement in individual student attendance during the 17-18 school year. There was a 2% increase in the total attendance rate and even fewer students had issues with chronic absenteeism. These attendance numbers are a direct result of continued communication with families and students. In addition, excused absences and suspensions are now factored in when determining chronic absenteeism rates, per a new school policy instituted this school year.

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 %
ACHS 17-18*	6%	22%	33%	17%	22%

School Performance Report 2017, Genesis

*Updated attendance policy now calculates cumulative absences, regardless of reason. ALL absences are counted, not just unexcused absences.

Based on the current NJDOE definition (absent more than 10% of days in membership) the chronic absenteeism rate for the 17-18 school year is 15%.

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 2014	82%	92%		49%	61%
Class of 2015	89%	95%		66%	75%
Class of 2016	92%	N/A		73%	N/A
Class of 2017	88%	94%		71%	N/A

School Performance Report 2017, Genesis SIS

2.2. Family and Community Engagement

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

Table 9: 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 2018
Percent of parents/guardians completing the survey (consider one survey per household)	16 %
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?

Family Atmosphere

Rigor of Curriculum/Educational Standards

Safety

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

Bus timeliness

Food options

Increase parent involvement

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2017-18 school year.

Back to School Night (Fall & Spring), Parent Conference (Fall & Spring),
FAFSA Parent Workshop (January), DVR Transition Meetings, Drug
Jeopardy, Opioid Training and Narcan Administration Certification, CPR
Training, Liberty Science Center Family Night, 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>		
Lebanon Valley College	Video Conference - Student Recruitment /Interview	8
Rutgers University	Class Presenter	45
	Campus Tour	45
	Career Day Presenter	185
Caldwell University	Class Presenter	45
	Campus Tour	45
Stockton University	Class Presenter	45
	Campus Tour	45
	Career Day Presenter	185
Berkeley College	Financial Aid Presentation	45
	Career Day Presenter	185
	Campus Tour	55
Brookdale Community College	Dual Enrollment Programs/	9
	Accuplacer	47
	EOF Presentation	50
	Campus Tour	45
Centenary College	Career Day Presenter	185
New Jersey City University	Career Day Presenter	185
Universal Technical Inst.	Career Day Presenter	185
Pillar College	Career Day Presenter	185
Princeton University	Career Day Presenter	185
Mercy College	Career Day Presenter	185
Ocean County Comm. Coll.	Career Day Presenter	185
Felician University	Career Day Presenter	185
Bloomfield College	Career Day Presenter	185

Farleigh Dickinson University	Class Presenter Career Day Presenter	45 185
Kean University	Campus Tour	55
Seton Hall University	Class Presenter	45
Georgian Court	Class Presenter	45
Full Sail University	Class Presenter	45
Rider University	Class Presenter	45
Cabrini University	Class Presenter Career Day Presenter	45 185
COMMUNITY INSTITUTIONS:		
Unity Education	Technology Grant	185
High School Esports League	Interscholastic Play	35
Prevention First	Parent Meetings	37
Central Park	Rewards Trip	35
NJPAC	Rewards Trip	39
Liberty Science Center	Community Trip	40
Pinelands Adventure	Environmental Science Trip	40
Mariachi Performance	Spanish Trip	45
Franklin Institute	Art Trip	40
Borough of Lake Como	Earth Day Clean Up	100
Boys & Girls Club of Asbury Park	Teen Conference 2018	23
ESports	Student Internship	1
National Oceanic and Atmospheric Admin.	On Site Lab Lesson	48
Museum of Jewish Heritage - Holocaust Memorial	Genocide Studies Trip	30
Princeton Blairstown Center	Team Building / Leadership Council	14

Bureau of Lectures	Saturday School speakers and performers	150
Wegman's Ocean, NJ	Donations for school events	150
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
Wells Fargo Banking	Financial Literacy education	30
Apex Learning	Online Common Core Math and Reading Tutorials	100
Metamorphosis Consulting	Math Consultant work	200
ALL Consulting	ELA Consulting work	200
Brookdale Comm. College	2018 Minority Male Initiative Conference	25
Two River Theater	No Seats Empty Program - plays	50
MCVSD	Career Day Presenter	185
The Coast Star	Career Day Presenter	185
Wells Fargo Bank	Career Day Presenter	185
U.S. Army	Career Day Presenter	185
U.S. Marines	Career Day Presenter	185
U.S. Coast Guard	Career Day Presenter	185
Advance PMR	Career Day Presenter	185
Pan Hellenic Council	Career Day Presenter	185
Freelance Media	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

United by Blue	Career Day Presenter	185
Ernst & Young LLP	Career Day Presenter	185
Waste Management LLC	Career Day Presenter	185
Comcast	Career Day Presenter	185
New Jersey Natural Gas	Career Day Presenter	185
CentraState	Career Day Presenter	185
Shore Speech Therapy	Career Day Presenter	185
NJ State Police	Career Day Presenter	185
Handsome Creations Catering	Career Day Presenter	185
Adams, Gutierrez, & Lattiboudere Attorney's	Career Day Presenter	185
Night & Day Magazine	Career Day Presenter	185
DEA	Career Day Presenter	185
Project Hire	Career Day Presenter	185
YMCA	Career Day Presenter	185
AP Rotary	Interact Club	48
James Vaccaro - President Manasquan Savings Bank	Leadership, Financial education	50
Field Trip New Jersey Geraldine R. Dodge Foundation	Field Trip Transportation Grant	45
Project Hire	Internship	3
Alphabet Preschool	Internship	4
Care on the Square	Internship	3
Second Life Bikes	Internship	2
Jersey Shore Medical Center	Internship	3
The WRAT	Internship	1

Neptune City Fire Dept. & First Aid	Internship	1
Kula Cafe	Internship	1
Lifestyle's Fitness	Internship	3
Helping Hands	Internship	1
Boys and Girls Club	Internship	2
7-11	Internship	1
Surf's Up Candle	Internship	2
Stella Marina	Internship	1
Primavera IT	Internship	2
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
Susan B. Komen	Senior Project	3
Alzheimer's King Manor	Senior Project	3

Table 11: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff.
NJ Clean Communities	Students and staff volunteer to clean communities around the state	25 students, 5 staff, 2 days spent picking up garbage.
Lake Como Environmental Commission	Students and staff work with the commission's volunteers to plant trees, keep the community clean, and maintain a garden.	100 students, 10 staff, 5 hours per month. Plants are transplanted or donated



Board Governance

3.1 Board Capacity

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

Table 12: 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)	July 2018
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 bylaws that the board adopted during the 2017-18 school year.

None

- c) List the critical policies adopted by the board during the 2017-18 school year.

1250: Visitors
 3510: Operation and Maintenance of Plant
 3516: Safety
 4115: Supervision
 4131/4131/1: Staff Development, Inservice Education, Visitations/Conferences
 4138/4238: Nonschool Employment
 5131: Harassment, Intimidation and Bullying
 5141.4: Missing, Abused and Neglected Children
 5145.4 Equal Educational Opportunity
 6114: Emergencies and Disaster Preparedness

6140: Curriculum Adoption
 6142: Subject Fields
 6142.4: Physical Education and Health
 6146: Graduation Requirements
 6162.5: Research
 6171.3: Title 1: Improving Academic Achievement and Parent and Family Engagement
 6171.4: Special Education
 6173: Home Instruction

3.2 Board Compliance

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

Table 13: Board of Trustee Information

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 6/13/18
Napier Humphrey	3/3/16	6/30/19	Vice-President	humphrey@academycharterhs.org	3/18/16	8/16/17
Alyce Franklin-Owens	3/1/18	6/30/19		owens@academycharterhs.org	5/2/18	pending
Ed Johnson	3/3/16	6/30/19		johnson@academycharterhs.org	3/16/16	6/19/17 5/22/18
Perry Lattiboudere	3/3/16	6/30/19		lattiboudere@academycharterhs.org	6/22/16	6/3/17 pending
Everett Mitchell	3/3/16	6/30/19		mittchell@academycharterhs.org	4/27/16	8/31/17
Robertha Walters	9/1/14	6/30/18		walters@academycharterhs.org	6/3/15	10/24/15 2/12/16 2/23/17 6/12/18
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 5/29/18

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 2018-19.

Table 14: School Year 2017-18 Application Process Timeline

SCHOOL YEAR 2017-18 APPLICATION PROCESS TIMELINE	
Date the application for school year 2017-18 was made available to interested parties	May 1, 2017
Date the application for school year 2017-18 was due back to the school from parents/guardians	December 21, 2017
Date and location of the lottery for seats in school year 2017-18	January 6, 2018

- b) Provide the URL to the school's application for prospective students for school year 2018-19. 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 2018-19.

The application was available in person, school 8th grade information nights, 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 2018-19 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 2018-19.

Table 15: Student Enrollment and Attrition

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	1	4	1
10	2	2	0
11	4	0	1
12	3	3	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.

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 (Vanderbilt 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.

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

File Naming Convention

Table 16: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Admissions Application (Language)
Appendix E	Appendix E Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	Appendix F 2018 – 19 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the SharePoint folder “Annual Report 2018.” Save each appendix by the file naming convention provided in the second column of the above table.