

Academy Charter High School

2018 - 2019 Annual Report

August 1, 2019

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

Table 1: Basic Information

Basic Information	
Name of school	Academy Charter High School
Grade level(s) to be served in 2019-20	Grades 9 - 12
2018-19 enrollment (as of June 30, 2019)	186
Projected enrollment for 2018-19	185
Current waiting list for 2019-20	11
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	Mr. Shawn Heeter
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 2018-19	Grades 9-12
Grade level(s) to be served at this site in 2019-20	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. Freshmen 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 a 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. ACHS students can earn college credit in classes taught by ACHS staff - Advanced Communications/Core English, Arabic I and Arabic II. 2018-19 was the pilot year for this opportunity and saw 27 kids earn college credit. 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 the 4H club and worked with a master gardener. They planted trees around Lake Como and maintained a vegetable garden on site through innovative growing techniques.

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.



As a culminating service-learning experience all seniors complete a Senior Project as a 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. The extra help structure was re-organized this year to make teachers more available to the students. Staff members are required to stay for an hour after school during one week day so they can assist students with their academic progress and provide extra support in their content areas. This new format led to an immediate increase in the number of students staying for extra help.

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/NJSLA tests.
Target	Increase the proficiency rate of students on the PARCC/NJSLA to 20% of student assessments.
Actual Outcome	GOAL PARTIALLY MET: While the proficiency rate for SY 2018-19 stayed the same as SY 2017-18 for Levels 4 & 5 on PARCC/NJSLA assessments, there was noticeable improvement in students achieving Level 3 “Approached Expectations” as evidenced by the number of students meeting NJDOE graduation assessment requirements via PARCC/NJSLA scores.

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 25% increase in the number of courses from SY 2017-18 to 2018-19
Actual Outcome	GOAL MET: There were 56 dual enrollment and AP courses in 2018-19, a 67% increase from SY 2017-18

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: 91 of the 97 sophomores and juniors took the PSAT for a 93.8% participation rate.

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 90%
Actual Outcome	GOAL MET: 95% of 12th graders took the SAT.

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 be 10% or less.
Actual Outcome	GOAL MET: With 18 unique suspensions, the suspension rate was 9.3%

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 14% or less.
Actual Outcome	GOAL MET: The chronic absenteeism rate for SY 2018-2019 was 13.9%.

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/NJSLA 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/NJSLA 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/NJSLA-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. Students can 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 2018-2019 school year high interest and grad level specific electives were built into the curriculum. Students selected three of the eight one credit classes, African Diaspora, Current Issues, Diversity, Genocide Studies, Healthy Living, Informational Technology, Infectious Disease, and Statistics in Sports. Students in grades 10-12 were assigned to a

grade-level appropriate elective designed to focus on content for their grade level. These electives were Driver's Education for 10th grade, SAT Prep for 11th grade, and Financial Literacy for 12th grade. 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 2018-2019 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. Teachers are held accountable for ensuring lesson planning and actual practice requires 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 2018-19 PARCC results have not been released to schools by July 15, 2019, then leave the 2018-19 column blank.

Table 4: Proficiency Rates on PARCC assessments

Assessment	2016-2017	2017-2018	2018-2019
ELA 9	14%	27.5%	15%
ELA 10	6%	20%	19%
ELA 11	2%	4%	28%
Algebra I	14%	27%	19%
Geometry	4%	6%	3%
Algebra II	5%	21%	7%

- 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 PARCC/NJSLA assessment increased dramatically for ELA 11 with a 24% improvement. Testing areas where there were noticeable declines in proficiency rates, such as ELA 9, Algebra I and Algebra II continued to produce better results than the SY 2016-17. While there was an overall decline in proficiency, it should be noted that 13 seniors, or 29% of the Class of 2019 met both NJDOE ELA and Math Assessment requirements with their PARCC/NJSLA scores. This is a major improvement from the two students, or 5% of the Class of 2018. There are already 14 students, in the Class of 2020 to satisfy both PARCC/NJSLA testing requirements.

One challenge for this school year was that there was a turnover with Supervisor of Curriculum/Testing Coordinator. Both testing cycles were completed while the position was vacant as we searched for a qualified candidate. This vacancy directly impacted curriculum

development for classes, classroom instructional practices, and testing coordination. Proper steps have been taken to find a capable and energetic Supervisor of Curriculum to move the school forward. We also experienced turnover in the math department, which may have directly impacted scores as students acclimated themselves to new teaching styles. 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 a 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 NJSLA/PARCC prior to admission.

8th Grade PARCC Proficiency of Incoming Students

	PARCC ELA Proficiency	PARCC Math Proficiency
Class of 2020	13 students	4 students
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, 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 individual 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 a 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 to craft an essay in response to a prompt. All essays are graded according to an expanded NJSLA/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. 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 four 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. In addition the data influenced curriculum / programmatic improvements. For example Houghton Mifflin’s *Writers Inc.* and *Write Source* were added to the curricula.

Six years ago Academy Charter began working with consultants from AIR and 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/NJSLA 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/NJSLA 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.

In PLCs all teachers analyze PARCC/NJSLA 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
Mr. Shawn Heeter	Lead Person/Dean of Students	July 2015/ July 2018
Mr. David Block	Chief Financial Officer / SBA	July 2014
Ms. Klarissa Martin	Supervisor of Curriculum	June 2019
Ms. Lorissa Vorhees	Director of Special Services	July 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)	93.69%
High School Attendance Rate (grades 9-12)	93.69%
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 2019
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

Staff can share personal ideas and a voice in decision making

Administrators are accessible and consistent in working towards school goals

- 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

PD opportunities and support for developing rigorous objectives

Consultants who better understand the student population

- e) Fill in the requested information below regarding the school's discipline environment in 2018-19. If there was a noticeable increase or decrease in suspensions and expulsions in 2018-19 compared to 2017-18, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2017-18

DISCIPLINE ENVIRONMENT 2018-19			
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	53	6	0
11	44	4	0
12	48	4	0

Early intervention, counseling, rewards and relationship building along with consistent application of the “progressive discipline pyramid” continues to keep the suspension rate below 10%. Additionally, the continued efforts and supports put in place to improve student attendance remain effective. The total attendance rate for the school year was over 93% for the second straight year.

Percentage of Students Suspended During the School Year

2015-16	2016-17	2017-18	2018-19
20.8%	11.6%	9.5%	9.3%

Genesis SIS

Excused absences and suspensions are now also factored in when determining chronic absenteeism rates, per school policy. Based on the current NJDOE definition (absent more than 10% of days in membership) the chronic absenteeism rate for the 18-19 school year is 13.9%.

Percentage of Student Absences	0 Absences	1 - 5 Absences	6 - 10 Absences	11 - 15 Absences	16 + Absences
ACHS 15-16	1 %	14 %	20 %	22 %	43 %
ACHS 16-17	11 %	24 %	32 %	12 %	21 %
ACHS 17-18*	6%	22%	33%	17%	22%
ACHS 18-19*	5%	32%	23%	21%	19%

School Performance Report 2018, Genesis

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

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 2015	89%	95%		66%	75%
Class of 2016	92%	N/A		73%	N/A
Class of 2017	88%	94%		71%	N/A
Class of 2018	88%	N/A		83%	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	April 2019
Percent of parents/guardians completing the survey (consider one survey per household)	20 %
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

Caring and nurturing support for students

Safety

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

Bus stop locations

Food options

Increase parent involvement

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2018-19 school year.

Back to School Night (Fall & Spring), Parent Conference (Fall & Spring),

FAFSA Parent Workshop (January), DVR Transition Meetings, Academic Progress

Meetings, Lake Como Clean-up, 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>		
New Jersey City Univ.	Campus Tour	45
Rutgers University	Class Presenter	45
Caldwell University	Career Day Presenter	45 185
Stockton University	Class Presenter Campus Tour	45 45
Berkeley College	Financial Aid Presentation Career Day Presenter Campus Tour	45 185 55
Brookdale Community College	Dual Enrollment Programs/ Accuplacer EOF Presentation Campus Tour	15 45 50 45
New Jersey City University	Career Day Presenter	185
Universal Technical Inst.	Career Day Presenter	185
Penn. College of Tech.	Class Presenter	45
Ramapo College	Class Presenter	45
Adv. Career Inst.	Career Day Presenter	185
Ocean County Comm. Coll.	Career Day Presenter	185
Felician University	Career Day Presenter	185
Bloomfield College	Campus Tour Career Day Presenter	45 185

Farleigh Dickinson University	Class Presenter Career Day Presenter	45 185
Kean University	Class Presenter Campus Tour	45 45
Seton Hall University	Class Presenter	45
Georgian Court	Career Day Presenter	185
TCNJ	Campus Tour	45
Rider University	Class Presenter	45
COMMUNITY INSTITUTIONS:		
Unity Education	Technology Grant	185
Microsoft	Technology Field Trip	185
High School Esports League	Interscholastic Play	35
Prevention First	Parent Meetings	37
Pinelands Adventure	Environmental Science Trip	40
Monmouth County Vicinage	One Judge-One School Presentation	50
Mariachi Performance	Spanish Trip	45
Franklin Institute	Field Trip	40
Borough of Lake Como	Earth Day Clean Up	100
Boys & Girls Club of Asbury Park	Teen Conference 2019	23
ESports	Student Internship	3
National Oceanic and Atmospheric Admin.	On Site Lab Lesson	48
Gilder Lehrman Institute of American History	Social Studies Trip to see 'Hamilton'	50
Bureau of Lectures	Saturday School speakers and performers	150

Wegmans 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	2019 Minority Male Initiative Conference	30
Two River Theater	No Seats Empty Program - plays	50
Astra Zeneca	Career Day Presenter	185
Bayada Home Health Care	Career Day Presenter	185
BCC Automotive Tech	Career Day Presenter	185
Ernst & Young	Career Day Presenter	185
U.S. Marines	Career Day Presenter Class Presenter	185 45
U.S. Coast Guard	Career Day Presenter	185
National Guard	Class Presenter	45
Advance PMR	Career Day Presenter	185
H2M Architects	Career Day Presenter	185
Handsome Creations	Career Day Presenter	185
Home Drug Store	Career Day Presenter	185
Imperial Healthcare	Career Day Presenter	185

Interfaith Neighbors	Career Day Presenter	185
MCSVD Culinary Ed.	Career Day Presenter	185
Monmouth Univ. EOF	Career Day Presenter	185
Motion City Media	Career Day Presenter	185
NJ Natural Gas	Career Day Presenter	185
Seabrook	Career Day Presenter	185
Shore Speech Therapy	Career Day Presenter	185
Star News Group	Career Day Presenter	185
Two River Theater	Career Day Presenter	185
United by Blue	Career Day Presenter	185
Wells Fargo	Career Day Presenter	185
WRAT 95.9 FM	Career Day Presenter	185
Shoreline Media	Career Day Presenter	185
City by the Sea Vet	Career Day Presenter	185
YMCA	Career Day Presenter Y-Achievers	185 140
Old Trip New Jersey Geraldine R. Dodge Foundation	Field Trip Transportation Grant	45
Alphabet Preschool	Internship	2
Advanced PMR	Internship	1
Beach Box Gym	Internship	3
Borough of Lake Como	Internship	2
Care on the Square	Internship	3
Hoop Group	Internship	6
Jersey Shore Medical Center	Internship	3

Kula Cafe	Internship	1
Powerflow Yoga	Internship	1
Root to Rise	Internship	1
7-11	Internship	1
Second Life Bikes	Internship	1
West Lake Grille	Internship	1
Primavera IT	Internship	3
The YMCA	Senior Project	4
Neptune VFW	Senior Project	2
The Humane Society	Senior Project	2
SPCA of Red Bank	Senior Project	4
American Friends Service Commission	Senior Project	2
Society for Prevention of Teen Suicide	Senior Project	4
March of Dimes	Senior Project	2
American Heart Assoc.	Senior Project	9
Central Jersey Blood Bank	Senior Project	3
180 Degrees Turning Lives Around	Senior Project	3
Susan B. Komen	Senior Project	3
Root to Rise	Senior Project	4
Heaven's Kitchen	Senior Project	4

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 Lake Como	100 students, 20 staff, 1 day spent picking up garbage.
4H Club	Students and staff volunteer to maintain gardens on school grounds	10 students, 4 staff, weekly garden maintenance.
Lake Como Environmental Commission	Students and staff work with the commission's volunteers to plant trees and keep the community clean.	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 2019
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	Portfolio based evaluation takes place between October and June.

- b) List the amendments to any bylaws that the board adopted during the 2018-19 school year.

None

- c) List the critical policies adopted by the board during the 2018-19 school year.

4111: Recruitment, Selection, and Hiring
4111.2, 4211.2: Domestic Violence
4211: Recruitment, Selection, and Hiring
5131.5: Vandalism, Violence
5131.6: Substance Abuse
5141.21: Administering Medication
5145.7: Gender Identity and Expression

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	6/30/21	President	brock@academycharterhs.org	10/12/11	3/3/12 1/1/13 6/13/18
Napier Humphrey	3/3/16	6/30/21	Vice-President	humphrey@academycharterhs.org	3/18/16	8/16/17
Alyce Franklin-Owens	3/1/18	6/30/21		owens@academycharterhs.org	5/2/18	4/17/19
Perry Lattiboudere	3/3/16	6/30/21		lattiboudere@academycharterhs.org	6/22/16	6/3/17 10/29/18 7/2/19
Everett Mitchell	3/3/16	6/30/21		mitchell@academycharterhs.org	4/27/16	8/31/17 10/19/18 7/16/19
Robertha Walters	9/1/14	6/30/21		walters@academycharterhs.org	6/3/15	10/24/15 2/12/16 2/23/17 6/12/18 4/17/19

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

APPLICATION PROCESS TIMELINE	
Date the application for school year 2018-19 was made available to interested parties	May 1, 2018
Date the application for school year 2018-19 was due back to the school from parents/guardians	December 21, 2018
Date and location of the lottery for seats in school year 2017-18	January 5, 2019 @ ACHS Cafeteria

- 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 2018-19	Number of students retained in 2017-18 for the 2018-19 school year
9	3	1	1
10	5	2	0
11	1	3	1
12	0	0	1

- 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.

Teachers are evaluated using a modified Danielson model, which was instituted in 2013 as part of PICCS Grant. The model includes a combination of informal walk-throughs, announced formal observations and unannounced formal observations. The teacher evaluation tool also includes 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. Summative scores were based on 60% evaluation tool and 40% student growth. The growth scores in each subject are calculated from SGO's.

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

The board established a new portfolio-based evaluation tool for school leaders for the 2018-19 school year. This 100 point evaluation tool is comprised of four components and draws upon multiple measures, including student growth measures, leader practice observations and a survey of teachers. 20 percent of the total points are measured with a "Student Growth Component." Another twenty percent of the total points are measured by a "Progress Towards School Goals" component. Thirty percent of the score is determined through "Personal Reflection with Evidence" shared with the board. The final thirty percent of the total points are calculated from a "Survey of Staff," which is conducted twice annually. Administrators earn a rating of "Highly Effective," "Effective," "Developing," or "Ineffective" based on a composite score out of the 100 possible points.

Scores for the Student Growth Component are determined by the number of students who meet their Growth Target as determined by SGO's. Points for "Progress Towards School Goals" are determined based on the weighted value of each school goal. For "Personal Reflection with Evidence" scoring, administrators are given the opportunity to provide evidence on six standards. A rubric is used to determine the point value for each standard for a maximum of 30 points. Staff are surveyed twice during the school year on the effectiveness and professionalism of administrators. These scores are tallied to determine the final component.

- 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.

Appendix A

Assurance that the school is meeting statutory and regulatory requirements

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to SharePoint. See page 2 of the annual report template for submission details.

- Curriculum.* The School's curriculum is compliant with the New Jersey Student Learning Standards.
- 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 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 polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section N.J.S.A. 18A:46-1 *et seq.*, and section N.J.A.C. 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.

- *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):

Date:

Print Full Name:

Title:

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

Date:

Print Full Name:

Title: