

Academy Charter High School

2024-2025 Annual Report

August 1 , 2025



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 2025-2026	Grades 9 - 12
Projected Enrollment for 2025-2026	170
2024-2025 enrollment as of June 30, 2025	175 (169)
2024-2025 Students with Disabilities (SWD) enrollment as of June 30, 2025	42
2024-2025 English Language Learners (ELL) enrollment as of June 30, 2025	13
Current waiting list for 2024-25 by grade level Pursuant to N.J.A.C. 6A:11-4.6(a)2	0 for each grade
Waitlist within the district/region of residence	0
Waitlist of non-resident district/region of residence.	0
Website address	www.academycharterhs.org
Name of board president	Mr. Michael Forcella
Board president email address	forcella@academycharterhs.org
Board president phone number	201.320.7595
Name of school leader	Mr.Shawn Heeter
School leader email address	leadperson@academycharterhs.org
School leader phone number	732.681.8377 Ext 211
Title IX McKinney-Vento District Homeless Liaison's name and email address	Mr. Shawn Heeter, leadperson@academycharterhs.org
School Safety Specialist's name and email address	Mr. David Block, block@academycharterhs.org
School Threat Assessment Team Members' names and email addresses	Mr. David Block, block@academycharterhs.org Mr. Shawn Heeter, leadperson@academycharterhs.org Mr. Matt Matsutani, matsutani@academycharterhs.org Mrs. AnnaMarie Reiss, reiss@academycharterhs.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Mr. Shawn Heeter, leadperson@academycharterhs.org

Name of SBA	Mr. David Block
SBA email address	block@academycharterhs.org
SBA phone number	732.681.8377 Ext 212
Name of District Testing Coordinator (DTC)	Mrs. Klarissa Martin
DTC email address	martin@academycharterhs.org
DTC phone number	732.681.8377 ext. 230

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 2024-2025	Grades 9-12
Grade level(s) to be served at this site in 2025-2026	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 or primary contact's office phone number and extension	732.681.8377 ext. 211
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 196 school days. For upperclassmen the scheduled year is 184 days in length.

Freshman Seminar allows students to become familiar with the culture and academic rigor of ACHS. LinkIT 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.

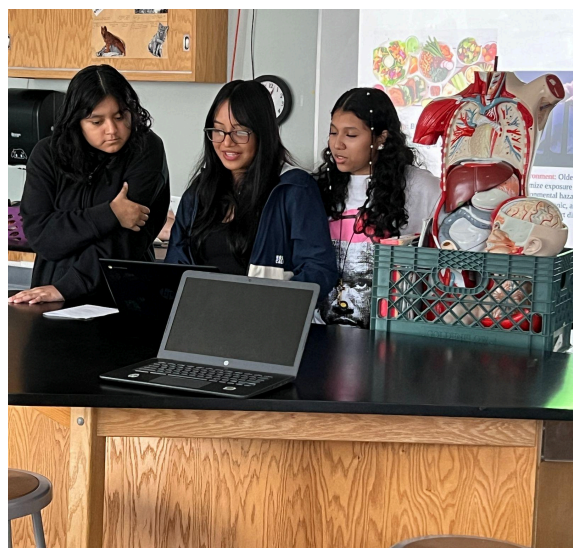
Faculty mentors also meet with their students for forty minutes each week. A structured mentoring curriculum included social awareness activities, digital citizenship and awareness,

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.

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. Each member of the senior class presented their project at a reception in front of over 200 people.



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	Demonstrate students are graduation ready.
Measure	NJGPA Scores
Target	More students taking the NJGPA Math will be considered graduation ready as compared to 2023-24.
Actual Outcome	GOAL Not Met: 20% of students met in Math as compared to 28% in previous year.

Goal	Demonstrate students are graduation ready.
Measure	NJGPA Scores
Target	More students taking the NJGPA ELA will be considered graduation ready as compared to 2023-24.
Actual Outcome	GOAL MET: 88% of students met in ELA as compared to 66.6% in 2023-2024.

Goal	Prepare students for the responsibilities of post-graduate life through self-discipline and appropriate social interactions
Measure	Attendance
Target	Chronic absenteeism will not exceed 15%
Actual Outcome	Goal not met. Chronic absenteeism rate for the 2024.25 school year was 17.5%

Goal	Prepare students for the rigor of college-level coursework.
Measure	Dual Enrollment and AP courses participation
Target	Dual Enrollment and AP courses completed will increase by 5% from the 2023-24 school year.
Actual Outcome	GOAL MET: 83 courses completed in the 2024-2025 school year compared to 78 courses in the 2023-2025 school for a 6.5% increase.

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: The suspension rate for 2024-25 school year was 6.5%.

Goal	Develop and strengthen students' math skills.
Measure	Math class participation
Target	100% of students enrolled in a math course will increase participation and critical thinking skills through active learning opportunities.
Actual Outcome	GOAL MET: Through Building Thinking Classrooms students were actively participating in rigorous math instruction daily

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](#)

- b) Pursuant to N.J.A.C. 6A:8-3.1(a)3, charter schools are required to make their board approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

<https://academycharterhs.org/curriculum/>

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 2023-24 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 2023-24 school year, Academy Charter High School's instructional administration, teachers, and support staff focused on enhancing critical thinking skills and differentiation opportunities to address varying student academic levels. They aimed to build critical thinking skills in the classroom through the Building Thinking Classrooms model and implement skills-based instruction based on standards-aligned assessments of students' abilities to improve learning outcomes. The team analyzed data from the previous school year to determine and implement new approaches for the current year.

Content area coaches assisted the Math, ELA, and Science departments with skills-based approaches and updating curriculum, materials, and assessments to ensure standards are met. Teachers received additional professional development on differentiation from Creative Coaching, incorporating study skills in instruction from Elevate Education, analyzing data reports through Linkit, and using various educational technology resources. During PLC times, teachers collaborated to discuss data, student progress across grade levels and subjects, and strategies that benefited individual students. They provided differentiated assignments through content, process, product, and environment by using tiered instruction, increased interactions, choice boards, flexible grouping, and reflection.

Teachers enhanced collaboration opportunities among students through discussions, questioning, and activities. Using the BTC model in Math, staff adopted 15 practices to increase critical thinking skills, including asking "keep-thinking" questions, leveling from the bottom through thin-slicing concepts, using visibly random groups, starting with problem-solving tasks, and teaching note-taking structure. The use of technology was also incorporated in all content areas through platforms like Newsela, Nearpod, EdPuzzle, SIRS, Flocabulary, Pearson Realize, Learning Ally, TPT School Access, Easel, and AI opportunities.

c) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2023-24 school year.

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.

d) Provide the number of students, by grade level, that the school retained and did not promote to the next grade for the 2025-2026 school year. For each identified student, specify the justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

1, 9th grade student- excessive absences

1, 12th grade student- excessive absences and failure to satisfy graduation requirements.

e) If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be retained for the 2025-2026 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan.

Not applicable as all students with an IEP or Section 504 Plan matriculated to the next grade.

f) What support services will the school offer to retained students during the 2025-2026 school year?

Required after school/extra help hours. Regular meetings with guidance counselors. Monthly progress reports. Regular attendance updates for students and family.

1.4 Assessment

a) In tables 4 and table 5, fill in the table to show year-over-year trends in the proportion of students meeting or exceeding expectations on the New Jersey Student Learning Assessment (NJSLA) for ELA and Math, as well as the proportion of students that achieved proficient or advanced proficiency on the NJSLA for Science administered by the school, if applicable. *Note: If the results of the Spring 2025 NJSLA have not been released to schools by July 15, 2025, leave the Spring 2025 column blank.*

Table 4: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	N/A	N/A	
ELA 4	N/A	N/A	
ELA 5	N/A	N/A	
ELA 6	N/A	N/A	
ELA 7	N/A	N/A	
ELA 8	N/A	N/A	
ELA 9	24.4%	26.1%	
MAT 3	N/A	N/A	
MAT 4	N/A	N/A	
MAT 5	N/A	N/A	
MAT 6	N/A	N/A	
MAT 7	N/A	N/A	
MAT 8	N/A	N/A	
Algebra I	2.0%	9.3%	
Geometry	N/A	N/A	
Algebra II	N/A	N/A	

Table 5: 3-Year NJSLA Science Assessment Results (Percentage of Students That Achieved Proficient or Advanced Proficiency)

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	N/A	N/A	
SCI 8	N/A	N/A	
SCI 11	2.6%	6.3%	

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

- Academy Charter has implemented a comprehensive set of supports and instructional strategies. All students are provided ongoing access to small group instruction during the school day and after school assistance throughout the academic year. These sessions focus on demonstrating skill mastery and completing missing assignments. Certified teachers in all content areas are available after school Monday through Wednesday to offer individualized assistance and supplemental instruction. In addition to after school teacher support, a structured homework club is available, where students can work under the guidance of assigned staff.
- Student progress is continuously monitored using skills-based grading on both formative and summative assessments in each course throughout the school year. This system allows for early identification of learning gaps and supports timely, targeted interventions. These academic supports are made equitably available to everyone, including students eligible for free and reduced-price lunch, multilingual learners, students with disabilities, and all racial and ethnic groups.
- In response to a growing population of multilingual/English language learners (ML/ELLs), the school implemented an English for MLs course, taken alongside their grade level English class. This ensures sustained support in both academic language development and content mastery. The iLit ELL program is also used as a supplemental tool to monitor language progress and support targeted instruction. Additionally, content area teachers are supported by a certified English and ESL teacher as needed.
- Students with disabilities receive services through a combination of in-class support and resource pull-out sections in every grade level ELA and Math course. The Child Study Team holds annual and as-needed meetings with families to discuss student progress, summer support options, and placements for the upcoming school year. Extended School Year services are provided when appropriate to help prevent skill regression. Instruction is aligned to IEP goals while maintaining access to grade level standards.
- We provide subject specific and curriculum enhancements as well. ELA assessment data revealed that vocabulary, reading comprehension, and writing skills were areas of challenge for many students. To address this, teachers integrated quizzes and smaller reading assessments more often through teacher-created Linkit digital assessments. Writing was also increased across all content areas to support ELA concerns. Students in grades 9, 10, and 11 are now scheduled for two English courses per year under our semester block schedule, which prevents gaps in instruction. For students requiring additional support, a dedicated ELA Lab course was created to provide targeted writing and reading intervention.
- As for Math, assessments showed that students struggled with terminology and the application of critical thinking skills. In response, the Math Department developed focus topics and vocabulary that are now intentionally highlighted during instruction. Teachers emphasize hands-on activities and strategies to activate prior knowledge when introducing new concepts through Building Thinking Classrooms teaching practices. Our regular Math course offerings are structured to reinforce learning across grade levels. 9th grade students take Algebra 1A and 1B over the full year, allowing for reinforced learning and mastery. 10th grade students take Geometry and Advanced Math Concepts, which continue developing algebraic and geometric reasoning. 11th grade students take Algebra 2, which will now be offered as a yearlong course. Our 12th grade students take Math Analysis, which prepares them for college-level coursework with a focus on

pre-calculus concepts. Also to strengthen interventions further, the school introduced a Math Lab course designed to provide targeted support for students who need additional time and instruction to master foundational math skills.

- This multi-faceted, data driven approach demonstrates our school’s commitment to ensuring that all students are supported through equitable access to high quality instruction, progress monitoring, and targeted intervention. The ongoing evaluation of student performance by subject and by subgroup allows the school to respond quickly to academic needs and maintain high expectations for all learners.

c) In table 6, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2024-2025 school year.

Table 6: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	13	13
DLM-ELA	N/A	N/A
DLM-Math	N/A	N/A
DLM-Science	N/A	N/A

d) In table 7 and table 8, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2024-2025 school year. Local benchmark assessment results may be submitted as **Appendix O**.

Table 7: ELA Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	9/23/24	LinkIt ELA BM	9-12	vendor created
Mid	1/26/25	LinkIt ELA BM	9-12	vendor created
End	5/26/25	LinkIt ELA BM	9-12	vendor created

Table 8: Math Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	9/27/24	LinkIt Math BM	9-12	vendor created
Mid	1/30/25	LinkIt Math BM	9-12	vendor created
End	5/30/25	LinkIt Math BM	9-12	vendor created

e) Describe the school's process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLS) and the school's chosen curricula.

- The process for selecting locally administered benchmark assessments is both collaborative and comprehensive, ensuring alignment with the New Jersey Student Learning Standards (NJSLS) as well as the school's curriculum. Our primary goal is to implement assessments that accurately measure students' understanding and mastery of content-area skills and standards.
- The initial step in this process involved curriculum mapping to identify key standards and objectives for each course, followed by an evaluation of which instructional resources and materials best supported those goals. As a team, we reviewed the LinkIt assessment structure and its skill alignment prior to making the transition this year. This review included an analysis of alignment to the standards taught in each course.
- To support the transition, teachers proctored the new LinkIt assessments at the end of the 2023–2024 school year. These assessments were reviewed by a committee and the director to ensure alignment, quality, and rigor. During the evaluation of assessment options, the committee prioritized tools that most closely mirrored the structure and expectations of the New Jersey Student Learning Assessments (NJSLA). As a result, the school selected the vendor-created LinkIt benchmarks for full implementation during the 2024-2025 school year, as they demonstrated the strongest alignment with both the NJSLS and the NJSLA format. This decision reflects our commitment to ensuring consistency between classroom instruction and state-level expectations.
- The LinkIt benchmarks are designed to align with NJSLS standards, key skills, topics, and Depth of Knowledge levels. Each assessment targets 10-12 standards, with a minimum of three questions aligned to each. The structure of the LinkIt benchmark assessments closely mirrors that of the NJSLA, consisting of 26-36 multiple choice and technology enhanced items, with the option to include constructed response questions. Test scores are available immediately upon completion and include a breakdown of both individual and grade level results. The beginning of the year is Form A, middle of the year is Form B, and end of the year is Form C. The assessments are vertically aligned, increasing in complexity and depth as students progress from the beginning to the end of the year. Each benchmark builds on the previous one, gradually increasing in rigor to reflect student growth and curriculum progression.
- During the 2024-2025 school year, ninth-grade students took the English I assessment, tenth-grade students took the English II assessment, and eleventh- and twelfth-grade students took the English III assessment. In mathematics, students enrolled in Algebra I, primarily ninth graders, took the Algebra I assessment. Geometry students, mostly in tenth grade, completed the

Geometry assessment. Eleventh and twelfth grade students enrolled in Algebra II or Math Analysis took the Algebra II assessment.

f) Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

Based on On-Demand Report scores as of 7/15 (summative files not released yet), an anticipated 25.7% of students taking English Language Arts 9 NJSLA in Spring 2025 met or exceeded expectations, while only 15.3% met or exceeded on the LinkIt English 1 locally administered benchmark assessments on at least one of the Forms A-C. Students performed lower on our ELA school assessments. The benchmark assessment gives a fair representation of skill weakness areas in comparison to the individual score reports from NJSLA. This gives teachers a reflective representation of skills to work on and intervene with students in their day-to-day instruction.

Based on On-Demand Report scores as of 7/15 (summative files not released yet), an anticipated 2.8% of students taking the Algebra 1 NJSLA in Spring 2025 met or exceeded expectations, while 0% met or exceeded on the LinkIt Math Algebra 1 locally administered assessments on any of the Forms A-C. 2.4% of students scored in the LinkIt 'bubble' range on the assessment which would have been equal to the students who met on the actual NJSLA which is a fair representation. Students performed better on the NJSLA in Math. To address low scores on both assessments, we are continuing to emphasize critical thinking over repetitive practice methods as students have been unable to transfer skills taught this way to the testing environment. We are also transitioning our curriculum, resources, and materials to Carnegie Learning for next school year to increase math technology integration and real life applications.

g) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2023-2024 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.

h) 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 Data Team to determine ongoing changes throughout the year, for the summer, and upcoming school year. Based on assessment results, teacher teams identified specific skill areas in which students faced challenges and focused on addressing those during class instruction. The scheduling and class structure are designed to enable teachers to concentrate on the essential standards and skills instruction for each subject. The data also influenced the development of course continuation summer programs, recovery options, and extended school year support. We have also facilitated enrichment programs to tailor to student strengths. We review results throughout the year to

determine adjustments to instructional methods, professional development opportunities, additions to course offerings, changes to after school programs, and any further modifications necessary.

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

The school takes an inclusive approach when disseminating assessment results so they are available to all stakeholders. Students receive individual feedback from teachers, while parents are encouraged to view results through our school information system. In addition, parents are mailed home results and reports for specific assessments when needed. The director presents Start Strong, NJSLA, NJGPA, ACCESS, and CollegeBoard test scores to the board of trustees. Administration and educators receive scores through individual meetings and group professional learning communities. Other assessment data including MAP, IXL, PSAT, SAT, AP, exams, and state assessments are shared when applicable. The school actively engages students, parents, and community stakeholders in supporting academic progress and offering a data-informed learning environment.



1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 9 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

Table 9: School Leadership/ Administration Information

Administrator Name	Title	Employment Status	Start Date	Annual Salary (2024-2025)
Mr. Shawn Heeter	Lead Person/Dean of Students	Employed by School	July 2018/ July 2015	131,127.00
Mr. David Block	Chief Financial Officer / SBA	Employed by School	July 2014	141,344.00
Ms. Klarissa Martin	Supervisor of Curriculum	Employed by School	June 2019	97,526.00
Mr. Matthew Matsutani	Supervisor of Special Services	Employed by School	July 2023	95,204.00

2.1 School Culture and Climate

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

Table 10: 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)	92%
High School Attendance Rate (grades 9-12)	92%
Student - Teacher Ratio	14-1

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

Table 11: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate from July 1, 2024 to July 1, 2025	90%
Total Staff Retention Rate from July 1, 2024 to July 1, 2025	93%
Frequency of teacher surveys and date of last survey conducted	Once, March 2025
Percent of teachers who submitted survey responses	90%

Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	90%
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- c) What actions did the charter school take to ensure that teachers complete the culture and climate surveys, and what specific expectations does the charter school have regarding teacher participation in these surveys?

Teachers were encouraged to take the survey, but not required to at this time.

- d) What were the three main positive aspects teachers identified in the latest survey?

Caring atmosphere

Access to tools and programs

Autonomy in planning lessons and pursuing educational experiences

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

Apathetic students who lack focus

Being pulled in many directions for meetings, testing

Limited school spirit when opportunities are provided

- f) Fill in the requested information below regarding the school's discipline environment in 2024-2025. **Table 12: Discipline Environment**

DISCIPLINE ENVIRONMENT 2023-2024			
Grade Level	Number of students enrolled (as of Oct. 15, 2025)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
9	37	3	0
10	46	4	0
11	40	2	0
12	49	2	0

- g) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2024-2025 school year.

9th grade- 5 students; 3 out-of-school, 2 in-school

10th grade- 1 student- in-school

11th grade- 2 students; 1 out-of-school, 1 in-school

12th grade- 1 student; 1 out-of-school

h) If the suspensions and expulsions in 2024-2025 increased or decreed by ten percentage points or more than those in 2023-2024, please describe the reasons for the change.

No noticeable change in the suspension rate

i) 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.

j) Pursuant to N.J.S.A. 18A:17-46 each charter school must post its Department-issued 2023-2024 HIB Grade Report to the school website. Please provide the link to the schools' report below.

<chrome-extension://efaidnbmninnbpcapjpcgclefindmkaj/https://academycharterhs.org/wp-content/uploads/2025/05/HIB-24-25.pdf>

2.2. Family and Community Engagement

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

Table 13: 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	March 2025
Percent of parents/guardians completing the survey (consider one survey per household)	10 %
Percent of parents/guardians that expressed satisfaction with the overall school environment	90%

b) What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectation does the charter school have regarding parent participation in these surveys?

Access to surveys shared out to parents. Incentive for a student dress down day when the parent completed the survey. Completion is voluntary at this time.

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

Caring teachers who support students, variety in courses, leadership opportunities for students

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

More communication when students are falling behind, more bus stops, limited extracurricular activities

- e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2024-2025 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

Regular phone calls from teachers and administrators, FAFSA Parent Workshop, DVR Transition Meetings, Academic Progress Meetings, Saturday School Participation, parent workshops, Special Education Parent Advisory Group. Most activities are hosted in-person with a hybrid options available, as needed.

- f) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.

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

Events were held both in-person and virtually, as needed.

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

Table 14: 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.
ACI Medical & Dental	Class Presenter	45
Berkeley College	Class Presenter	45
Brookdale Community College	Dual Enrollment Programs/ Accuplacer EOF Presentation	17 45 50
Georgian Court University	Class Presenter	45
Kean University	Class Presenter	45
HBCU College Fair	11th/12th Grade Field Trip	50
Monmouth University	Class Presenter	45
Montclair St. University	Class Presenter	45
NJCU	Class Presenter	45
Ocean County College	Class Presenter	45
Ramapo University	Class Presenter	45
Stockton University	Class Presenter	45
Teen Arts	Student Participation	5

Table 15: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff.
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.
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
Hoop Group	Student Internship	5 students; learn about event management and youth sports
Belmar Public Library	Student Internship	2 students; exposure to public service opportunities
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
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
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
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
Rescue Ridge	Community Service/Service Learning	3 students
Food Warriors	Community Service/Service Learning	150 students/staff
Catsbury Park	Community Service/Service Learning	3 students
Ronald McDonald House	Community Service/Service Learning	7 students
Liberty Haven Farm	Community Service/Service Learning	2 students
St. Stephen's Church	Community Service/Service Learning	5 students

New York Blood Center	Community Service/Service Learning	12 students; 12 staff organize and participate in blood drive.
U.S. Army	Class/School Presenter	150 Students
National Guard	Class/School Presenter	150 Students
U.S. Navy	Class/School Presenter	150 Students
U.S. Marines	Class/School Presenter	150 students
Belmar Flower Alley	Career Day Presenter	150 Students;
Boys and Girls Club	Community Service & Internship	5 students
Macro Bites/Kula Cafe	Class presenter and field trip	50 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 16: 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)	August 2024
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 2024-2025 school year.

None

- c) List the critical policies adopted by the board during the 2023-2024 school year.
At the August 1, 2024 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, student growth, 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 17: 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
Michael Forcella	10/3/19	6/30/25	President	forcella@academycharterhs.org	8/25/20	7/28/20 7/21/21 7/25/23
Perry Lattiboudere	3/3/16	6/30/24	Vice President	lattiboudere@academycharterhs.org	6/22/16	6/3/17 10/29/18 7/2/19 7/23/21
Timothy Brennan	10/3/19	6/30/25	Member	brennan@academycharterhs.org	8/26/20	7/28/20 7/22/21 7/25/22 7/27/24
Kerri Darling	9/1/24	6/30/27	Member	darling@academycharterhs.org	08/06/24	6/18/24 7/7/25
Yadira Sarmiento	2/1/24	6/30/26	Member	sarmiento@academycharterhs.org	Pending	

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 2025

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 2024-2025

Table 18: School Year 2024-2025 Application Process Timeline

APPLICATION PROCESS TIMELINE	
Date the application for school year 2024-2025 was made available to interested parties	May 1, 2024
Date the application for school year 2024-2025 was due back to the school from parents/guardians	December 20, 2024
Date and location of the lottery for seats in school year 2024-2025	January 4, 2025 @ ACHS Cafeteria

- b) Provide the URL to the school's application for prospective students for the school year 2024-2025. 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 2024-2025 and school year 2025-2026.

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 2024-2025 and 2025-2026 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 2024-2025.

Table 19: Student Enrollment and Attrition

STUDENT ENROLLMENT AND ATTRITION			
Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2024-2025	Number of students retained in 2024-25 for the 2024-26 school year
9	0	4	1
10	1	1	0
11	0	2	0
12	1	0	1

If applicable, please identify and/or explain the primary causes of student attrition during the 2024-2025 school year.

[Families relocated.](#)

- g) Explain the school's enrollment backfilling policy, then, as Appendix H, include the school's board-approved policy.

[School adheres to procedures outlined in the policy included as Appendix H, if needed.](#)

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 20: 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	10/31/2027
2025-2026 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, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

Table 21: 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 2024-2025	\$366,672.00

Table 22: 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 2025-2026	N/A
Mortgage payment interest budgeted for 2025-2026	N/A

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.

b) As Appendix I, provide the valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with “Ae” code for each approved campus and current leases.

5.3 Other Compliance

- a) Provide a description of the [educator evaluation system](#) the school has implemented. In accordance with N.J.A.C. 6::11-6.2, in your description include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators, non-tenured administrations.

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) If the school leader evaluation system differs from the educator evaluation system described above, 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 J**, 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 Contracted Education Service Provider Evaluation Tool, if applicable (NOT APPLICABLE)
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable (NOT APPLICABLE)
Appendix F	Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix G Board policy for enrollment backfilling
Appendix I	Appendix I Valid Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection with “Ae” code
Appendix J	Appendix J Board resolution approving teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2025-2026 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy
Appendix O	Appendix O Local Benchmark Assessment Results

Each appendix must be submitted as a separate Word or .PDF file to the SharePoint folder “Annual Report 2025.” Save each appendix by the file naming convention provided in the second column of the above table.