

Academy Charter High School

2021-2022 Annual Report

August 1 , 2022



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 2022-23	Grades 9 - 12
2021-2022 enrollment as of June 30, 2022	174
2021-2022 Students with Disabilities (SWD) enrollment as of June 30, 2022	
2021-2022 English Language Learners (ELL) enrollment as of June 30, 2022	9
Projected enrollment for 2022-23	184
Current waiting list for 2022-23 by grade level Pursuant to N.J.A.C. 6A:11-4.6(a)2	0 for each grade
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 2021-22	Grades 9-12
Grade level(s) to be served at this site in 2022-23	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 Commissioner-approved 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.

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. 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 while 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 Data Team collected and analyzed data before brainstorming ideas to mitigate learning loss and collaborated with colleagues to implement new tools to support student learning.



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 guidance department spearheads the student transition plans. A second guidance counselor was hired prior to this school year to better support students both academically and emotionally. The School-to-Career Coordinator works with upperclassmen while the second counselor is the lead person in the department for underclassmen. 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, Arabic II, Spanish 1 and Spanish 2. 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	Prepare students for the rigor of college-level coursework.
Measure	SAT Participation Rate
Target	The participation rate for juniors and seniors on the SAT will exceed 90%
Actual Outcome	GOAL MET: The 2021-2022 participation rate on the SATs for juniors and seniors was 93%.

Goal	Prepare students for the rigor of college-level coursework.
Measure	Writing assignments and tasks
Target	100% of teachers will have students complete a weekly writing response, critique, or journal assignment.
Actual Outcome	GOAL MET: All teachers implemented writing tasks weekly on a weekly basis. Tasks included basic journal entries to more rigorous writing prompts.

Goal	Prepare students for the rigor of college-level coursework.
Measure	Dual Enrollment and AP courses participation
Target	Participation in Dual Enrollment and AP courses will increase by 10%.
Actual Outcome	GOAL MET: An increase of 9 courses (62 in 20-21 to 71 in 21-22) is a 15% participation increase from 2020-2021 to 2021-2022.

Goal	Prepare students for the responsibilities of post-graduate life through self-discipline and appropriate social interactions
Measure	Overall suspension rate.
Target	The overall suspension rate of 10% or less.
Actual Outcome	GOAL MET: With ten suspensions during the school year the overall suspension rate was 6% for the school year.

Goal	Support students' general well-being through Social Emotional Learning.
Measure	Social Emotional Learning lessons
Target	95% percent of students will complete a Social Emotional Learning lesson each month.
Actual Outcome	GOAL MET: Students completed SEL lessons in their Health/PE classes, several electives in mentoring sessions each month.

Goal	Prepare students for the rigor of college-level coursework.
Measure	MAP Math and Reading Scores
Target	The number of students meeting the national MAP Math and MAP Reading grade level norms will increase by 20%.
Actual Outcome	Goal Not Met: The number of students achieving grade level norms in MAP ELA and MAP Math was the same as during the 2020-2021 school year.

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 2021-22 school year were developed to best fit the needs of our students through enriching tasks that exposed them to valuable educational experiences. Electives included Strategies for Success and The Art of Research. Driver's Education, Mindfulness and Well-Being, Financial Literacy, Robotics, Computer Science, Math in the Real World, History of Hip Hop, and STEM Labs.

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

During the 2021-2022 school year, incorporating differentiation, collaboration, social-emotional activities, increased writing opportunities, skills-based tasks, and utilizing interactive technology were focused on through instructional practices to improve student learning. Data from the 20-21 school year was analyzed by a team to determine and implement new approaches for this school year. All teachers were provided subject area coaches through Inspired Instruction, Mental Health First Aid training, SEL and Mindfulness strategies through Elevate Education and KYDS, and Differentiation and Positive Behavior Supports training from NJIETA. Some training was provided during the school day and others were after school during PLC time. Teachers were also able to work together during PLC time to discuss data, student progress across grade levels and content, and what benefitted individual students. Administration required increased writing in all subject areas through writing tasks as classroom starters and weekly journal prompts. This was observed through classroom visits and lesson planning. Teachers provided differentiated assignments for the varying levels of students in their classes through content, process, product, and environment. This was done through providing tiered instruction, increased interactions, choice boards, flexible grouping, and reflection. Teachers increased collaboration opportunities between students through discussions, questioning, and activities. The use of technology was promoted through Google Suites, and programs purchased such as Nearpod, EdPuzzle, SIRS, Flocabulary, Pearson Realize, Learning Ally, TPT School Access, Easel, and Newsela.

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

Academy Charter began the process to address learning loss related to Covid-19 in early 20-21 by creating a Learning Recovery Team. The group of teachers and administrators analyzed quantitative and qualitative data to plan for moving forward the 21-22 school year. Data from NWEA MAP, IXL, PSATs, and Grades were reviewed across all subject areas, as well as

curriculum audits done through lesson plan reviews and teacher surveys. It was determined that many students would need credit recovery options, increased instruction in Math and ELA skill areas, enrichment opportunities, test prep, and more writing opportunities. During the 21-22 school year, we added additional Geometry Part B courses for students who needed extra time to gain core content area skills. All freshmen took two semesters of ELA, leading to a full year or 10 credits. Strategies for Success and Research Writing elective courses were added for all incoming freshmen students to increase their study skills and to provide additional support for ELA and Math classes. Elevate Education also provided mini lessons for students on executive functioning skills during the first half of the school year. Parents were also invited to receive training on how to incorporate these skills at home. A Mindfulness and Wellbeing elective was also added for students. Adjustments to teacher assistance following the regular school day were made to ensure there were different subject area teachers available after school each day. Students who excelled during hybrid or virtual learning previously were provided with increased dual enrollment opportunities through Seton Hall, Brookdale, and Outlier - University of Pittsburgh. Teachers were provided increased professional development in areas identified as weakness areas by administration and the recovery team. This included mental health, SEL strategies, standards based approaches, content area standards, differentiation, and positive behavior supports. The dissemination of data from MAP, NJ Start Strong, and NJSLA was quickly done so teachers could utilize valuable information in planning for instruction. Some areas of strength identified would be increased writing across the school building leading and social-emotional learning opportunities through mentoring and classroom engagement. Areas for opportunity in growth include identifying math focus areas for increased skill acquisition and providing more high dosage intervention opportunities through tutoring and prep programs.

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

The 2021-2022 school year proved unique and challenging with managing quarantine periods. ACHS adhered to the state issued guidelines based on the Covid-19 Activity Level Report within the region. All classwork and homework was available on Google Classroom for students who were required to quarantine. Virtual meetings, both individually and/or small groups were coordinated to provide instruction for students. At the height of Covid-19 during the school year teachers were required to create live feeds into their classrooms for students in quarantine. Guidance Counselors checked in with students regularly as they completed their instructional tasks.

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

There were one 10th grade student, one 11th grade student and two 12th grade students retained. ACHS will provide opportunities for credit recovery courses during the summer and into next school year. These courses will be online courses through the Educere platform. Additionally, the guidance department will monitor students through progress reports, communication with families and monthly meetings with retained students.

1.4 Assessment

- a) On April 6, 2021 the United States Department of Education (USED) recognizing that “we are in the midst of a pandemic that requires real flexibility,” informed the New Jersey Department of Education (Department) that the administration of Start Strong Fall 2021 Assessments would satisfy federal statewide assessment requirements for the 2020-2021 school year. On October 13, 2021 the Department required the administration of Spring 2022 New Jersey Student Learning Assessments (NJSLA) between April 25 and June 3, 2022. Absent embargoed NJSLA spring of 2022 assessment data, the Department requests Start Strong Fall 2021 performance data to report on whether students required strong, some, or less support. Fill in the following Start Strong Fall 2021 Assessment data by the number and percentage of students requiring strong, some, or less support for all grade levels that participated in the Start Strong Fall 2021 Assessment.
- b) In addition to the Start Strong Fall 2021 Assessment data, the Department is requesting data from local benchmark assessments administered during the 2021-2022 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percent of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLs). Please include end of year assessment results by percentage of students, below, on, or above grade level for local assessments administered by the school.

Table 4: StartStrong Assessment Outcomes Fall 2021

Assessment	Strong Support	Strong Support	Some Support	Some Support	Less Support	Less Support
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
ELA 9	17/38	44.74%	7/38	18.42%	14/38	36.84%
ELA 10	17/38	44.74%	10/38	26.31%	11/38	28.95%
Alg 1	32/40	80%	7/40	17.5%	1/40	2.5%
Geo	27/34	79.41%	7/34	20.59%	0/34	0%
Alg 2	35/47	74.47%	7/47	14.89%	5/47	10.64%

Table 5a: Proficiency Rates on Local Assessments (% of students) Fall 2021

NWEA MAP Assessment	Below	On	Above
ELA9	61%	11%	28%
ELA10	62%	22%	16%
ELA11	63%	17%	20%
ELA12	83%	7%	10%
Alg 1 (9th)	71%	4%	25%
Geo (10th)	74%	14%	12%
Alg 2 (11/12th)	63%	23%	25%

Table 5b: Proficiency Rates on Local Assessments (% students) End of Year 22

NWEA MAP Assessment	Below	On	Above
ELA9	33%	11%	56%
ELA10	63%	14%	23%
ELA11	56%	23%	21%
ELA12	55%	14%	31%
Alg 1 (9th)	54%	13%	33%
Geo (10th)	62%	9%	29%
Alg 2 (11/12th)	68%	10%	22%

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

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

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

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

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

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 are offered options to stay after school and work with certified Math, English, Science, History, and Special Education teachers who are available for assistance and supplemental instruction each day. In addition to after school teacher assistance, students can stay after for homework club and work with an assigned teacher as well. 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 certified teacher every Wednesday after school through English Language Services. BrainPop ELL was also purchased for supplemental progress monitoring and assessing of ELL students. The teacher also provided resources and support for daily instructional teachers who had ELL students in their classes.
- Students with disabilities and their families had appropriate meetings with the child study team to discuss progress, summer options, and next year placements. Every grade level ELA and Math course has a resource pull out and in class resource section option. Extended school year programs were determined on an as-needed basis.
- Test scores showed students struggle most with writing and analysis in ELA and terminology and critical thinking application in Mathematics. Writing was increased in all subject areas through daily writing tasks and weekly journals. Math focus topics were addressed and taught daily in math courses.

- A second part to Geometry was run this year due to students falling behind in skill acquisition during Covid. An additional Math Concepts course will be added next school year to build skills prior to taking Algebra 2. A second ELA course will be added for all sophomores, while freshmen take 2 ELA courses already, one each semester.
- A Research Writing and Strategies for Success elective was created for all freshmen. They all receive extra writing and study skills lessons in addition to their regular core courses.
- Our Hispanic, African American, and students eligible for free and reduced lunch were offered the same opportunities.

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

g) 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 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.

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

Academy Charter disseminated NJ Start Strong and Fall Block NJSLA scores to administration and teachers through PLC meetings and excels/documents. NJ Start Strong and Fall Block NJSLA scores were also presented to the board of trustees and community during a board meeting. NWEA MAP, IXL, WIDA Model, PSAT, SAT, and AP scores are all shared with administration and teachers during PLC and individual teacher meetings. CollegeBoard and WIDA Access for ELL scores are also shared with the Board of Trustees during a meeting. Parents receive StartStrong, NJSLA, WIDA, PSAT, SAT, and AP individual score reports as they are released.



1.5 Organizational Capacity - School Leadership/Administration

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

Table 6: 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 7: 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)	89%
High School Attendance Rate (grades 9-12)	89%
Student - Teacher Ratio	1:10

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

Table 8: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2020-2021 to 2021-2022)	94%
Total Staff Retention Rate (from SY 2020-2021 to 2021-2022)	97%
Frequency of teacher surveys and date of last survey conducted	Once, March 2022
Percent of teachers who submitted survey responses	90%
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?

Compassionate and understanding environment for staff and students

Accessibility of administration

Autonomy in planning lessons

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

Motivation for students

Cell phone use by students

Finding ways to create more student involvement

- e) Fill in the requested information below regarding the school’s discipline environment in 2021-2022. If there was a noticeable increase or decrease in suspensions and expulsions in 2021-2022 compared to 2020-2021, then please describe the reasons for the change below.

f) **Table 9: Discipline Environment**

DISCIPLINE ENVIRONMENT 2021-2022			
Grade Level	Number of students enrolled (as of Oct. 15, 2021)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
9	47	3	0
10	38	1	0
11	46	3	0
12	43	2	0

The increase in suspensions is a direct result functioning as close to normal coming off the hybrid school year with students in school for a full day for the entire school year.

2.2. Family and Community Engagement

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

Table 10: 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)	15 %
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?

Caring and nurturing support for students
 Improved communication and notifications of school happenings
 Concern for student well-being and academic success

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

More extracurricular activities, transportation issues, & finding new ways to challenge students.

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2021-2022 school year.

Regular phone calls from teachers and administrators, FAFSA Parent Workshop, DVR Transition Meetings, Academic Progress Meetings, Saturday School Participation, Elevate Ed parent workshops, extracurricular activities

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.

Table 11: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Berkeley College	Class Presenter	45
Brookdale Community College	Dual Enrollment Programs/ Accuplacer EOF Presentation	17 45 50
Clark University	Class Presenter	45
Fairleigh Dickinson	Class Presenter	45
Felician University	Class Presenter	45
Georgian Court University	Class Presenter	45
Howard University	Class Presenter	45
Kean University	Class Presenter	45
Monmouth University	Class Presenter	45
Montclair St. University	Class Presenter	45
Ramapo University	Class Presenter	45
Rutgers University	Class Presenter	45
Seton Hall University	Dual Enrollment Courses	20 students; 2 teachers
Spelman College	Class Presenter	45
Temple University	Class Presenter	45

Table 12: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff.
KYDS	Students and staff participated in social emotional and well being lessons with a trained organization.	150 students, 30 staff, four presentations to students and staff, two presentations to staff.
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 fall and spring.
Tigger House		
Advanced PMR	Student Internship	2 students; exposure to physical therapy field
Habitat for Humanity	Student Internship	2 students; giving back to those in need within the community
Second Life Bikes	Student Internship	3 students; understanding bike repairs and business operations
Borough of Lake Como	Student Internship	2 students; assist with general clerical responsibilities
General Autobody Spa	Student Internship	2 students; learn about the auto mechanic industry
Hoop Group	Student Internship	5 students; learn about event management and youth sports
Severed Wing Designs	Student Internship	2 students; exposure to graphic design practices
SPCA	Community Service/Service Learning	4 students; fundraise, support, and learn about the organization
A Harry Moore School	Community Service/Service Learning	6 students; assist with a holiday fundraiser event
American Cancer Society	Community Service/Service Learning	8 students; fundraise and participate in charity walks
American Foundation for Suicide Prevention	Community Service/Service Learning	3 students; fundraise and attend events to turnkey information
Trinity Church	Community Service/Service Learning	4 students; food and meal distribution for those in need
Surfrider Foundation	Community Service/Service Learning	20 students; participate in beach clean-ups for beautification
All Fur One Pet Rescue	Community Service/Service Learning	2 students; fundraise, support, and learn about the organization
Manor By The Sea	Community Service/Service Learning	3 students; visit the elderly and make holiday cards
Madonna House	Community Service/Service Learning	4 students; collect and organize items to donate/sell
NJ Angels	Community Service/Service Learning	2 students; fundraise, support, and learn about the organization

Holiday Express	Community Service/Service Learning	10 students; collected items to donate
Friendly Sons of the Shillelagh	Community Service/Service Learning	10 students, 10 staff participated in toy drive to support this group
Hope Academy Charter School	Community Service/Service Learning	4 students, 2 staff; assisted with tutoring and mentoring
Project Hope	Community Service/Service Learning	2 students; fundraise, support, and learn about the organization
Tender Smile for Kids	Community Service/Service Learning	4 students; collect toothpaste and toothbrushes
Salvation Army	Community Service/Service Learning	2 students; fundraise, support, and learn about the organization
Jersey Shore Rescue Mission	Community Service/Service Learning	5 students; 2 students; fundraise, support, and learn about the organization
New York Blood Center	Community Service/Service Learning	12 students; 12 staff organize and participate in blood drive.
U.S. Army	Career Day Presenter	150 Students;
National Guard	Career Day Presenter	150 Students;
Belmar Flower Alley	Career Day Presenter	150 Students;
Boys and Girls Club	Career Day Presenter	150 Students;
NJ Natural Gas	Career Day Presenter	150 Students;
Seabrook Assisted Living	Career Day Presenter	150 Students;
Abilities in Action	Career Day Presenter	150 Students;
Motion City Media	Career Day Presenter	150 Students;
Ernst & Young	Career Day Presenter	150 Students;
Hand & Stone	Career Day Presenter	150 Students;
Mind In Body Massage School	Career Day Presenter	150 Students;
Atlantic Copies/ Tomorrow's Office	Career Day Presenter	150 Students;
Interfaith Neighbors	Career Day Presenter	150 Students;
With Intentions Holistic Studio	Career Day Presenter	150 Students;
Craft Your Dreams Inc	Career Day Presenter	150 Students;
NJ State Police	Career Day Presenter	150 Students;
Atria Senior Living	Career Day Presenter	150 Students;
Adams, Gutierrez, & Lattiboudere	Career Day Presenter	150 Students;
Wilmington Trust/ M&T Bank	Career Day Presenter	150 Students;
Treadstone Risk Management	Career Day Presenter	150 Students;
European Wax Center	Career Day Presenter	150 Students;
Sophiography	Career Day Presenter	150 Students;
Shore Sauce	Career Day Presenter	150 Students;
AJ Perri	Career Day Presenter	150 Students;

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 13: 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 2021-2022 school year.

None

- c) List the critical policies adopted by the board during the 2021-2022 school year.
At the August 10, 2022 Academy Charter High School Board of Trustees Meeting, the board adopted the New Jersey School Boards Association Charter School Critical Policy Manual in its entirety.
- d) What were the main strengths of the board identified in the latest board self-evaluation?
The main strengths of the board as identified in the latest board self-evaluation were board member diversity, as well as continuity. They pointed to the backgrounds and skill sets of the members as being unique and robust, with their knowledge being well-suited in driving the policy of the school in a positive direction. Additionally, with very little board member turnover over the past few years, they have been able to better monitor the school goals from their inception.
- e) What were the three main challenges identified in the latest board self-evaluation?
Three main challenges identified in the latest board self-evaluation were competition for students, learning-loss precipitated by the COVID-19 outbreak, as well as consistent instructional rigor in the classroom.

3.2 Board Compliance

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

Table 14: 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	6/30/25		brennan@academycharterhs.org	8/26/20	7/28/20 7/22/21
Michael Forcella	10/3/19	6/30/25		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 3/17/22
Nicholas Marco	10/1/20	6/30/23		marco@academycharterhs.org	8/10/21	7/21/21
Jessica Perez	10/3/19	6/30/25		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

b) Pursuant to N.J.A.C. 6A:11-4.12(c) Board of Trustees and Open Public Meetings Act, which states the “board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<https://academycharterhs.org/board-of-trustees/>

c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.

May, 2022

d) Pursuant to N.J.S.A 18A:36A-15, Complaints to board of trustees, please provide as **Appendix D** the board policy for the establishment of the grievance committee.

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 15: School Year 2020-21 Application Process Timeline

APPLICATION PROCESS TIMELINE	
Date the application for school year 2021-2022 was made available to interested parties	May 1, 2021
Date the application for school year 2021-2022 was due back to the school from parents/guardians	December 20, 2022
Date and location of the lottery for seats in school year 2020-21	January 8, 2022 @ ACHS Cafeteria

- b) Provide the URL to the school’s application for prospective students for the school year 2022-2023. If the application is not available online, then, as **Appendix E**, 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 2022-2023.

The application was available in person, school 8th grade information nights, through mailers, 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 2022-2023 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 2021-2022.

Table 16: Student Enrollment and Attrition

STUDENT ENROLLMENT AND ATTRITION			
Grade Level	Number of student withdrawals (for any reason) during the school year 2021-22	Number of students enrolled after the first day of school year 2021-22	Number of students retained in 2021-22 for the 2022-23 school year
9	3	9	0
10	1	1	1
11	5	0	1
12	3	0	2

- 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.

Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location.

Table 17: 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, 2021	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

Table 18: 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 2022-2023	\$366,672.00

Table 19: 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.

5.3 Other 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.

File Naming Convention

Table 20: 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 2022-2023 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 2022.” Save each appendix by the file naming convention provided in the second column of the above table.