

Academy Charter High School

2020-2021 Annual Report

August 2 , 2021



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 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 2021-22	Grades 9 - 12
2020-21 enrollment (as of June 30, 2021)	159
Projected enrollment for 2021-22	170
Current waiting list for 2021-22	0
Website address	www.academycharterhs.org
Name of board president	Mr. Perry Lattiboudere
Board president email address	lattiboudere@academycharterhs.org
Board president phone number	732.610.8939
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 2020-21	Grades 9-12
Grade level(s) to be served at this site in 2021-22	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.

During a normal school year, 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 is 185 days in length. This year, we started the year with a hybrid schedule, bringing 10th and 11th grade students into the building on Mondays and Tuesdays with in-person instruction for 9th and 12th grade students on Thursday and Friday. Wednesdays were virtual for the entire school year. Virtual lessons were offered on days students were not in the building. All grades received four days of in-person instruction for the month of June.

Freshman Seminar allows students to 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. These sessions were held virtually this school year. A structured mentoring curriculum included social awareness activities, digital citizenship and awareness, 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.

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. A Learning Recovery Committee and Task Forces were established early in the school year to help move the school forward during the pandemic. The Learning Recovery Committee collected and analyzed data before brainstorming ideas to mitigate learning loss. They then collaborated with colleagues to

implement new tools to support student learning. The Task Force worked closely with the Lead Person to make decisions that were in the best interest of both staff and students.



Our 1:1 initiative ensured that each student has access to a Chromebook in every educational setting. This has been instrumental in ensuring that the technology is actually used to enhance instruction, especially during the pandemic. 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. 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.



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 most years, each member of the senior class presented their project at a reception in front of over 250 people. This year, the students were able to present to their peers and one family member at our first in-person event.



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 school focused on academic achievement our goal is to minimize learning loss during the pandemic.
Measure	MAP Math assessment scores.
Target	70% of students will meet the 2020 student achievement norm for their grade level or increase their RIT score by at least 2 points.
Actual Outcome	62 out of 79 students who completed the MAP Math Growth 6+ test at least twice this year (Fall, Winter, and/or Spring) either met their national grade level achievement norm and/or increased their score by 2 or more RIT points = 78.48%

Goal	As a school focused on academic achievement our goal is to minimize learning loss during the pandemic.
Measure	MAP Reading assessment scores.
Target	70% of students will meet the 2020 student achievement norm for their grade level or increase their RIT score by at least 2 points.
Actual Outcome	63 out of the 78 students who completed the MAP ELA Reading Growth 6+ test at least twice this year (Fall, Winter, and/or Spring) either met their national grade level achievement norm and/or increased their score by 2 or more RIT points, or 80.76%

Goal	To maintain and improve student enrollment through a pandemic.
Measure	Enrollment numbers for incoming 9th Grade.
Target	20% increase in 9th Grade enrollment for the 2021 Freshman Seminar program in August 2021 as compared to August 2020.
Actual Outcome	GOAL MET: With 25 students enrolled for the 2021 Freshman Seminar, enrollment increased 31.5% from the 19 enrolled in August of 2020.

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 twice each school year to measure student growth along with formative assessments and guided

instruction. Student growth in writing, scored according to NJSLA writing rubrics, across subject and content areas for each grade.

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 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 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 also earn credit through Seton Hall University while taking courses taught by ACHS faculty.

As a comprehensive college preparatory high school, Academy Charter offers a wide range of classes in addition to the core subjects. 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.

Electives for the 2020-21 school year were modified to best fit the needs of our students as well as the scheduling constraints. Every student took a year-long elective, Strategies for Success. The course was designed to support students accordingly at each grade level. The curriculum included organizational strategies, Social and Emotional Learning lessons and tools, and opportunities to explore personal interests.

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

During the 2020-21 school year the administration and teaching staff of ACHS tackled the unique challenges of hybrid and virtual scheduling due to the pandemic with creativity and hard work. Teachers shared ideas during faculty meetings of practices and tools that they found to be successful. Many teachers utilized a variety of online programs and tools throughout the year, adjusting to best meet the students' needs. The goal and focus was to keep students engaged. Assignments were posted to Google Classroom. Lessons were delivered in-person, real-time virtually and recorded. Programs such as IXL, Nearpod, Edgenuity, Peardeck and Google Jamboard were regularly used to supplement lessons. The goal was to keep students engaged while making sure they did not experience academic regression. Teachers are held accountable for ensuring lesson planning and actual practice requires students to talk about content, engage in rich tasks, practice deep questioning and incorporate meaningful technology in their lessons. 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.

c) Describe how the school has made efforts to engage students in in-person instruction? What areas of strength and areas of opportunity remain? What percentage of students remain in remote instruction, if any?

Academy Charter has made efforts throughout the year to get students to return to in-person learning from fully remote status. Outreach to parents by administrators, teachers, social workers and our school-to-career coordinator were consistent and frequent by phone calls and emails. Our front line teachers often were seen encouraging students during Google Meets to come back in the building as well. The Director of Curriculum and Lead Person worked closely to adjust the schedule multiple times throughout the year to allow students to come into the building more often even when remaining hybrid. Struggling students were also afforded the opportunity to come into the building four days a week at one point when traditional hybrid students were attending two days a week. By June, all students were given the opportunity to come in-person four days a week. With that change, students and parents were sent many reminders and information regarding the change in efforts to increase in-person enrollment. By the end of the year, only 22% of students remained fully remote.

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 NJSLA assessments administered by the school.

Table 4: Proficiency Rates on NJSLA assessments

Assessment	Interim Assessment			End of Year Assessment		
	Below	On	Above	Below	On	Above
ELA9	72.7%	4.5%	22.7%	53.8%	30.7%	15.3%
ELA10	67.5%	5.4%	27.0%	69.5%	8.6%	21.7%
Alg 1	66.0%	5.6%	28.3%	53.3%	6.6%	40.0%
Geo	69.4%	5.5%	25.0%	56.0%	0%	44.0%
Alg 2	56.2%	6.2%	37.5%	40.9%	13.6%	45.4%

*may not equal 100% due to rounding

- b) Identify the type of assessments used for interim assessment data:
- Vendor and charter created
- c) Identify the type of assessments used for end of year assessment results:
- Vender or charter created

d) Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, English language learners, students with disabilities, and racial/ethnic groups.)

The school created plans to ensure progress is both ELA and Math for each grade level and subgroup.

- As an overall option, all students were given the opportunity to receive small group instruction and make up work time throughout the school year with a focus on completing missing work and showing mastery of skills. All students were offered to continue any courses they were struggling with for an extra two weeks after the end of the school year in-person with certified Math, English, Science, History, and Special Education teachers who were available for assistance and supplemental instruction each day. Progress was monitored throughout the year using skills-based grading methods on formative and summative assessments.

- English Language Learners had extra support from an English, Spanish, and English as a Second Language certified teacher every Wednesday virtually after school. BrainPop ELL was also purchased for supplemental progress monitoring and assessing of ELL students. Next year we will continue with the same program but in-person.
- Students with disabilities and their families had appropriate meetings with the child study team to discuss progress, summer options, and next year placements. Extended school year programs were determined on an as-needed basis.
- New summer enrichment courses were developed for all students based on their strengths and weaknesses. Strengths shown through assessments and surveys geared our course topics, while incorporating additional instruction in weakness areas. Students excelled at Science and History this year, while struggling in ELA and Math. Our students show interest in topics including government, science fiction, and business so our three summer courses focus on these areas. The end result of each is to incorporate a research simulation task to strengthen their writing skills.
- Since many of our students struggled through their Algebra 1 and Geometry courses, additional sections were created for next year. Algebra 1 Part A/B students from this year will be taking a Part C to get through the complete curriculum with intervention and skill focus. Some of our full Geometry courses this year did not get through the complete curriculum so before those students move on to Algebra 2 they will be taking a Geometry Part 2 course in the Fall next year.
- Our incoming freshman will be taking 2 full semesters of an English Language Arts courses.
- 99% of our school is Hispanic and/or African American. All were offered the same opportunities.
- Students eligible for free and reduced lunch were offered the same opportunities.
- Next school year, our after school extra help program has been restructured to have at least one certified Math, English, Science, History, and Special Education teacher stay after each day of the week rather than designating one day to a specific subject area.

e) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2020-2021 year.

- **Math 9-12**
 - Diagnostic - NWEA MAP Math 6+ Growth & IXL Diagnostic tests
 - Formative - Teacher created quizzes and ongoing assignments checking for skill/standard mastery
 - Summative - Teacher/department midterm and final course exam, essay, or project.

- **English 9-12**
 - Diagnostic - NWEA MAP Reading 6+ Growth & IXL Diagnostic tests
 - Formative - Teacher created quizzes and ongoing assignments checking for skill/standard mastery
 - Summative - Teacher/department midterm and final course exam, essay, or project.
- **Science 9-12**
 - Diagnostic - teacher created course pre-assessments for SGO purposes
 - Formative - Teacher created quizzes and ongoing assignments checking for skill/standard mastery
 - Summative - Teacher/department midterm and final course exam, essay, or project.
- **History 9-12**
 - Diagnostic - teacher created course pre-assessments for SGO purposes
 - Formative - Teacher created quizzes and ongoing assignments checking for skill/standard mastery
 - Summative - Teacher/department midterm and final course exam, essay, or project.
- **English as a Second Language 9-12**
 - Diagnostic - WIDA Screener
 - Formative - Ongoing small group check-ins, assignments showing skill/standard mastery, BrainPop assessments
 - Summative - ACCESS for ELLs
- **Arts 9-12**
 - Diagnostic - Teacher created course pre-assessments for SGO purposes
 - Formative - Teacher created quizzes and ongoing assignments checking for skill/standard mastery
 - Summative - Teacher/department midterm and final course exam, essay, or project.

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

Results from various assessments were analyzed by our newly established Learning Recovery Data Team to determine ongoing changes throughout the year, for the summer, and upcoming school year. Assessments showed specific skill areas that students were struggling in. Teachers were able to then identify and focus on these skills in class. Scheduling and structure of

classes towards the end of the year was also adjusted for teachers to focus on priority standards for each subject to get students through their courses. The data also drove how we created a course continuation summer program to extend the school year for those in need, helped to develop enrichment summer programs based on student strength and weakness areas, and make changes to our core course offerings and after school programs for next school year.

g) Describe how the school maintained fidelity in assessment outcomes through the administration of assessments in 2020-21.

Academy Charter maintained fidelity of assessment outcomes through procedures suggested with administration. For NWEA MAP testing, teachers and administrators were in attendance on Meets with students as they virtually took the exams. Student screens were monitored through GoGuardian as well as through progress monitoring on the NWEA site. IXL Diagnostic exams given to ELA and Math courses were done in-person or the same way virtually as MAP. Formative and summative assessments given by teachers were monitored in-person. Students who were remotely completing formative and summative assessments were monitored using GoGuardian, limits on Google Forms, teacher Google Meet sessions, and using alternative assessments to maintain assessment integrity.



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 Voorhees	Director of Special Services	July 1, 2018

2.1 School Culture and Climate

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

Table 6: School Culture and Climate Learning Environment

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	91 %
High School Attendance Rate (grades 9-12)	91 %
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 2019-20 to 2020-21)	90%
Total Staff Retention Rate (from SY 2019-20 to 2020-21)	93%
Frequency of teacher surveys and date of last survey conducted	Once, March 2021
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?

Understanding of their needs and challenges during the school year

Caring environment for our students

Comfortable with the technology and programs made available to them

d) What were the three main challenges that teachers identified in the latest survey?

Hybrid and scheduling changes impact pacing and instruction

Contacting students and families who are not as connected this year

Motivating students to attempt and/or complete work

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

Table 8: Discipline Environment 2020-21

DISCIPLINE ENVIRONMENT 2020-21			
Grade Level	Number of students enrolled (as of Oct. 15, 2019)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
9	25	0	0
10	43	2	0
11	47	0	0
12	46	0	0

The decrease in suspensions is a direct result of our hybrid scheduling to start the school year where students were in the building less and cohorted with a small group of students.

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	1 of 7
Frequency of parent/guardian surveys	Annually
Date of last parent/guardian survey conducted	February 2021
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?

Finding ways to keep students engaged
 Caring and nurturing support for students
 Checking in on students regularly

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

Frustration with transportation or lack of transportation
 Getting students into the building more during the pandemic
 Increase parent involvement

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2020-21 school year.

“Town Hall” sessions (Fall & Winter), Regular parent conferences or phone calls from teachers and administrators, Virtual FAFSA Parent Workshop, DVR Transition Meetings, Academic Progress Meetings, Saturday School Participation

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

Actively involved with student academic progress

Support fundraisers

Readily accessible/easy to reach

- e) 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>		
Montclair St. University	Virtual Class Presenter	45
Lincoln University	Virtual Class Presenter	45
Stockton University	Virtual Class Presenter	45
Berkeley College	Virtual Class Presenter	45
Brookdale Community College	Dual Enrollment Programs/ Accuplacer EOF Presentation	17 45 50
Lincoln Tech.	Class Presenter	45
Georgian Court University	Class Presenter	45
Bloomfield College	Class Presenter	45
Fairleigh Dickinson	Class Presenter	45

COMMUNITY INSTITUTIONS:		
Unity Education	Technology Grant	185
High School Esports League	Interscholastic Play	35
Lead U	Virtual Class Presenter	45
Prevention First	Virtual Class Presenter	100
Tigger House	Class Presenter	100
Borough of Belmar Historical Society	Black History Month & Negro Leagues Presentation	75
Borough of Lake Como	Community Clean-Up	75
J-Line Dance	Virtual Saturday School Presenter	150
Everfi Financial Literacy	Online and in-person Financial Literacy education	80
Brookdale Comm. College	2021 Minority Male Initiative Virtual Conference	10
National Guard	Virtual Class Presenter	45
U.S. Marines	Virtual Class Presenter	45
Asbury Park Boys & Girls Club	Community Service Project	3
ExtraLife Gaming	Community Service Project	3
Monmouth County Democrats	Community Service Project	2
Ronald McDonald House	Community Service Project	2
Hates Not Hate	Community Service Project	2
Jersey Shore Arts Center	Community Service Project	3
Ojala Foundation	Community Service Project	3
Jersey Shore Dream Center	Community Service Project	3
Ocean's Family Success	Community Service Project	2

Society for Prevention of Teen Suicide	Community Service Project	3
SPCA	Community Service Project	3
Kiwanis Club of Asbury Park	Community Service Project	3
Trinity Church	Community Service Project	2
The Mission of Asbury Park	Community Service Project	2
Sunrise Senior Living	Community Service Project	3

Table 11: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff.
Belmar Historical Society	Students and staff organized a memorial ceremony for Black History Month	50 students, 20 staff, several days organizing and coordinating the ceremony.
Asbury Park Kiwanis Club	Students worked with the organization to read children’s stories in different languages and gather donations for those in need	20 students, 5 staff, 5 hours every month
Lake Como Environmental Commission	Students and staff work with the commission’s volunteers to plant trees and keep the community clean.	50 students, 10 staff, 5 hours per month in May and June due to the pandemic.

g) Briefly describe how the educational and community partnerships established furthers the school’s mission and goals.

Partnerships with local entities allow students to explore ways they can be productive members of their community, teach valuable life lessons, and demonstrate the power of being a positive influence. Many opportunities for students to volunteer or gain hands-on learning experiences are occurring in Asbury Park, where many students reside. The school continues to make a concerted effort to expose and introduce students to all of the great things that are happening in the local community. The sense of ‘community’ and developing young adults who

are productive citizens are cornerstones of the school’s fabric and mission. The Senior Project community service projects have shifted in focus to true community service and projects that enhance both the school and local community. Students volunteer with organizations that work with families in need, those struggling with substance abuse, support the youth, or churches. Some groups support great causes through benefits, fundraisers, or making improvements to the school facility or culture. Empowering students to find ways to make a difference and understand the value of service learning will continue to be a point of emphasis.

More academic focused partnerships such as those with Brookdale Community College and Seton Hall University have afforded students more opportunities for Dual Enrollment. This remains one of our goals as ACHS continues to push students to challenge themselves through college-level courses. Students are proving to be more motivated as they gain confidence through successfully completing college credits and are pushing the school to explore diverse more options.

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)	May 2020
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 2020-21 school year.
None
- c) List the critical policies adopted by the board during the 2020-21 school year.

1250-Visitors; 3510-Operations & Maintenance; 3541.33-Transportation; 5141.2- Illness; 5141.3 Health Exam & Immunizations

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
Perry Lattiboudere	3/3/16	6/30/24	President	lattiboudere@academycharterhs.org	6/22/16	6/3/17 10/29/18 7/2/19 7/23/21
Everett Mitchell	3/3/16	6/30/24	Vice President	mitchell@academycharterhs.org	4/27/16	10/19/18 7/16/19 7/26/20 7/15/21
Timothy Brennan	10/3/19	6/30/22		brennan@academycharterhs.org	8/26/20	7/28/20 7/22/21
Michael Forcella	10/3/19	6/30/22		forcella@academycharterhs.org	8/25/20	7/28/20 7/21/21
Alyce Franklin-Owens	3/1/18	6/30/24		owens@academycharterhs.org	5/2/18	4/17/19
Nicholas Marco	10/1/20	6/30/23		marco@academycharterhs.org	8/10/21	7/21/21
Jessica Perez	10/3/19	6/30/22		perez@academycharterhs.org	8/5/20	7/27/20 7/14/21
David Wallace	10/1/20	6/30/23		wallace@academycharterhs.org		7/21/21

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 2020-21.

Table 14: School Year 2020-21 Application Process Timeline

APPLICATION PROCESS TIMELINE	
Date the application for school year 2020-21 was made available to interested parties	May 1, 2020
Date the application for school year 2020-21 was due back to the school from parents/guardians	December 20, 2020
Date and location of the lottery for seats in school year 2020-21	January 9, 2021 @ ACHS Cafeteria

- b) Provide the URL to the school’s application for prospective students for the school year 2020-21. 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 the school year 2020-21.

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 2020-21 were available prior to the enrollment lottery.

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

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2020-21.

Table 15: Student Enrollment and Attrition

STUDENT ENROLLMENT AND ATTRITION			
Grade Level	Number of student withdrawals (for any reason) during the school year 2020-21	Number of students enrolled after the first day of school year 2020-21	Number of students retained in 2019-20 for the 2020-21 school year
9	0	2	0
10	4	1	1
11	1	1	0
12	2	1	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 the Danielson model, which was instituted in 2013. 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 are reached by consensus. Summative scores were based on the state model with 85% of the score evaluation tool (Danielson Observations) and 15% student growth. The growth scores in each subject are calculated from two 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 2020-21 school year. This 100 point evaluation tool has four components and draws upon multiple measures, including student growth measures, leader practice observations and a survey of teachers. Twenty 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.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location.

Table 15: School Site Facility Information

School Site Facility Information	
Site name	Academy Charter High School
Facility lease information	
Landlord name	Friends of Academy Charter High School
Lease commencement date	10/31/2008
Lease termination date	10/31/2022
2020-2021 annual lease cost	\$366,672.00
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2020	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

Table 16: School Site Facility Information Lease Summary

School Site Facility Information Lease Summary	
Total number of leased facilities	1
Total annual cost of all leases	\$366,672.00
Total lease amount budgeted for 2020-2021	\$366,672.00

Table 17: School Site Facility Information Mortgage/Bond Summary

School Site Facility Information Lease Summary	
Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2020-2021	N/A
Mortgage payment interest budgeted for 2020-2021	

a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school’s commitment to this requirement, complete and submit Appendix A, available at the end of this document.

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 Board policy for establishment of a grievance committee
Appendix E	Appendix E Admissions Application (Language)
Appendix F	Appendix F Board resolution approving the teacher and school leader/principal evaluation systems
Appendix G	Appendix G 2020-2021 School Calendar
Appendix H	Appendix H Organizational Chart
Appendix I	Appendix I Promotion/Retention Policy
Appendix J	Appendix J Graduation Policy

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