

Academy Charter High School

2025-2026 Annual Report

August 1 , 2026



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	160
2025-26 enrollment as of June 30, 2026	150
2025-2026 Students with Disabilities (SWD) enrollment as of June 30, 2026	30
2025-2026 English Language Learners (ELL) enrollment as of June 30, 2026	8
Current waiting list for 2025-26 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 Homepage must include: FY27 Board Approved Budget, Board Meeting Notices, Annual Reports, List of all current voting Board of Trustees Members, List of all facilities operated by the charter school	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
Name of anticipated SY 2026-2027 Student Placement Liaison (SPL)	Dr. Sikaya Alston
SPL email address	alston@academycharterhs.org
SPL phone number	732.681.8377 ext. 232

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 2025-2026	Grades 9-12
Grade level(s) to be served at this site in 2026-2027	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 192 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.



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 participation and passing rate on AP tests.
Target	Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2024-2025 to 2025-2026
Actual Outcome	Ex: in 2024-2025, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2025-26, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. Goal has been met.

Goal	Demonstrate students are graduation ready.
Measure	LinkIT Scores
Target	70% of students who complete the beginning (Form A) and end-of-year (Form C) LinkIt Math Benchmark will demonstrate a minimum 20% increase in their scores.
Actual Outcome	GOAL MET: 70% of students showed 20% growth from LinkIt form A and LinkIt form C

Goal	Prepare students for the responsibilities of post-graduate life
Measure	College and trade school tours
Target	100% of seniors will attend at least 3 in-person or virtual college or trade school tours to explore post-secondary opportunities
Actual Outcome	GOAL MET: All seniors attended multiple tours, both in-person and virtually for higher education institutions.

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 2025.26 school year was 19.5%

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 2025.26 school year was 6%.

Goal	Develop and strengthen students' ELA and vocabulary skills
Measure	English class word of the week participation
Target	100% of students will be introduced to a schoolwide tier 2 academic vocabulary words per week across all scheduled classes, and will engage with Tier 3 course-specific vocabulary identified as essential for academic success in each course.
Actual Outcome	GOAL MET: Word of the week initiative was implemented across all content areas and ELA teachers utilized word walls.

Goal	Develop and strengthen students' math skills.
Measure	Math class participation
Target	100% of students enrolled in a math course will increase critical thinking and math technology skills through consistent use of Math.IA.
Actual Outcome	GOAL MET: All core math course instruction done through Carnegie Learning utilized <u>Math.IA</u> .

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 defines high quality teaching as instruction that is rigorous, engaging, inclusive, and responsive to the needs of every learner. High quality teaching is characterized by clear learning targets, high expectations, purposeful lesson design, effective classroom management, meaningful student discourse, higher order questioning, ongoing formative assessment, and timely, constructive feedback. Teachers demonstrate enthusiasm for their content areas while creating supportive learning environments where students feel valued, challenged, and empowered to take ownership of their learning. Instruction promotes critical thinking, collaboration, problem-solving, communication, and the application of knowledge across disciplines. The high quality instruction at Academy Charter High School is grounded in the New Jersey Student Learning Standards (NJSLS) and is characterized by the engaging and student-centered learning experiences that prepare students for success beyond high school.

In English Language Arts and across the curriculum, students regularly analyze complex literary and informational texts, evaluate multiple primary and secondary sources, and produce evidence-based writing in narrative, argumentative, informative, and analytical formats. Reading, writing, speaking, and listening skills are intentionally integrated into science, social studies, health, and other disciplines, reinforcing literacy as a shared responsibility among all teachers. Scaffolded instruction, annotation strategies, and text dependent questioning support students in developing comprehension, analysis, and evidence-based reasoning skills.

Mathematics instruction is aligned to the NJSLS and emphasizes conceptual understanding, procedural fluency, and real world problem solving. Through Carnegie Learning's high-quality instructional materials and Building Thinking Classrooms instructional practices, students engage in collaborative inquiry, mathematical discourse, productive struggle,

and authentic application of mathematical concepts. Real world scenarios across disciplines help students make meaningful connections between mathematics and everyday life.

Instruction extends beyond traditional classroom learning through interdisciplinary project based learning, performance based assessments, service learning, internships, dual enrollment opportunities, and career exploration experiences. The Senior Project class, dual enrollment opportunities, and internship programs provide students with authentic opportunities to apply academic skills while developing college, career, and workplace readiness.

Teachers provide multiple pathways for students to demonstrate learning through projects, portfolios, presentations, writing, and performance tasks. A diverse selection of electives, including Computer Science, Robotics, Artificial Intelligence, Digital Filmmaking, Financial Literacy, Public Speaking, Engineering, Hydroponics, and World Languages, further promotes student engagement, creativity, innovation, and personalized learning aligned to students' interests and postsecondary goals.

Overall, high quality instruction at Academy Charter High School is characterized by standards-aligned, rigorous instruction across all content areas, student-centered learning that promotes collaboration and critical thinking, authentic applications of knowledge and skills, cross-curricular literacy and interdisciplinary learning experiences, differentiated instructional strategies and multiple methods for students to demonstrate mastery, college and career readiness through dual enrollment, internships, service learning, and career-focused electives, and instruction that fosters engagement, independence, and lifelong learning while meeting the diverse academic needs of all of our students.

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

Academy Charter High School utilizes a data driven instructional model that emphasizes continuous improvement, collaboration, and responsive teaching practices. Our instructional practices are driven by standards aligned curriculum, formative and summative assessment data, and ongoing analysis of student performance to inform instructional decisions. Instruction begins with identifying students' academic strengths and areas for growth through standards-aligned assessments and ongoing formative measures. Teachers use this information to plan lessons that

address varying levels of readiness while maintaining high academic expectations for all students. Departments regularly review curriculum and assessment materials to ensure alignment with the New Jersey Student Learning Standards, and instructional decisions are refined through collaborative PLCs, where teachers analyze student performance data, discuss effective strategies, and coordinate support across grade levels and content areas.

Classroom instruction incorporates a variety of research-based strategies designed to maximize student engagement and learning. Teachers provide differentiated learning opportunities through flexible grouping, tiered activities, student choice, scaffolded supports, and varied methods for students to demonstrate understanding. Frequent checks for understanding, immediate feedback, and ongoing progress monitoring allow instruction to be adjusted in real time. Technology is integrated to enhance instruction, provide access to varying learning resources, and support individualized learning experiences through platforms such as LinkIt, Nearpod, Newsela, EdPuzzle, Learning Ally, Flocabulary, GimKit, IXL, Pearson Realize, and AI based instructional tools.

Academy Charter High School also prioritizes the development of a positive learning environment that supports both academic achievement and student wellbeing. Students benefit from a consistent instructional framework across all content areas, with lessons structured to include a Do Now or starter activity, clear learning objectives and direct instruction, collaborative and independent practice, and an exit check-in or formative assessment. This predictable lesson format establishes clear routines, maximizes instructional time, and provides students with the structure and consistency needed to focus on learning while building confidence and independence. Teachers also establish strong relationships with students and create classrooms that encourage collaboration, discussion, and active participation. Professional learning is provided for staff that focuses on strengthening instructional practices through differentiation, educational technology integration, classroom management, incorporating consistent procedures, and other evidence-based instructional practices, ensuring that teaching remains responsive to student needs and aligned with the school's commitment to preparing students for postsecondary success.

c) Provide the number of students, by grade level, that the school will academically retain and not promote to the next grade for the 2026-2027 school year. If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be academically retained for the 2026-2027 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. 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, 11th grade student- excessive absences

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

d) What support services will the school offer to retained students during the 2026-2027 school year?

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

1.4 Assessment

a) The first administration of the New Jersey Student Learning Assessment-Adaptive (NJSLA-A) for ELA and mathematics will occur in the spring of 2026. Because these assessment results will be available until fall 2026 please complete Table 4 using the school's 2023-2025 NJSLA results to reflect the proportion of students meeting or exceeding expectations in ELA and mathematics.

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	N/A
ELA 4	N/A	N/A	N/A
ELA 5	N/A	N/A	N/A
ELA 6	N/A	N/A	N/A
ELA 7	N/A	N/A	N/A
ELA 8	N/A	N/A	N/A
ELA 9	24.4%	26.1%	27.3%
MAT 3	N/A	N/A	N/A
MAT 4	N/A	N/A	N/A
MAT 5	N/A	N/A	N/A
MAT 6	N/A	N/A	N/A
MAT 7	N/A	N/A	N/A
MAT 8	N/A	N/A	N/A
Algebra I	2.0%	9.3%	2.9%

Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

b) Please complete Table 5 to show year-over-year trends in proportion of students who achieved proficient or advanced proficiency in the NJSLA for Science (NJSLA-S) as administered by the school, if applicable. *Note: If the results of the Spring 2026 NJSLA-S have not been released to schools by July 15, 2026, leave the Spring 2026 column blank.*

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	N/A
SCI 8	N/A	N/A	N/A
SCI 11	2.6%	6.3%	7.3%

c) The first administration of the New Jersey Graduation Proficiency Assessment-Adaptive (NJGPA-A) for ELA and mathematics will occur in the spring of 2026. Because these assessment results will be available until summer/fall 2026 please complete Table 6 using the school's 2023-2025 NJGPA results (if applicable) to reflect the proportion of students meeting or exceeding expectations in ELA and mathematics.

Table 6: 3-Year NJGPA ELA and Mathematics Assessment Results

Assessment	Spring 2023	Spring 2024	Spring 2025
NJGPA- ELA	55.8%	66.7%	88.1%
NJGPA- Mathematics	9.3%	22.9%	19%

d) 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 High School has implemented a comprehensive, data-driven system of academic support and instructional strategies to ensure continuous progress across all subjects, grade levels, and student subgroups. All students have ongoing access to small-group instruction during the school day, as well as afterschool academic assistance throughout the year focused on skill mastery, assignment completion, and individualized support. Certified teachers from every content area provide afterschool tutoring Monday through Wednesday, while a structured Homework Club offers additional supervised academic assistance. These supports are equitably

available to all students, including those eligible for free and reduced-price lunch, MLs, students with disabilities, and students from all racial and ethnic backgrounds.

Student achievement is continuously monitored through skills-based grading on formative and summative assessments, allowing teachers to identify learning gaps early and implement timely interventions. In addition, our LinkIt midterm and final assessment questions being aligned to the New Jersey Student Learning Standards provide valuable data to measure student growth, monitor subgroup performance, and inform instructional decisions. During PLC meetings, teachers collaboratively analyze assessment data, evaluate instructional effectiveness, and adjust curriculum, pacing, and interventions to address identified student needs.

To meet the needs of the school's growing multilingual learner population, Academy Charter implemented an English for MLs course that is taken in conjunction with a grade-level English Language Arts class. This model provides sustained instruction in academic language development while ensuring continued access to grade-level content. IXL is utilized to monitor language acquisition and provide targeted skill practice, while content area teachers collaborate with a certified English and ESL teacher to implement instructional support and language development strategies across all subject areas.

Students with disabilities receive specialized instruction through services that include in-class resource support and pull-out resource courses in every required core content area for graduation. Instruction is aligned with IEP goals while maintaining access to grade level standards and expectations. The Child Study Team meets annually and as needed with families to review student progress, discuss placement recommendations, and determine eligibility for ESY services.

Curriculum and instructional enhancements have also been implemented in response to student performance data over the past few years. Analysis of ELA assessment results identified vocabulary development, reading comprehension, and analytical writing as areas requiring additional support. In response, teachers increased the use of teacher-created LinkIt assessments, intentional vocabulary instruction, and writing tasks across all content areas. The RACES writing strategy and state assessment rubrics have been incorporated schoolwide to strengthen students'

evidence-based writing skills. Tier 2 and 3 vocabulary terms were rolled out weekly schoolwide over the course of the 25-26 year as well. Additionally, students in Grades 9 through 11 are now enrolled in two English courses each year under the fall and spring semester schedule, reducing instructional gaps and providing more consistent literacy instruction. An ELA Lab course was also established to deliver targeted interventions in reading and writing for students requiring additional support.

Mathematics instruction has similarly evolved based on assessment findings indicating that students needed additional support with mathematical vocabulary, conceptual understanding, online practice, and critical thinking. The Mathematics Department identified priority vocabulary and essential concepts that are explicitly emphasized throughout instruction. Teachers utilize Building Thinking Classrooms instructional practices to promote collaboration, problem solving, and deeper conceptual understanding, while integrating Carnegie Learning's instructional materials and AI guided online practice in Algebra I, Geometry, and Algebra II. Algebra I, Geometry, and Algebra II were all also redesigned as year-long courses. 9th students complete Algebra 1A and 1B, 10th grade students complete Geometry A and B, and 11th grade students complete Algebra 2A and 2B, allowing additional instructional time for mastery of key standards. 12th grade students take Math Analysis, which emphasizes advanced algebraic reasoning and precalculus concepts to prepare students for postsecondary mathematics. A dedicated Math Lab course further supports students who require additional intervention to develop foundational mathematical skills.

Through ongoing progress monitoring, equitable access to academic supports, targeted interventions, and continuous analysis of student performance by grade level, subject area, and subgroup, Academy Charter High School remains committed to ensuring every student has the opportunity to achieve academic success. The school continuously evaluates the effectiveness of its instructional practices and interventions, making data-informed adjustments that promote growth while maintaining high expectations for all learners.

e) 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 2025-2026 school year.

Table 7: 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	8	8
DLM-ELA	N/A	N/A
DLM-Math	N/A	N/A
DLM-Science	N/A	N/A

f) Table 8 and table 9, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2025-2026 school year. Local benchmark assessment results may be submitted as **Appendix O**.

Table 8: ELA Local Benchmark Assessments Information for the 2025-2026 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	9/26-10/3/25	LinkIt English 1, II, & III Form A Benchmarks	9-12	vendor created
Mid	1/20-2/7/26	LinkIt English 1, II, & III Form B Benchmarks	9-12	vendor created
End	5/26-6/5/26	LinkIt English 1, II, & III Form C Benchmarks	9-12	vendor created

Table 9: Math Local Benchmark Assessments Information for the 2025-2026 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	9/26/25 - 10/3/25	LinkIt Math Algebra 1, Geometry, & Algebra 2 Form A Benchmarks	9-12	vendor created
Mid	1/20/26 - 2/7/26	LinkIt Math Algebra 1, Geometry, &	9-12	vendor created

		Algebra 2 Form B Benchmarks		
End	5/26/26 - 6/5/26	LinkIt Math Algebra 1, Geometry, & Algebra 2 Form C Benchmarks	9-12	vendor created

g) 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.

Academy Charter High School utilizes a collaborative process for selecting local benchmark assessments to ensure alignment with the New Jersey Student Learning Standards, the school's curriculum, and state assessment expectations. The process began with curriculum mapping to identify the priority standards, essential skills, and learning objectives for each course. Departments then evaluated instructional resources and assessment options to determine which platform most accurately measured student mastery of those standards while aligning with the school's curriculum and instructional goals.

During the 2023-2024 school year, we determined a change from NWEA MAP was needed due to the lack of descriptive data or alignment to high school needs. Prior to a full transition, administrators and teachers reviewed the LinkIt assessment structure, item types, standards alignment, reporting capabilities, and overall rigor. Teachers administered pilot LinkIt assessments during the spring of 2024, allowing instructional staff and administration to evaluate the quality of the assessments, analyze student performance data, and determine how well the assessments reflected classroom instruction. Following this review, a committee of teachers and administrators determined that the vendor-created LinkIt benchmark assessments most closely aligned with the NJSLS, mirrored the structure and rigor of the New Jersey Student Learning Assessment, and provided the detailed standards-based reporting necessary to support instructional decision making. As a result, LinkIt was fully implemented during the 2024-2025 school year and continued to serve as the school's benchmark assessment system for the 2025-2026 school year.

The LinkIt benchmark assessments are designed around the NJSLS and evaluate student mastery of priority standards, key skills, and varying DOK levels. Each benchmark assesses approximately 10-12 standards with a minimum of three questions aligned to each standard. Assessments include a combination of multiple choice, technology enhanced, and constructed response items that closely reflect the format and expectations of the NJSLA. Students complete three benchmark administrations annually. Form A is done at the beginning of the year, Form B midyear, and Form C at the end of the year. These assessments increase in complexity throughout the year to measure student growth and curriculum progression. Upon completion, teachers receive immediate reports that provide performance data by student, class, grade level, and individual standards, allowing instructional teams to identify strengths, address learning gaps, adjust instruction, and monitor progress toward proficiency.

LinkIt Benchmark assessments are administered according to students' course enrollment to ensure direct alignment with the curriculum being taught. During the 2025-2026 school year, 9th grade students took the English I assessment, 10th students took the English II assessment, and 11th and 12th grade students took the English III assessment. In mathematics, students enrolled in Algebra I, primarily 9th graders, took the Algebra 1 assessment. Geometry students, mostly in 10th grade, completed the Geometry assessment. 11th and 12th grade students enrolled in Algebra II or Math Analysis took the Algebra 2 assessment. This approach ensured that assessment results provide meaningful data to inform instruction, evaluate curriculum effectiveness, and support continuous school improvement.

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

In 2025-2026, LinkIt English I benchmark proficiency ranged from 6-24%, while English II ranged from 32-37%, and English III ranged from 30-37% meeting expectations across benchmark administrations. Although current NJSLA and NJGPA results are not yet available, the previous year's 2024-2025 statewide assessments showed 27.3% proficiency on the Grade 9 NJSLA ELA assessment and 88.1% proficiency on the Grade 11 NJGPA ELA assessment. Differences between local benchmark and statewide assessment results are expected, as LinkIt benchmarks are designed to identify instructional needs throughout the year, while the NJSLA

and NJGPA measure cumulative learning at the end of instruction. The benchmark data does show that our ELA scores are similar to our scores on NJSLA ELA, and stronger than our math scores.

The 2025-2026 Math LinkIt benchmark data indicate that mathematics remains an area of continued instructional focus, with proficiency ranging from 3-9% in Algebra I, 0-4% in Geometry, and 3-7% in Algebra II across Form A, B, and C benchmark administrations. While current statewide mathematics results have not yet been released, the prior year's 2024-2025 assessments showed 2.9% proficiency on the Algebra I NJSLA and 19% proficiency on the Grade 11 NJGPA Mathematics assessment. The benchmark results are generally consistent with historical state performance and provide teachers with timely data to guide interventions. As additional years of LinkIt data become available, the school will continue to analyze trends and strengthen the predictive relationship between local benchmark assessments and statewide assessment outcomes.

i) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2025-2026 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.

- **Math 9-12**

- Diagnostic - LinkIt Benchmark (everyone) & IXL Diagnostic (intervention) tests
- Formative - Teacher created quizzes and ongoing assignments checking for skill/standard mastery
- Summative - Teacher/department midterm and final course exam, essays, and projects.

- **English 9-12**

- Diagnostic - LinkIt Benchmark (everyone) & IXL Diagnostic (intervention) tests
- Formative - Teacher created quizzes and ongoing assignments checking for skill/standard mastery
- Summative - Teacher/department midterm and final course exam, essays, and projects.

- **Science 9-12**

- Diagnostic - LinkIt Benchmark tests
- Formative - Teacher created quizzes and ongoing assignments checking for skill/standard mastery

- Summative - Teacher/department midterm and final course exam, essays, and projects.
- **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, essays, and projects.
- **English as a Second Language 9-12**
 - Diagnostic - WIDA Screener
 - Formative - Ongoing small group check-ins, assignments showing skill/standard mastery, IXL practice and 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, essays, and projects.

j) 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 department teams during PLCs to determine ongoing changes throughout the year, for the summer, and upcoming school year. All assessment data is uploaded to our LinkIt platform for easy access to teachers as well. Based on assessment results, department 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. Staff 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.

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

ACHS 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. The director presents 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 LinkIt, IXL, PSAT, SAT, course exams, and additional 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 10: School Leadership/ Administration Information

Administrator Name	Title	Employment Status	Start Date	Annual Salary (2025-2026)
Mr. Shawn Heeter	Lead Person/Dean of Students	Employed by School	y 2018/ July 2015	\$139,788.00
Mr. David Block	Chief Financial Officer / SBA	Employed by School	July 2014	\$150,679.00
Ms. Klarissa Martin	Supervisor of Curriculum	Employed by School	June 2019	\$103,968.00
Mr. Matthew Matsutani	Supervisor of Special Services	Employed by School	July 2023	\$98,536.00

2.1 School Culture and Climate

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

Table 11: School Culture and Climate Learning Environment

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	91.6%
High School Attendance Rate (grades 9-12)	91.6 %
Student - Teacher Ratio	14-1

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

Table 12: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate from July 1, 2025 to July 1, 2026	88%
Total Staff Retention Rate from July 1, 2025 to July 1, 2026	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%

- 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 2025-2026. **Table 13: Discipline Environment**

DISCIPLINE ENVIRONMENT 2025-2026			
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	28	1	0
10	35	3	0
11	44	3	0
12	39	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 2025-2026 school year.

9th grade- 1 student, in-school

10th grade- 2 students; 1 out of-school, 1 in-school

11th grade- 3 students; 2 out-of-school, 1 in-school

12th grade- 2 students; 2 out-of-school

- h) If the suspensions and expulsions in 2025-2026 increased or decreed by ten percentage points or more than those in 2024-2025, 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 2024-2025 HIB Grade Report to the school website. Please provide the link to the schools' report below.

<chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/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 14: 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 2025-2026 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 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 in Tables 15 and 15 below regarding community involvement. Add or delete rows as necessary.

Table 15: 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	16 42 50
Fairleigh Dickinson Univ.	Class Presenter	40
Kean University	Class Presenter	40
HBCU College Fair	11th/12th Grade Field Trip	50
HESSA	2th grade students/parents FAFSA	60

Monmouth University	Class Presenter	40
Montclair St. University	Class Presenter	40
National Guard	Class/School Presenter	150
NJCU	Class Presenter	40
Stockton University	Class Presenter	40
Teen Arts	Student Participation	5
University Technical Inst.	Class Presenter	40
US Army	Class/School Presenter	150
US Marines	Class/School Presenter	150

Table 16: 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.
Empowerment Career Initiative Conference	Staff and students attended a seminar @ Brookdale Community College	30 students, 3 staff
Empowering Black Males Summit	Students and staff attended a seminar @ Monmouth University	25 students, 2 staff
Be S-Well Summit	Students and staff attended an event hosted by Society for the Prevention of Teen Suicide @ Brookdale Comm. Coll.	12 students, 2 staff
Phoenix Program	Population Health Outreach and Education for Next Generation Impact and eXcellence @ Rutgers	1 student
Girls State	Program @ Centenary University hosted by American Legion Post 266. Week long course learning about government	2 students
Young Master Minds	Weekly program hosted by Interfaith Neighbors	15 students
Borough of Lake Como	Student Internship	2 students; assist with general clerical responsibilities
St. Stephen AME Zion Church	Student Internship	2 students; learn about event management and sound systems
Salvation Army	Student Internship	2 students; exposure to public service opportunities
She's a Chef	Student Internship	1 student; exposure to the baking industry

Retrom Fitness	Student Internship	1 student; experience in the fitness field
Belmar Flower Alley	Student Internship	2 students; customer service and floral design
A Little Class Preschool	Student Internship	1 student; early childhood education and childcare
SPCA	Community Service/Service Learning	4 students; fundraise, support, and learn about the organization
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
Covenant House	Community Service/Service Learning	10 students; collected items to donate
Catholic Charities	Community Service/Service Learning	10 students, 10 staff participated in toy drive to support this group
Turning Lives Around 180	Community Service/Service Learning	4 students, 2 staff; assisted with tutoring and mentoring
Monmouth County Humane Society	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
Circle of Friends Cafe	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.
Boys and Girls Club	Community Service & Internship	5 students
KYDS	Class presenter and field trip; Community Service	50 students; 5 students

h) 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 17: Board Governance

BOARD GOVERNANCE	
Number of board members required by the charter school’s by-laws	Between 3 - 9
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	July 22, 2026
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 2025-2026 school year.

None

- c) List the critical policies adopted by the board during the 2025-2026 school year.

At the August 14, 2025 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 enrollment, student achievement, and 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 18: 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	6/30/28	President	forcella@academycharterhs.org	8/25/20	7/28/20 7/21/21 7/25/23 1/1/26
Perry Lattiboudere	3/3/16	6/30/26	Vice President	lattiboudere@academycharterhs.org	6/22/16	6/3/17 10/29/18 7/2/19 7/23/21 1/8/26
Timothy Brennan	10/3/19	6/30/26	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
Nathanel Pacius	9/4/25	6/30/28	Member	pacius@academycharterhs.org	10/03/25	12/30/25

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.

June 2026

d) Pursuant to N.J.S.A 18A:12-1.3, all school districts and charter schools serving grades 9-12 must include at least one nonvoting student representative on the board of trustees. Please indicate the number of nonvoting high school board of trustees members that served in the 2025-2026 school year.

e) 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.

f) Provide the number of grievances presented to the board in the 2025-2026 school year.

0

g) Provide a link to the charter school website's homepage where the following are posted:

- FY27 Board Approved Budget
- Board Meeting Notices
- Annual Reports
- A list of all current voting Board of Trustee Members
- A list of all facilities operated by the charter school including each physical address.

www.academycharterhs.org

h) As Appendix P, please provide a list of the current voting members of the charter school's board of trustees. Included their names, primary addresses, and the address to their current place of employment, if applicable.

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 2024-205

Table 18: School Year 2025-2026 Application Process Timeline

APPLICATION PROCESS TIMELINE	
Date the application for school year 2025-2026 was made available to interested parties	May 1, 2024
Date the application for school year 2025-2026 was due back to the school from parents/guardians	December 20, 2024
Date and location of the lottery for seats in school year 2025-2026	January 3, 2025 @ ACHS Cafeteria

- b) Provide the URL to the school's application for prospective students for the school year 2026-2027. As Appendix G, provide pdf copies of the 2025-2026 and 2026-2027 initial 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 2025-2026 and school year 2026-2027.

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 2025-2026 and 2026-2027 were available prior to the enrollment lottery.

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

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2025-2026.

Table 20: 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 2025-2026	Number of students retained in 2025-26 for the 2026-27 school year
9	1	2	0
10	1	4	0
11	0	1	1
12	0	0	0

If applicable, please identify and/or explain the primary causes of student attrition during the 2025-2026 school year.

Families relocated. Transportation issues with distance to bus stops.

- 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 2': 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
2026-2027 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, 2026	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

Table 22: 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 2026-2027	\$366,672.00

Table 23: 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 2026-2027	N/A
Mortgage payment interest budgeted for 2026-2027	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 55 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 24: 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 H 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 2026-2027 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
Appendix P	Appendix P Current Board of Trustees Member Information

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.

Appendix A

App
Assu

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

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C. 6A:9 et seq.</i> , and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.	✓
Background Checks; Fingerprinting The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections <i>N.J.S.A. 18A:6-7.1, et seq.</i>	✓
Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.	✓
Student Disciplinary Code The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.	✓
Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i>) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i>) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section <i>N.J.S.A. 18A:46-1 et seq.</i> ,	✓

and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities. The School shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language instruction educational programs (LIEPs). In doing so, the school will adopt all relevant provisions of Titles I and III of the Every Student Succeeds Act (20 U.S.C. § 6301 <i>et seq.</i>) (the “ESSA”), as well as all applicable regulations promulgated pursuant to such federal laws. Compliance shall also be maintained with all applicable provisions of section <i>N.J.A.C. 6A:15 et seq.</i>, section <i>N.J.A.C. 6A:11-4.8</i>, sections <i>N.J.A.C. 6A:7-1.7</i> and <i>6A:7-1.8</i>, section <i>N.J.A.C. 6A:8-1.3</i>, and sections <i>N.J.A.C. 6A:9-3.2</i>, and <i>6A:9-3.3</i> of the Regulations concerning the provision of services to multilingual learners.	
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i>, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i>. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	✓
Public School Contract Law The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to <i>N.J.A.C. 6A:23-22.14</i>, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to <i>N.J.S.A. 18A:18A-1 et seq. 14</i>. The School will also ensure that each board member and any agency, corporation, person, or entity that enters into a contract or agreement on behalf of the charter school to provide administrative, educational, or other services adhere to the provisions of the Public School Contracts Law, <i>N.J.S.A. 18A:18A-1 et seq.</i>	✓

School Official/School Lead

Signature of School Official (School Lead):



Date: 7/23/26

Print/Type Full Name: Shawn Heeter

Title: Lead Person / Dean of Students

Signatory Office (President, Board of Trustees)

Signature:



Date: 7/23/26

Print/Type Full Name: Michael Forcella

Title: Board President

Appendix B
School District
Board Self Evaluation

NJSBA



Congratulations! You and your board have recognized the importance of assessment and accountability by participating in a self-evaluation. You are sending a clear signal to the community and staff about the importance of evaluation -- "you are practicing what you preach." This process will assist your board in its continuing commitment to focus on and increase student achievement.

GENERAL INSTRUCTIONS

1. **Board Members** should complete both top and bottom indicators about the board and board member, placing a check in the appropriate column and then provide comments and/or examples that illustrate your ratings. Completing both indicators allows you to evaluate your own performance and to view your contribution to the effective functioning of the board as a whole.
2. **Administrators** completing this form should fill out **ONLY the top indicator, *About the Board***. In completing the form, place a check in the appropriate column and then provide comments and/or examples that illustrate your ratings.
3. **Comments** are important and will be compiled and shared with the board. They provide a clear explanation for your ratings. Remember that you are evaluating the board, as a whole, **during the past 12 months**, not individual occurrences or individual members. Therefore your responses and comments should be based on how you see the total board performance during that period.
4. **Challenges** These sections should be completed by everyone who fills out a self-evaluation. The last page of the evaluation consists of two open-ended questions that give you the opportunity to address the future of your district, by highlighting the challenges you face and identifying possible solutions. Please limit yourself to the three most important issues.

Your Field Service Representative will meet with the board to share the strengths and areas of concern identified by the evaluation. This will assist your board, utilizing the results of this evaluation in developing the board professional development improvement plan. This plan must be directed toward increasing your knowledge and skills in policy making and board governance.

Service does not stop there, however. Your FSR will facilitate workshops and retreats and provide the necessary training -- **all as part of your association dues.**

School District Board Self Evaluation

NJSBA



QUANTIFICATION OF RELATIVE VALUE

One method of establishing a benchmark for your performance growth and improvement is to evaluate the relative importance you place on these areas that research has confirmed as being critical for effective boardsmanship. Please review the individual categories measured by this evaluation. How important/significant do you feel each is to your board's overall effectiveness and success?

Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

****Please complete this section first****

	Vital 4	Very Important 3	Somewhat Important 2	Not Important 1
I. PLANNING: The board is a planning body, focusing on the district mission and goals.				
II. POLICY: The board is a policy-making body, focusing on the development, review and revision of policy.				
III. STUDENT ACHIEVEMENT The board requires written curriculum and systematic evaluation that is focused on student achievement.				
IV. FINANCE: The board provides financial oversight for budget development and evaluation, program support and equity.				
V. BOARD OPERATIONS: The board operates through bylaws and effective meeting procedures, using collaborative decision-making skills.				
VI. BOARD PERFORMANCE: The board exhibits good boardsmanship in areas of confidentiality, listening skills, preparedness, conflict management.				
VII. BOARD / SUPERINTENDENT RELATIONSHIPS: The board respects the differences in roles and responsibilities, maintaining good communication and interaction between the board and the superintendent.				
VIII. BOARD / STAFF RELATIONSHIPS: The board has effective personnel policies and supports staff development related to student achievement and recognition of staff accomplishments.				
IX. BOARD AND COMMUNITY: The Board effectively represents and communicates with the public, involving the community in district planning.				

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

I. PLANNING

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. with broad community input, established a district wide mission and multi-year plan for education.					
2. plans, and collaboratively sets district and board goals and establishes priorities annually.					
3. reviews Action Plans developed to support the goals.					
4. regularly monitors progress towards achieving the district's vision, mission and goals making adjustments as needed.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. participate fully in the district planning process.				
B. recognize the importance of meaningful public participation in the planning process.				
C. support the district vision, mission and goals.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

II. POLICY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not Observed
Our Board:					
1. operates as a "policy-making body."					
2. develops broad policies that give the administration sufficient authority and latitude to manage the day-to-day operations.					
3. uses written policies as the framework for our decision-making process.					
4. reviews and updates the policy manual regularly as required by NJQSAC insuring that our bylaws, policies and procedures reflect current regulatory, and statutory requirements.					
5. ensures that the administration develops appropriate procedures and regulations to implement the board's policy intent.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. am familiar with the board's policies.				
B. use board policy as a basis for decision-making.				
C. leave policy implementation to the administrative staff.				
D. avoid involvement in day-to-day operations of the district.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

III. STUDENT ACHIEVEMENT

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. determines the district educational goals with input and data from administration.					
2. requires written curriculum with specific evaluation components in accordance with all statutes.					
3. requires systematic evaluation of and feedback on the instructional program.					
4. uses the expertise of the professional staff, in development of curriculum, insuring it is focused on student achievement.					
5. monitors the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data.					
6. sets high standards for <u>all</u> students based on multiple, assessment measures.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. am involved in determining district educational goals.				
B. am aware of the community's educational aspirations.				
C. focus on improving student achievement as a basis in my educational decision-making.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IV. FINANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. exercises financial oversight of all aspects of district operations in accordance with statutes.					
2. provides policy guidelines and parameters, related to our goals, for budget development/evaluation.					
3. requires that all requests for unbudgeted expenditures be accompanied by specific indication of need and funding sources.					
4. balances the educational needs of students with the impact of budgetary increases.					
5. reviews, understands and evaluates all financial reports to ensure that all educational dollars are used in an efficient and effective manner.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. understand the relationship between our budget and our district's goals.				
B. understand and participate in our district's budgeting process.				
C. understand and review the monthly reports.				
D. understand and review the results of the annual audit.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

V. BOARD OPERATIONS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. holds our meetings in compliance with applicable statutes, policies and bylaws.					
2. provides a climate that allows free, open and orderly discussion by all members at our meetings.					
3. develops and utilizes skills in teamwork, consensus building, collaborative problem solving and decision making.					
4. uses good decision-making processes, acting only after all appropriate information has been received and studied.					
5. acts only after giving administration time to gather information and make recommendations.					
6. respects the administration's leadership by thoughtfully deliberating on recommendations.					
7. provides time, funding and opportunity for orienting and updating our members on local, county, state and federal levels in accordance with statutory travel regulations.					
Our board method of governance:					
8. contributes to the overall effectiveness and efficiency of the board.					
Our board method of governance:					
9. has clearly defined bylaws.					
Our board method of governance:					
10. lessens the total work of board members.					
Our board method of governance:					
11. ensures appropriate communication to the board.					

Our board acts as: CIRCLE ONE a board of the whole OR with specific board committees

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. introduce new issues through the agenda process, allowing sufficient time for appropriate study.				
B. recognize the importance of teamwork, problem solving and effective decision-making.				
C. attend workshops to increase my effectiveness as a board member.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VI. BOARD PERFORMANCE

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board Members:					
1. recognize that authority rests with the board as a whole, sitting in a legally authorized board meeting.					
2. make every effort to attend all board meetings, coming prepared and having done their homework.					
3. recognize the need for, and the importance of, confidentiality.					
4. work together in an atmosphere of mutual trust and respect.					
5. ensure that all members have input into decisions.					
6. avoid even the appearance of impropriety or conflict of interest.					
7. operates in accordance with the board member's Code of Ethics and the Ethics Act.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make no personal promises nor take any private action.				
B. make every effort to attend all meetings, having done my homework and prepared to contribute.				
C. maintain the confidentiality of board proceedings.				
D. am respectful of everyone at our meetings and I listen with an open mind.				
E. adhere to ethical standards.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VII. BOARD/SUPERINTENDENT RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. respects the management responsibilities and administrative prerogatives of the superintendent.					
2. works with the superintendent in a spirit of mutual trust and confidence.					
3. maintains ongoing open lines of communication, and observes the chain of command.					
4. keeps the superintendent informed about community/school issues and aspirations.					
5. conducts a comprehensive and fair annual evaluation of the superintendent in accordance with statute and code as per NJQSAC.					
6. works with the superintendent to develop performance objectives for evaluation that are consistent with district goals and in compliance with district policy.					
7. requires regular dialogue on progress towards district goals and objectives, student achievement and feedback on performance.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. respect the management responsibility of the superintendent.				
B. observe the chain of command.				
C. participate fully in the superintendent evaluation process approaching the task of evaluation fairly and diligently.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

VIII. BOARD/STAFF RELATIONSHIPS

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. provides effective personnel policy direction and oversight.					
2. recognizes the importance of staff development and provides the necessary time and funds.					
3. provides for public recognition of staff achievements.					
4. treats district staff with courtesy and respect, recognizing that the appropriate channel for board/staff communications is through the superintendent.					
5. ensures that our actions and decisions are quickly and effectively communicated to the staff.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. communicate all concerns about staff members to the superintendent.				
B. use and enforce the chain of command.				
C. attend school and community activities.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



Please evaluate each item on a scale of 4 (commendable) to 1 (unsatisfactory)

IX. BOARD AND COMMUNITY

<i>About the Board</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1	Not observed
Our Board:					
1. acts as representatives for every child in our school district.					
2. anticipates community issues and trends affecting our district.					
3. encourages community involvement in the district.					
4. promotes community use of school facilities.					
5. builds partnerships with the community, business and governmental leaders.					
6. provides opportunity for meaningful parental involvement.					
7. has an effective community relations program.					

<i>About You, the Board Member</i>	Commendable 4	Good 3	Adequate 2	Unsatisfactory 1
As a board member, I:				
A. make my decisions based on what is best for every child in the entire district.				
B. listen to, and consider, community input while guarding my statutory decision-making authority.				
C. promote the positive image of the district within the community.				

COMMENTS AND EXAMPLES:

School District Board Self Evaluation

NJSBA



IDENTIFYING THE CHALLENGES FACING YOUR DISTRICT

Recognizing that our board's highest priority is to improve student achievement, what are the major challenges currently facing our district?

- 1.
- 2.
- 3.

In maintaining our appropriate role as a policy making body through effective oversight, what specific areas of board governance require additional focus and training?

-
-
-

Appendix C

Administrator:

School Year: 2025-2026

Progress Towards Schools Goals

District Goal #1: 100% of students will be introduced to a schoolwide tier 2 academic vocabulary word per week across all scheduled classes, and will engage with Tier 3 course-specific vocabulary identified as essential for academic success in each course.	
Indicators of Progress: Lesson plans, observations, walk throughs	
5 points	This goal has been achieved
3 points	Satisfactory progress has been made on this goal
0 points	Little to no progress has been made on this goal
	Remarks:

District Goal #2: 100% of students enrolled in a math course will increase critical thinking and math technology skills through consistent use of Math.IA.	
Indicators of Progress: Lesson plans, observations, walk throughs	
5 points	This goal has been achieved
3 points	Satisfactory progress has been made on this goal
0 points	Little to no progress has been made on this goal
	Remarks:

District Goal #3: 70% of students who complete the beginning (Form A) and end-of-year (Form C) LinkIt Math Benchmark will demonstrate a minimum 20% increase in their scores.	
Indicators of Progress: LinkIt testing data	
5 points	This goal has been achieved
3 points	Satisfactory progress has been made on this goal
0 points	Little to no progress has been made on this goal
	Remarks:

District Goal #4: 100% of seniors will attend at least 3 in-person or virtual college or trade school tours to explore post-secondary opportunities	
Indicators of Progress: Senior Project presentations, trips, Scoir data	
5 points	This goal has been achieved
3 points	Satisfactory progress has been made on this goal
0 points	Little to no progress has been made on this goal
	Remarks:

District Goal #5: Student suspension rate will be 10% or less.	
Indicators of Progress: Suspension and referral data in Genesis	
5 points	This goal has been achieved
3 points	Satisfactory progress has been made on this goal
0 points	Little to no progress has been made on this goal
	Remarks:

District Goal #6: Chronic absenteeism will not exceed 15%	
Indicators of Progress: Student attendance data	
5 points	This goal has been achieved
3 points	Satisfactory progress has been made on this goal
0 points	Little to no progress has been made on this goal
	Remarks:

Standard 1: Mission, Vision, and Core Values

Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.

	EXEMPLARY	The administrator consistently advocates, enacts, communicates, and sustains a shared mission, vision, and core values in a manner that includes all stakeholders and has a strong positive impact on student success.
	PROFICIENT	The administrator advocates, enacts, communicates, and sustains a shared mission, vision, and core values in a manner that promotes student success.
	AREA FOR GROWTH	The administrator has some success in advocating, enacting, and communicating a shared mission, vision, and core values. Progress is anticipated in this standard.
	UNSATISFACTORY	The administrator does not advocate, enact, or communicate a shared mission, vision, and core values in a manner that promotes student success.
	NOT OBSERVED	Neither positive or negative. Insufficient personal experiences to evaluate

Sample Resources for Standard 1 may include: Communication regarding Mission Statement, Vision Statement and connections to school initiatives; Agendas, minutes from meetings where statements were developed, reviewed, and/or updated; connections between allocation of resources in budget for Mission and Vision statement, agendas where data was used to review attainment toward school goals.

Administrator Selected Evidence for Standard 1

	Standard 1 Indicators	Performance Level				
	Effective educational leaders advocate, enact, and communicate a shared mission, vision, and core values of high quality education that promotes each student's academic success and well-being.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
	Has strong shared beliefs and values and a vision of high expectations about what is possible for students and their ability to learn.					
	In collaboration with the board, creates processes to ensure that the school's vision, mission, and goals establish priorities, drives decisions and allocation of resources, and reflects student achievement expectations.					
	Commits to continuous and sustainable improvement through a systemic evaluation process that regularly monitors progress toward achieving district goals.					
	Collects, uses, and shares data to identify goals; assess organizational effectiveness; and promote organizational learning.					
	Creates, shares and implements plans to achieve district goals.					
	Ensures that the vision, mission, and goals are clearly articulated and known to all stakeholders.					

Board Member Assessment of Standard 1				
Exemplary 5 points	Proficient 4 points	Area for Growth 2.5 points	Unsatisfactory 0 points	Not Observed
Board member comments supporting rating.				

	Standard 2 Indicators	Performance Level				
	Effective educational leaders exhibit an understanding of board and administrative roles, manage the school consistent with board policies and demonstrate the skills to work effectively with the board that promotes each student's academic success and well-being.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
	Provides professional advice and keeps the board regularly informed with data, reports, and information which enables the board to make effective, timely decisions.					
	Promotes a culture of mutual respect and professionalism in their working relationship with the board, administrative team and faculty.					
	Actively and continuously encourages board development by seeking and communicating opportunities.					
	Assists and advises the board in the development and revision of policies and establishes regulations implement adopted policies.					
	Supports and enforces all board policies and communicates changes to those who are affected.					

	Acts ethically and professionally in personal conduct, relationships with others, decision making, and all aspects of school leadership.					
--	--	--	--	--	--	--

Board Member Assessment of Standard 2				
Exemplary 5 points	Proficient 4 points	Area for Growth 2.5 points	Unsatisfactory 0 points	Not Observed
Board member comments supporting rating.				
Board Member Assessment of Standard 1				

Standard 3: Operations Management		
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.		
	EXEMPLARY	The administrator consistently and significantly exceeds the management of school operations and resources in a manner that focuses on and enhances student success.
	PROFICIENT	The administrator manages school operations in a manner that promotes student success.
	AREA FOR GROWTH	The administrator has had uneven success in the operations management of the school. Progress is anticipated in this standard. Improvement is needed in some aspects of this standard. Continued progress is anticipated.
	UNSATISFACTORY	The administrator does not manage school operations in a manner that does not promote student success.
	NOT OBSERVED	Neither positive or negative. Insufficient personal experiences to evaluate
Sample Resources for Standard 3 may include: Mission and vision statement, school goals, long range facilities plan, budge and associated community presentations, strategic plans,		

technology initiatives, purchase orders, audit and committee agendas.

Administrator Selected Evidence for Standard 3

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	Standard 3 Indicators	Performance Level				
	Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
	Develops and executes plans, procedures, routines and operational systems that promote the vision, mission, goals and day-to-day operations of the school.					
	Develops and manages a comprehensive approach to personnel that aligns to school vision, strategies, and goals.					
	Employs technology to improve the quality and efficiency of operations and management.					
	Promotes appropriate financial control of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.					
	Takes budget actions that balance both current and long-range financial needs of students and remains fiscally responsible.					

	Promotes safety across the school by keeping abreast of current facilities usage and planning for future needs.					
--	---	--	--	--	--	--

Board Member Assessment of Standard 3				
Exemplary 5 points	Proficient 4 points	Area for Growth 2.5 points	Unsatisfactory 0 points	Not Observed
Board member comments supporting rating.				

Standard 4: Community of Care, Equity and Family Engagement		
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.		
	EXEMPLARY	The administrator consistently and significantly exceeded in cultivating and promoting an inclusive, caring and supportive school community that engaged families and the community in a mutually beneficial manner to promote each student's success and well-being.
	PROFICIENT	The administrator has cultivated and promoted an inclusive, caring, and supportive school community for students and engaged families for success and well-being of all students.
	AREA FOR GROWTH	The administrator has some success in cultivating and promoting an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The administrator does not have success in cultivating and promoting an inclusive, caring and supportive school community for students nor in engaging families for the success and well-being of all students.
	NOT OBSERVED	Neither positive or negative. Insufficient personal experiences to evaluate.

Sample resources for Standard 4 may include: School safety plan, school culture surveys, character education curriculum and/or programs, PD on cultural awareness for staff, positive behavioral programs, meeting schedule for community meetings and events, articles and posts advocating students, families, and community.

Administrator Selected Evidence

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	Standard 4 Indicators	Performance Level				
	Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
	Engages in regular and open two way communications with families and the community about the school, students; needs, challenges and accomplishments to foster parental involvement and community support.					
	Maintains an accessible presence in the community to understand its strengths and needs, develop productive relationships and engage its resources for the school.					
	Builds and maintains a safe, caring and healthy school community.					
	Ensures that each student is treated fairly in a positive and unbiased manner with an					

	understanding of each student's culture and context.					
	Cultivates and reinforces positive student contact					
	Advocates publicly for the needs and priorities of students, families, and the community at the local and state level.					

Board Member Assessment of Standard 4				
Exemplary 5 points	Proficient 4 points	Area for Growth 2.5 points	Unsatisfactory 0 points	Not Observed
Board member comments supporting rating.				

Standard 5: Professional Capacity/Community of School Personnel		
Effective educational leaders develop the professional capacity and practice of each school personnel, fostering an engaged community of teachers and professional staff to promote each student's academic success and well-being.		
	EXEMPLARY	The administrator consistently and significantly exceeds in developing a professional capacity/community of school personnel in a manner that focuses on and improved each students' success and well-being
	PROFICIENT	The administrator develops the professional capacity/community of school personnel in a manner that promotes students success and well-being.
	AREA FOR GROWTH	The administrator has some success in developing the professional capacity/community of school personee. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The administrator does not develop the professional capacity/community of school personnel in a manner that promotes students success and well being.
	NOT OBSERVED	Neither positive or negative. Insufficient personal experiences to evaluate.

Sample Resources for Standard 5 may include: job postings, interview questions/or tasks, board resolutions for hire, resolution for reappointment, evaluation spreadsheet, lesson plan feedback, job descriptions, personnel policies, or other relevant data or documents.

Administrator Selected Evidence for Standard 5

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	Standard 5 Indicators	Performance Level				
	Effective educational leaders develop the professional capacity and practice of school personnel, fostering an engaged community of teachers and professional staff to promote each student's academic success and well-being	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
	Consistent with Board of Trustees policies, recruits, hires, and retains personnel and provides a system of support, supervision and consistent evaluation.					
	Recommends employees for contract renewal or tenure in a timely manner.					
	Ensures that all staff are evaluated in accordance with established procedures.					
	Develops and supports open productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.					

	Develops workplace conditions for teachers and other professional staff that promotes efficient professional development, practice, and student learning.					
	Provides direction and supervision in the development of sound personnel policies, including clearly defined roles and job descriptions.					

Board Member Assessment of Standard 5				
Exemplary 5 points	Proficient 4 points	Area for Growth 2.5 points	Unsatisfactory 0 points	Not Observed
Board member comments supporting rating.				

Summary:

Standard	Rating	Points 5, 4, 2.5, 0 or N/A
1		
2		
3		
4		
5		
TOTAL POINTS OUT OF 25		

CRITICAL POLICY REFERENCE MANUAL
Charter School Edition

FILE CODE: 9130

☐ Monitored

☐ Mandated

☒ Other Reasons

Academy Charter High School

COMMITTEES

The board shall operate as a committee of the whole. Although the board does not have standing committees, it may create special committees for special assignments. When so created, such committees shall be appointed by the president, subject to board approval, and shall terminate upon completing their assignments (or they may be terminated by a vote of the board at any time).

It shall be the responsibility of such committees to make appropriate and effective use of professional expertise and resources within and outside the school. These committees may actively seek input and participation by parents/guardians, staff, community and students, as well as consult with other local public boards and agencies.

The president shall be an ex officio member of each task force or committee. The lead person or a member of the lead person's staff may also be named as liaison to each committee when appropriate.

Adopted: July 23, 2020

Key Words

Committees, Board Committees

Legal References: N.J.S.A. 10:4-6 et seq. Open Public Meetings Act
N.J.S.A. 18A:12-21 et seq. School Ethics Act
N.J.S.A. 18A:36A-1 et seq. Charter School Program Act of 1995
N.J.A.C. 6A:11-1 et seq. Charter School Administrative Code
N.J.A.C. 6A:28-1.1 et seq. School Ethics Commission

School Ethics Commission, Advisory Opinion, A01-93

School Ethics Commission, Advisory Opinion, A10-93

School Ethics Commission, Advisory Opinion, A33-95

School Ethics Commission, Advisory Opinion, A02-00

School Ethics Commission, Advisory Opinion, A14-00

Possible

Cross References: *1220 Ad hoc advisory committees
*9121 Election and duties of president
9320 Meetings

*Indicates policy is included in the Critical Policy Reference Manual.

Appendix 6

ACADEMY CHARTER HIGH SCHOOL

1725 Main Street Lake Como, NJ 07719

732.681.8377 Fax 732.681.8375

Application for Admission School Year 2024 - 2025

Student's Name: _____
First Name Last Name

Name of Parent/Legal Guardian: _____
First Name Last Name

Address: _____
Street Town

Telephone: _____
Home Work Cell

Birthdate _____ Sex: M F (circle one)
month/day/year

Current School Attending : _____

In September 2024 my child will be entering grade: 9 10 11 12
(circle one)

*Present High School Credits Earned: _____
(Transcripts are required for all transfer students)

Emergency contact in the event that we are unable to reach the parent/guardians at the above telephone numbers:

Name: _____

Telephone: _____

Please list any siblings (brother or sister only) presently attending/or graduated from Academy Charter High School:

Name: _____ Current grade: _____

Name: _____ Current grade: _____

Note: All information in this application will be treated as confidential. The list of applicants will NOT be made public. (Names of students who are offered, and accept, admission to ACHS must be reported to their respective school districts.) Applications (one for each child) must be received no later than December 19, 2024, to participate in the selection lottery, which will take place on Saturday, January 4, 2025. Receipt of this application will be acknowledged by mail. Notification about the status of the application will be mailed after January 27, 2024.

Signed: _____
Parent / Guardian

Office Use: _____
Date Received

ACADEMY CHARTER HIGH SCHOOL

1725 Main Street Lake Como, NJ 07719

732.681.8377 Fax 732.681.8375

Aplikasyon pou Admisyon pou Ané Lekòl 2024 - 2025

Non élèv: _____
Premye Non _____ Siyati _____

Non Paran/Gadyen Legal: _____
Premye Non _____ Siyati _____

Adrès: _____
Nimewo kay _____ Non lari an _____ Non vil lan _____

Nimewo Telefòn: _____
lakay _____ travay _____ selilè _____

Dat nesans: _____ Sèks: M F (sèkle youn)
mwa/jou/ane

Lekòl aktyèl: _____

An Septanm 2024 pitit mwen pral antre nan klas: 9 10 11 12
(sèkle youn)

*Kredi lekòl segondè ou deja genyen: _____
(Tout élèv kap transfè dwe voye kanè nòt yo)

Nan ka ijans bay enfòmasyon yon lòt moun ke nou kapab kontakte si nou pa rive jwenn paran/gadyen legal an nan nimewo telefòn yo ke ou ekri anwo an:

Non: _____

Nimewo telefòn: _____

Tanpri ekri sèlman non frè ak sè élèv lan ki nan lekòl lan kounye an oswa ki gradye nan Academy Charter High School:

Non: _____ Ane lekòl: _____

Non: _____ Ane lekòl: _____

Note: Tout enfòmasyon ki nan aplikasyon an konfidansyèl. Nou pap pibliye lis moun ki aplike yo. (Nou dwe rapòte bay distri lekòl yo non élèv ke nou ofri admisyon nan ACHS, e ki aksepté'l.) Nou dwe resevwa aplikasyon yo (you pou chak timoun) pa pita pase 23 Desanm 2024, pou yo ka patisipe nan seleksyon lotri an, kap fèt Samdi 3 Janvyè 2025. Nap voye pa lapòs yon notifikasyon pou fè ou konnen ke nou resevwa aplikasyon an. Nap voye yon lòt notifikasyon pa lapòs aprè 27 Janvyè 2015 pou fè ou konnen sitiyasyon aplikasyon an.

Siyati: _____
Paran / Gadyen Legal

Office Use: _____
Date Received

ACADEMY CHARTER HIGH SCHOOL

1725 Main Street Lake Como, NJ 07719

732.681.8377 Fax 732.681.8375

Solicitud para admisión del año escolar- 2024-2025

Nombre del estudiante: _____
Nombre Apellido

Nombre del padre/ Encargado legal: _____
Nombre Apellido

Dirección: _____
Calle Pueblo

Teléfono: _____
Casa Trabajo Celular

Fecha de nacimiento: _____ Sex: M F (circle one)
día/mes/año

Escuela actual del estudiante: _____

En septiembre del 2024 mi hijo(a) comenzará el siguiente grado: 9 10 11 12
(circle una opción)

*Créditos completados de la escuela superior: _____
(Transcripciones son requeridas de todos los estudiantes en el proceso de transferencia)

Contacto de emergencia en caso de no poder comunicarnos con los padres o guardianes al número de teléfono provisto:

Nombre: _____

Teléfono: _____

Porfavor nombre todos los hermanos (as) que asisten o se han graduado de Academy Charter High School:

Nombre: _____ Nota actual: _____

Nombre: _____ Nota actual: _____

Nota: Toda la información en esta solicitud será tratada como confidencial. La lista de los solicitantes NO será publicada. (Los nombres de los estudiantes a los que se le ofrecerá, aceptará, o admitirá a ACHS tendrán que ser reportados al distrito escolar correspondiente.) . Solicitudes (una por cada niño) tendrán que ser recibidas antes del 23 de diciembre, 2024, para participar en la selección de la lotería, la que se llevará acabo el sábado, 3 de enero del 2025. Usted será notificado a través del correo cuando está solicitud sea recibida. Aviso sobre el estado de la solicitud serán enviades después del 27 de enero del 2015 .

Firma: _____
Padre/Guardián

Uso de oficina: _____
Fecha recibida

CRITICAL POLICY REFERENCE MANUAL

FILE CODE: 5111

Academy Charter High School

☐	Monitored
☒	Mandated
☒	Other Reasons

ADMISSIONEligibility

The board of education shall admit to its schools free of charge the following persons over five and under 20 years of age:

- A. Any student domiciled within the district;
- B. Any student kept in the home of a person other than the student's parent/guardian, where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his/her own child;
- C. Any student kept in the home of a person domiciled in the district, other than the parent/guardian, where the parent/guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency;
- D. Any student whose parent/guardian temporarily resides within the district, notwithstanding the existence of a domicile elsewhere;
- E. Any student whose parent/guardian moves to another district as the result of being homeless, subject to the provisions of administrative code;
- F. Any student placed in the home of a district resident by court order pursuant to statute;
- G. Any student previously residing in the district if the parent/guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency pursuant to statute; and
- H. Any student residing on federal property within the state pursuant to statute.

Proof of Eligibility

The board shall accept any of the forms of documentation that are listed in the administrative code when they are presented by persons attempting to demonstrate a student's eligibility for enrollment in the district. The board shall consider the totality of information and documentation offered by an applicant and may accept other forms of documentation or information presented by a person seeking to enroll a student.

The board shall not require or request any information or document protected from disclosure by law or pertaining to criteria that are not legitimate bases for determining eligibility to attend school.

Kindergarten

ADMISSION (continued)

Any child residing in the district shall be admitted to the kindergarten provided:

- A. The child will have attained the age of five years on or before October 1 of that school year;
- B. Proof shall be furnished of immunization against the communicable diseases at the time of enrollment or such immunization shall be completed within 30 days from date of entry into the school;
- C. The child shall have been examined by either the school or a private physician, and the results shall be furnished to the school on the form provided.

Grade One

Any child residing in the district shall be admitted to grade one provided:

- A. The child will have attained the age of six years on or before October 1 of that school year;
- B. He/she has been in the first grade in another public school;
- C. Proof has been furnished of immunization against communicable diseases.

Transfers Into Grades Two through 12

Pupils transferring into the district are expected to present copies of records from the previously attended school (or district) to aid in placement. Also required are proof of immunizations and proof of identity.

Within the time prescribed by law, the chief school administrator shall request in writing from the school or district of previous attendance, the pupil's records.

Initial placement shall be made on the basis of the records, but adjustment may be made at the discretion of the administration when the state-mandated assessment indicates that such adjustments would be beneficial to the child. Parents/guardians shall be informed of this policy on registration.

Joint Custody

When divorced parents/guardians have joint custody of (a) minor child(ren), admission shall be based on the present address of the parent/guardian with whom the child(ren) resided as of the date required by administrative code.

Affidavit Pupils

When there is any doubt as to whether a child is entitled to free public education in the district schools, all procedures of law and code shall be followed.

Nonresidents

The district is obliged to educate children of appropriate age residing in the district. The mere owning of any property whatsoever does not qualify a parent/guardian to send children to school in this school district. See policy 5118 Nonresidents.

Students Returning from County Detention

The district shall accept all days of attendance and courses studied by a student at a county juvenile detention

ADMISSION (continued)

center and apply them toward district requirements for elementary, middle or high school graduation.

Homeless Pupils

Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths of this district. Homeless children and youths shall also have access to the education and other services that they need to ensure they have an opportunity to meet achievement standards of the New Jersey Student Learning Standards to which all students are held.

The homeless liaison will provide any assistance necessary and requested for the prompt enrollment of the student. The district will determine the educational placement of homeless students in each child's best interest and respond to appeals concerning them made by parents/guardians or other parties in accordance with New Jersey statutes and administrative code, as well as, pertinent federal law.

The chief school administrator or his or her designee shall ensure that the parent/guardian or adult student is given written notice, at the time the child or youth seeks enrollment in the school, and at least twice annually while the child or youth is enrolled, that describes the general rights provided under the McKinney-Vento Homeless Assistance Act and specifically states the choice of schools the children and youths are eligible to attend. This notice must be signed by the parent/guardian.

The board shall make this policy available to parents and the public.

Date: August 18, 2022

Legal References: Use legal reference sheet.

Cross References: List your appropriate policies. See legal reference sheet for possibilities.

Key Words

Admission, Resident, Pupil Records, Affidavit Pupil, Homeless Pupil, Student Records, Affidavit Student, Homeless Student

Appendix I



STATE OF NEW JERSEY
DEPARTMENT OF COMMUNITY AFFAIRS
DIVISION OF FIRE SAFETY

LIFE HAZARD USE CERTIFICATE OF REGISTRATION

ISSUED: 10/10/00

OWNER NO: F-223379508

REGISTRATION NO: 1347-69723-001-01

ACADEMY CHARTER HIGH SCHOOL
1725 MAIN ST
SOUTH BELMAR NJ 07719

ACADEMY CHARTER HIGH SCHOOL
1725 MAIN ST
S BELMAR NJ

BUILDING HEIGHT:

NUMBER OF STORIES:

USE TYPE CODE: AE03

DESCRIPTION: EDUCATIONAL BUILDING SERVING 50 OR MORE STUDENTS FROM KINDERGARTEN THROUGH GRADE 12 AND ALSO MEANS AND INCLUDES AN EDUCATIONAL BUILDING SERVING 50 OR MORE STUDENTS IN SOME BUT NOT ALL OF THE GRADES FROM KINDERGARTEN TO GRADE 12 INCLUSIVE.

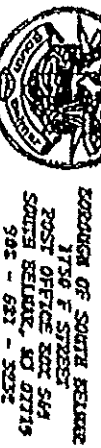
LEA CODE: 1347999

THE LAW REQUIRES THAT THIS CERTIFICATE OF REGISTRATION BE POSTED IN A CONSPICUOUS LOCATION IN THE REGISTERED PREMISES BUT ONLY UPON SUBSEQUENT RECEIPT OF A CERTIFICATE OF INSPECTION.

THIS CERTIFICATE IS NOT TRANSFERRABLE. IN THE CASE OF ANY TRANSFER OF TITLE, IT SHALL BE THE DUTY OF THE NEW OWNER(S) TO FILE WITH THE COMMISSIONER WITHIN THIRTY DAYS OF SUCH TRANSFER AN APPLICATION FOR A NEW CERTIFICATE OF REGISTRATION. IN THE CASE OF ANY CHANGE IN INFORMATION PROVIDED ON THE REGISTRATION APPLICATION FORM, IT SHALL BE THE DUTY OF THE OWNER TO NOTIFY THE DEPARTMENT OF COMMUNITY AFFAIRS WITHIN THIRTY DAYS OF SUCH CHANGE.

FAILURE TO COMPLY WITH THESE REQUIREMENTS CONSTITUTES A VIOLATION OF P.L. 1983, c.383 OF THE LAWS OF NEW JERSEY AND SUBJECTS THE PARTY SO VIOLATING TO THE PENALTIES THEREIN.

COMMISSIONER OF COMMUNITY AFFAIRS
JANE KENNY



IDENTIFICATION

Block 24 Lot 10
Work Site Location 1745 Main St.

Owner in Fee JOSEPH PICCO
Address 7300 Bldg G
6015 AVE. AUSTIN
Tele. (201) 935-1676
Contractor Union Development
Address 6015 AVE. AUSTIN
Tele. (201) 945-3608
Lic. No. or Bldg. Reg. No. 0076988
Federal Emp. No. 22-2073145
or Social Security No. _____

☒ CERTIFICATE OF OCCUPANCY

This serves notice that said building or structure has been constructed in accordance with the New Jersey Uniform Construction Code and is approved for occupancy.

☐ CERTIFICATE OF APPROVAL

This serves notice that the work completed has been constructed or installed in accordance with the New Jersey Uniform Construction Code and is approved. If the permit was issued for minor work, this certificate was based upon what was visible at the time of inspection.

☐ TEMPORARY CERTIFICATE OF OCCUPANCY/COMPLIANCE

If this is a temporary Certificate of Occupancy or Compliance the following conditions must be met no later than _____, 19____ or the owner will be subject to fine or order to vacate:

CONSTRUCTION OFFICIAL _____

Fee \$ _____
Paid [] Check No. _____
Collected by: _____



CERTIFICATE

Date Issued 6/8/91
Control # _____
Permit # 00-100

Home Warranty No. _____

Type of Warranty Plan [] State [] Private
Use Group 1A-3

Maximum Live Load _____

Construction Classification 303

Maximum Occupancy Load _____

Description of Work/Use:

Gymnasium

☐ CERTIFICATE OF CONTINUED OCCUPANCY

This serves notice that based on a general inspection of the visible parts of the building there are no imminent hazards and the building is approved for continued occupancy.

☐ CERTIFICATE OF COMPLIANCE

This serves notice that said potentially hazardous equipment has been installed and/or maintained in accordance with the New Jersey Uniform Construction Code and is approved for use until _____



Monmouth County Health Department

SANITARY INSPECTION REPORT

Name of Establishment

Academy Charter High School

Address

1785 Main St, Lake Como, NJ

07719

SATISFACTORY

Detailed supporting data sheets are available upon request on these premises and at the local department of health. If a hearing has been requested, these detailed supporting data sheets will be made available at the conclusion of the hearing.

☐ HEARING REQUESTED

Date (print)

January 20, 2026

Name of Inspecting Official (print)

Anthony Aven

Signature of Inspecting Official

Monmouth County Health Department
50 East Main Street
Freehold, NJ 07728
732-431-7456

Note: In accordance with the State Sanitary Code, this "report shall be posted in a conspicuous place near the public entrance of the establishment." Specific references in the Detail Data Sheets are to Chapter 24 of the State Sanitary Code, and/or Title 24, N.J.S.A.

[Print](#)[Export To PDF](#)**BOROUGH OF BELMAR****Bureau of Fire Prevention**

601 Main Street

Belmar, NJ 07719

Phone: 732-681-3700 EXT 239

Occupant Name:	Academy Charter High School	Inspection Date:	5/29/2026
Address:	1725 Main Street	InspectionType:	LHU - Annual
Suite:		Inspected By:	Edward Ratyniak
Zone:	2-LC		

No violations were found during this inspection.

Thank you for your cooperation in keeping your business and our community safe! If you have any questions, please contact the fire inspector listed at the top of this report.

A handwritten signature in black ink, appearing to read "Edward Ratyniak", is centered on the page.

Edward Ratyniak, Fire Official

Ref: 11764



BOROUGH OF BELMAR
Bureau of Fire Prevention
601 Main Street
Belmar, NJ 07719
Phone: 732-681-3700 EXT 239

Occupancy Type/Number: 1347069723

Occupant Name: Academy Charter High School

Address: 1725 Main Street, Lake Como, NJ 07719

Issued: 5/29/2026

State ID: 1347069723

Local ID:

Expires: 12/31/2026

NEW JERSEY UNIFORM FIRE CODE CERTIFICATE OF INSPECTION

Periodic inspections may not always occur in the same time-frame.

THIS CERTIFIES THAT THE AFOREMENTIONED PREMISES HAS BEEN INSPECTED BY THE
Borough Of Belmar. AND PURSUANT TO THE UNIFORM FIRE SAFETY ACT, SATISFIES MINIMUM
REQUIREMENTS OF THE NEW JERSEY UNIFORM FIRE CODE.

ISSUANCE OF THIS CERTIFICATE DOES NOT NEGATE ANY OUTSTANDING VIOLATIONS.

THIS CERTIFICATE MUST BE POSTED IN A CONSPICUOUS LOCATION AT THE ABOVE PREMISES.

Edward Ratyniak, Fire Official

AGREEMENT OF LEASE BETWEEN

THE FRIENDS OF ACADEMY CHARTER HIGH SCHOOL

AND

ACADEMY CHARTER HIGH SCHOOL

Draft Date: October 31, 2008

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THIS AGREEMENT OF LEASE is made this _____ day of October 2008 by and between Academy Charter High School and ("Tenant"), and the Friends of Academy Charter High School, ("Landlord").

WITNESSETH:

ARTICLE 1 - PREMISES

1.01 In consideration of the rent hereinafter reserved and of the covenants hereinafter contained, Landlord does hereby lease to Tenant, and Tenant does hereby lease from Landlord, that certain real property, known as 1725 Main Street, Lake Como, New Jersey, and designated as Block 24, Lot 10 on the municipal tax map, and all buildings and improvements located thereon (the "Premises" or "Property").

ARTICLE 2 - TERM

2.01 The term of this Lease (the "Term") shall commence at the earlier of November 1, 2008 or upon tenants' receipt of a Certificate of Occupancy, if necessary (the "Commencement Date"), and shall terminate at 12:00 o'clock midnight, local time on the last day of the calendar month which completes 48 full months of tenancy hereunder (the "Termination Date"). Tenant shall have the option to extend the Lease term for three additional periods of five (5) years each. Tenant shall notify Landlord whether it is exercising its option at least 90 days prior to the expiration of the then current term, and if Tenant fails to so notify Landlord, Landlord shall send a reminder notice, after which Tenant shall have 10 days to respond. Failure by Tenant to respond or notify Landlord of its exercise of the option shall be deemed a non-exercise of the option. Notwithstanding anything to the contrary contained herein, if Tenant's Charter is revoked or not renewed, the Lease shall automatically terminate upon the expiration or termination of the Charter, the Tenant shall vacate the Premises, and neither party shall have any further obligations or responsibilities hereunder.

2.02 If delivery of possession of the Premises shall be delayed beyond the Commencement Date, Tenant's obligation to pay Rent, as hereinafter defined (unless such delay is due to Tenant), shall be suspended and abated until possession of the premises is delivered to Tenant. In the event of such a delay, it is understood and agreed that the Commencement Date shall be postponed until delivery of possession and that the Termination Date shall be correspondingly extended.

2.03 Tenant has the right to purchase the Project at the end of lease term with 90 days advance notice and at the greater of the appraised value or \$2,850,000.00. The cost of this option is \$200,000 of which 50% is due upon execution of this Agreement and the remaining 50% shall be due in advance of the Commencement Date.

ARTICLE 3 - RENT

3.01 Tenant hereby covenants and agrees to pay to Landlord as rent for the Premises (all of which is collectively referred to as "Rent") all of the following:

(a) An annual basic rent ("Basic Rent") in the sum of \$366,670, yearly (\$30,556/month) for the term consisting of four years with three 5-year renewals subject to Tenant's Charter Renewal and terms of financing.

(b) The Basic Rent shall be increased each year of the initial term, and each year of any applicable renewal period, at a rate which will be the lesser of 3% or change in the U.S. Department of Labor Consumer Price Index.

3.02 Security -- Tenant will not pay a security deposit.

3.03 Basic Rent and all Additional Rent as provided for under this Lease shall be paid promptly when due, in cash or by check, in lawful money of the United States of America, without notice or demand and without deduction, diminution, abatement, counterclaim or set off of any amount or for any reason whatsoever, payable to Friends of Academy Charter High School, and delivered to at its offices or to such other person and place as may be designated by notice in writing from Landlord to Tenant from time to time. If Tenant shall present to Landlord more than twice during the Term checks or drafts not honored by the institution upon which they are issued, then Landlord may require that future payments of Rent and other sums thereafter payable be made by certified or cashier's check.

3.04 Other remedies for non-payment of Rent notwithstanding, any installment of Rent which is not paid within ten (10) days after written notice that it is past due shall be subject, at Landlord's option each month, to a late charge equal to five percent (5%) of the amount due, which shall be payable as Additional Rent. Any installment of Basic Rent or Additional Rent not paid within thirty (30) days from the date due shall accrue interest at the rate of four percent higher than the rate announced by Federal Reserve Bank, Washington, DC (or its successor) from time to time as its prime rate (the "Prime Rate") but in no event higher than the maximum rate allowed by law until paid in full, which interest shall be deemed Additional Rent.

3.05 No payment by Tenant or receipt by Landlord of a lesser amount than the monthly installments of Rent herein stipulated shall be deemed to be other than on account of the earliest stipulated Rent nor shall any endorsement or statement on any check or any letter accompanying any check or payment as Rent be deemed an accord and satisfaction, and Landlord may accept such check for payment without prejudice to Landlord's right to recover the balance of such Rent or to pursue any other rent provided in this Lease.

3.06 It is agreed by Landlord and Tenant that no Rent for the use, occupancy or utilization of the Premises shall be, or is, based in whole or in part on the net income or profits derived by any person from the Academy Charter High School and Tenant further agrees that it will not enter into any sublease, license, concession or other agreement for any use, occupancy or utilization of the Premises which provides for rent or other payment for such use, occupancy or utilization based in whole or in part on the net income or profits derived by any person from the Premises so leased, used, occupied or utilized. Nothing in the foregoing sentence, however, shall be construed as permitting or constituting Landlord's approval of any sublease, license, concession,

or other use, occupancy, or utilization agreement not otherwise approved by Landlord in accordance with the provisions of paragraph 15.01 hereof.

3.07 No payment by Tenant or receipt by Landlord of a lesser amount than the Basic Rent or Additional Rent payable hereunder shall be deemed to be other than a payment on account of the Basic Rent or Additional Rent, nor shall any endorsement or statement on any check or any letter accompanying any check or payment for Basic Rent or Additional Rent be deemed an accord and satisfaction, and Landlord's right to recover the balance of such Basic Rent or Additional Rent or pursue any other remedy provided herein or by law. Notwithstanding the above, in the event of a bona fide dispute between Landlord and Tenant as to the amount of Basic Rent or Additional Rent due, if Tenant shall tender to Landlord an amount previously agreed upon by the parties as being in full satisfaction of the disputed amount, Landlord agrees to simultaneously tender to Tenant a written acknowledgement that such payment is in full accord and satisfaction of the disputed amount and Tenant shall have no obligation to so tender any such agreed amount upon settlement of a bona fide dispute unless such a writing is tendered by Landlord simultaneously.

ARTICLE 4 - USE OF PREMISES

4.01 Tenant covenants to use the Premises only for a school (and accessory and customarily incidental uses thereto) and for no other purpose, subject to and in accordance with all applicable zoning and other governmental regulations. Tenant, at its own expense, shall comply with and promptly carry out all orders, requirements or conditions imposed by the ordinances, laws and regulations of all of the governmental authorities having jurisdiction over the Premises, which are occasioned by or required in the conduct of Tenant's business within the Premises and to obtain all licenses, permits and the like required to permit Tenant to occupy the Premises.

4.02 Tenant accepts the Premises from Landlord in "as is" condition, except to the extent specially provided elsewhere in this Lease.

4.03 Tenant shall not permit the Premises, or any part thereof, to be used for any disorderly, unlawful or hazardous purpose, not as a source of annoyance or embarrassment to Landlord or other tenants nor for any purpose other than herein before specified, nor for the manufacture of any commodity therein, without the prior written consent of Landlord.

ARTICLE 5 -- TRIPLE NET LEASE

5.01 Tenant shall manage the Property, pay the taxes and insurance (so long as Landlord promptly provides notice of the amount of taxes due at least 30 days prior to the due date) and take care of all repairs and maintenance on the Property.

5.02 Nothing contained in this Article 5 shall be construed at any time to reduce the Rent payable hereunder below the amount stipulated in Articles 3 and 5 of this Lease.

ARTICLE 6 - UTILITIES

6.01 All applications and connections for necessary utility services on the demised premises shall be made in the name of the Tenant only, and Tenant shall be solely liable for utility charges as they become due, including those for sewer, water, gas, electricity, and telephone services.

ARTICLE 7 - TENANT'S AGREEMENT

7.01 Tenant shall not conduct nor permit in the Premises either the generation, treatment, storage or disposal of any hazardous substances and materials or toxic substances of any kind as described in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. Sections 9601 et seq.), the Resource Conservation and Recovery Act, as amended (42 U.S.C. 6901 et seq.), any regulations adopted under these acts, or any other present or future federal, state or local laws or regulations concerning environmental protection, and Tenant shall prohibit its assignees, sub-Tenants, employees, agents and contractors (collectively, "Permitees") from doing so and Tenant shall indemnify, defend and hold Landlord and its agents harmless from all loss, costs, foreseeable and unforeseeable, direct or consequential; damages; liability; fines; persecutions; judgments; litigation; and expenses, including but not limited to, clean-up costs, court costs and reasonable attorneys' fees arising out of any violation of the provisions of this Article by Tenant or its Permitees.

ARTICLE 8 - HOLD HARMLESS

8.01 Landlord shall not be liable for any damage to, or loss of, property in the Premises belonging to Tenant, its employees, agents, visitors, licensees or other persons in or about the Premises, or for damage or loss suffered by the business of Tenant, from any cause whatsoever, including, without limiting the generality thereof, such damage or loss resulting from fire, steam, smoke, electricity, as, water, rain, ice or snow, which may leak or flow from or into any part of the Premises, or from the breakage, leakage, obstruction or other defects of the pipes, wires, appliances, plumbing, air-conditioning or lighting fixtures of the same, whether the said damage or injury results from conditions arising upon the Premises or upon other portions of the Project of which the Premises are a part, or from other sources. Landlord shall not be liable in any manner to Tenant, its agents, employees invitees or visitors for any injury or damage to Tenant, Tenant's agents, employees invitees or visitors, or their property, caused by the criminal or intentional misconduct, or by any act or neglect of third parties or of Tenant, Tenant's agents, employees, invitees or visitors, or of any other tenant of the Project. In no event shall Landlord be liable to Tenant for any consequential damages sustained by Tenant arising out of the loss or damage to any property of Tenant.

8.02 Tenant covenants and agrees to save Landlord and Landlord's agent harmless and indemnified, and to defend Landlord and Landlord's agent from all loss, damage, liability or expense of any kind including without limitation attorneys' fees and court costs incurred, suffered or claimed by any person whomsoever, or for any damage or injury to any persons or property from any cause whatsoever, by reason of the use of occupancy by Tenant, its agents, employees, invitees or visitors of the premises, or of the Project unless caused solely by the gross negligence of Landlord.

8.03 It is understood that employees of Landlord are prohibited as such from receiving any packages or other articles delivered to the Premises for Tenant and that should any such employee receive any packages or articles, he or she in so doing shall be the agent of Tenant and not of Landlord.

8.04 The provisions of this Article 8 shall survive the expiration or sooner termination of the Term.

ARTICLE 9 - INSURANCE

9.01 Tenant shall, at its cost and expense, obtain and maintain at all times during the term, for the protection of Landlord and Tenant, Public Liability Insurance (Comprehensive General Liability or Commercial General Liability) including Contractual Liability Insurance, with a combined personal injury and property damage limit of not less than Three Million Dollars (\$3,000,000.00) for each occurrence and not less than Four Million Dollars (\$4,000,000.00) in the aggregate, insuring against all liability of Tenant and its representatives arising out of and in connection with Tenant's use of the Premises. Landlord, Landlord's agent, and Landlord's lender (the Reinvestment Fund, Inc.) shall be named as additional insurers.

9.02 Tenant shall, at its cost and expense, obtain and maintain at all times during the term fire and extended coverage insurance on the Premises and its contents, including any leasehold improvements made by Tenant in an amount sufficient so that no co-insurance penalty shall be invoked in case of loss.

9.03 All insurance required under this Lease shall be issued by insurance companies licensed to do business in the jurisdiction where the Building is located. Such companies shall have a policyholder rating of at least "A" and be assigned a financial size category of at least "Class X" as rated in the most recent edition of "Best's Key Rating Guide" for insurance companies. Each policy shall contain an endorsement requiring thirty (30) days written notice from the insurance company to Landlord before cancellation or any change in the coverage, scope or amount of any policy. Each policy, or a certificate showing it is in effect, together with evidence of payment of premiums, shall be deposited with Landlord on or before the Commencement Date, and renewal certificates or copies of renewal policies shall be delivered to Landlord at least thirty (30) days prior to the expiration date of any policy.

9.04 All policies covering real or personal property which either party obtains affecting the Premises shall include a clause or endorsement denying the insurer any rights of subrogation or recovery against the other party to the extent rights have been waived by the insured before the occurrence of injury or loss. Landlord and Tenant hereby waive any rights of subrogation or recovery against the other for damage or loss to their respective property due to hazards covered or which should be covered by policies of insurance obtained or which should be or have been obtained pursuant to this Lease, to the extent of the injury or loss covered thereby assuming that any deductible shall be deemed to be insurance coverage.

ARTICLE 10 - ASSIGNMENT & SUBLETTING

10.01 (a) Provided no Event of Default shall have occurred and be continuing, and subject to all provisions of this Section. Tenant may assign its interest in this Lease (but may not mortgage or otherwise hypothecate its interest in this Lease), and may sublet the Premises in whole or in part, from time to time, only with the consent of Landlord, which shall not be unreasonably withheld.

and Landlord's
Lender

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(b) Each sublease of the Premises or any part thereof shall be subject and subordinate to the provisions of this Lease. No assignment or sublease shall affect or reduce any of the obligations of Tenant hereunder, and all such obligations shall continue in full force and effect as obligations of a principal and not as obligations of a guarantor, as if no assignment or sublease had been made. Notwithstanding any assignment or subletting, Tenant shall continue to remain liable and responsible for the payment of Basic Rent and Additional Rent and the performance of all its other obligations under this Lease. No assignment or sublease shall impose any new obligations on Landlord under this Lease or increase any existing obligations of Landlord under this Lease. Tenant agrees that in the case of an assignment of this Lease (including, without limitation, any assignment as a part of or in connection with any sale or transfer of all or substantially all of the assets of Tenant, Tenant shall, within fifteen (15) days after the execution and delivery of any such assignment, delivery to Landlord a duplicate original of such assignment in recordable form, (ii) an agreement executed and acknowledged by the assignee in recordable form wherein the assignee shall have unconditionally assumed and agreed to observe and perform all of the terms and provisions of this Lease on the part of the Tenant to be observed and performed from and after the date of such assignment, and (iii) a reaffirmation by Tenant that, notwithstanding the aforesaid assignment and assumption, Tenant shall continue to remain liable and responsible for the payment of Basic Rent and Additional Rent and the performance of all its other obligations under this Lease, all of which documents shall be in form and substance acceptable to Landlord and any Lender (collectively, the "Assignment Documents"). In the case of a sublease, Tenant shall, within fifteen (15) days after the execution and delivery of such sublease, deliver to Landlord a duplicate original of such sublease.

ARTICLE 11 - LANDLORD'S RIGHT OF ACCESS

11.01 Landlord may not, at any time during Tenants occupancy, enter the premises without prior approval from tenant.

11.02 Landlord may, during the last sixty (30) days of the Term, enter the premises free from hindrance or control of Tenant to show the Premises to prospective tenants at times which shall not unreasonably interfere with Tenant's business. If Tenant shall vacate the Premises during the last month of the term, Landlord shall have the unrestricted right to enter the same after Tenant's moving to commence preparations for the succeeding tenant or for any other purpose whatsoever, without affecting Tenant's obligation to pay Rent for the full Term.

ARTICLE 12 - CASUALTY DAMAGE

12.01 If the Premises or any part thereof shall be damaged by fire or other casualty, Tenant shall give prompt written notice thereof to Landlord. In case the Building shall be so damaged by fire or other casualty that fifty percent (50%) or more of the Building requires substantial alteration or reconstruction, in Landlord's reasonable opinion, Tenant may terminate this Lease by notifying the Landlord in writing of such termination within ninety (90) days after the date of such damage, in which event the Rent shall be abated as of the date of such damage but only to the extent and during the time period Tenant is not reasonably able, in Tenant's good faith business judgment, to conduct its operations in the Building during such ninety (90) day period. If the Building or any part thereof shall be damaged by fire or other casualty such that the reparation of such damage or casualty shall require more than nine (9) months to complete [subject to extension for delays attributable to tenant's or any of Tenant's Representatives' acts or omissions (collectively, "Tenant Delays"), or to acts or events beyond Landlord's control including, but not limited to, acts of God, earthquakes, strikes, lockouts, boycotts, discontinuance of any utility or other service required for performance of the reparation work, moratoriums, governmental agencies, delays on the part of governmental agencies, weather, and the lack of availability or shortage of specialized materials used in the construction of the Building (collectively, "Force Majeure Delays")], then Tenant may terminate this Lease by notifying the Landlord of such election to terminate this Lease within thirty (30) days after the date on which it is determined by Landlord of the length of time necessary to substantially complete such repairs, in which event the Rent shall be abated as of the date of such damage but only to the extent and during the time period Tenant is not reasonably able, in Tenant's good faith business judgment, to conduct its operations in the damaged portion of the Building. Landlord shall notify Tenant in writing of the determination of the percentage of the Building damaged or the length of time to complete the reparation of such damage as soon as reasonably possible after Landlord is notified in writing of the damage, but in all events within ninety (90) days of Landlord's receipt of such notification from Tenant in writing. If Tenant exercises its right to terminate this Lease in accordance with the aforementioned provisions, all insurance proceeds shall inure to the benefit of Landlord. If Tenant does not exercise its rights to terminate this Lease in accordance with the aforesaid provisions, Tenant shall within ninety (90) days after the date of such damage commence to repair and restore the Building and shall proceed with reasonable diligence to restore the Building to substantially the same condition in which it was immediately prior to the happening of the casualty; Tenant shall not in any event be required to spend for such work an amount in excess of the insurance proceeds (excluding any deductible) actually received by Tenant as a result of the fire or other casualty. Landlord shall not be liable for any inconvenience or annoyance to tenant, injury to the business of Tenant, loss of use of any part of the Premises by the Tenant or loss of Tenant's personal property resulting in any way from such damage or the repair thereof except that, subject to the provisions of the next sentence, Landlord shall allow Tenant a fair diminution of Rent during the time and to the extent the Building is unfit for occupancy. In the event the holder of any indebtedness secured by the Building requires that the insurance proceeds be applied to such indebtedness, then Landlord shall have the right to terminate this Lease by delivering written notice of termination to Tenant within thirty (30) days after the date of notice to tenant of any such event, whereupon all rights and obligations shall cease and terminate hereunder except for those obligations expressly intended to survive any such termination of this Lease.

ARTICLE 13 - CONDEMNATION

13.01 The Lease shall be terminated and the Rent shall be abated to the date of such termination in either of the following event: (a) condemnation of the Premises, the Building or any part thereof by any competent authority under right of eminent domain for any public or quasi-public use or purpose; or (b) condemnation by competent authority under right of eminent domain for any public or quasi-public use or purpose of twenty-five percent (25%) or more of the Project in which the Premises are located. The forcible leasing by any competent authority of any portion of the Project other than the Premises shall have no effect upon this Lease. In case of any taking or condemnation, whether or not the Term shall cease and terminate, the entire award shall be the property of Landlord, and Tenant hereby assigns to Landlord all its right, title and interest in and to any such award. Tenant however, shall be entitled to claim, prove and receive in the condemnation proceeding such awards as may be allowed for fixtures and other equipment installed by it, but only if such awards shall be made by the court in addition to (and shall in no manner whatsoever reduce) the award made by it to Landlord for the land and improvements or part thereof so taken.

13.02 In the event of a temporary taking or condemnation of all or any part of the Premises for any public or quasi-public use or purpose, this Lease shall be unaffected and tenant shall continue to pay in full basic Rent and all Additional Rent payable for any such period. In the event of any such temporary taking, notwithstanding the provisions of paragraph 15.01, Tenant shall be entitled to claim, prove and receive the portion of the award for such taxing that represents compensation for use or occupancy of the Premises during the Term, and Landlord shall be entitled to appear, claim, prove and receive the portions of the award that represent the cost of restoration of the Premises and the use or occupancy of the Premises after the end of the Term.

ARTICLE 14 - DEFAULTS AND REMEDIES

14.01 It is hereby mutually agreed that:

(a) If Tenant shall fail (i) to pay Rent or other sums which Tenant is obligated to pay by any provision of this Lease, when and as it is due and payable hereunder and after any applicable notice and cure period, or (ii) to keep and perform each and every covenant, condition and agreement herein contained on the part of Tenant to be kept and performed; or (b) if Tenant shall abandon or evidence any intention to abandon all or any portion of the Premises; or (c) if the estate hereby created shall be taken by execution or other process of law; or (d) if Tenant shall (i) generally not pay Tenant's debts as such debts become due, (ii) become insolvent, (iii) make an assignment for the benefit of creditors, (iv) file, be the entity subject to, or acquiesce in a petition in any court (whether or not filed by or against Tenant pursuant to any statute of the United States or any state and whether or not for a trustee, custodian, receiver, agent, or other officer for Tenant or for all or any portion of Tenant's property) in any proceeding whether bankruptcy, reorganization, composition, extension, arrangement, insolvency proceedings, or otherwise then, and in each and every such case, from thenceforth and at all times thereafter, at the sole option of Landlord, Landlord may: (a) Terminate this Lease, in which event Tenant shall immediately surrender the Premises to Landlord. If Tenant fails

to do so, Landlord may without notice and without prejudice to any other remedy Landlord may have, enter upon and take possession of the Premises and expel or remove Tenant and its effects without being liable to prosecution or any claim for damages therefor; and Tenant shall indemnify Landlord for all loss and damage which Landlord may suffer by reason of such termination, whether through the inability to relet the Premises or otherwise including any loss of Rent for the remainder of the Term.

(b) Terminate this Lease, in which event Tenant's event of default should be considered a total breach of Tenant's obligations under this Lease and Tenant immediately shall become liable for such damages for such breach, in an amount equal to the total of (1) the costs of recovering the Premises; (2) the unpaid Rent earned as of the date of termination, plus interest thereon at a rate per annum from the due date equal to four percent (4%) over the Prime Rate, provided however, that such interest shall never exceed the highest lawful rate; and (3) all other sums of money and damages owing by Tenant to Landlord. Tenant's right of possession shall cease and terminate and Landlord shall be entitled to the possession of the Premises and shall remove all persons and property therefrom and reenter the Lease without further demand of Rent or demand of possession of the Premises, either with or without process of law and without becoming liable to prosecution therefor, any notice to quit or intention to reenter being hereby expressly waived by Tenant.

(c) Pursue any combination of such remedies and/or other remedy available to Landlord on account of such default under applicable law.

In the event of any reentry or retaking of the Premises by Landlord and/or any termination of this Lease by Landlord, Tenant shall nevertheless remain in all events liable and answerable for the Rent to the date of such retaking, reentry or termination and Tenant shall also be and remain answerable in damages for the deficiency or loss of Rent as well as all related expenses which Landlord may thereby sustain in respect to the balance of the Term and, in such case, Landlord reserves full power, which is hereby acceded to by Tenant, to let said Premises for the benefit of Tenant, in liquidation and discharge, in whole or in part, as the case may be, of the liability of Tenant under the terms and provisions of this Lease, and such damages, related expenses, at the option of Landlord, may be recovered by it at the time of the retaking and reentry or in separate actions, from time to time, as Tenant's obligation to pay Rent would have accrued if the Term had continued, or from time to time as said damages and related expenses shall have been made more easily ascertainable by reletting of the Premises, or such action by Landlord may, at the option of Landlord, be deferred until the expiration of the Term, in which latter event the cause of action shall not be deemed to have accrued until the date of the termination of the Term.

14.02 The provisions of this Article 14 are subject to the Bankruptcy Laws of the United States of America and State of New Jersey which may, in certain cases, limit the rights of Landlord to enforce some of the provisions of this Article in proceedings thereunder. To the extent that limitations exist by virtue thereof, the refraining provisions hereof shall not be affected thereby but shall remain in full force and effect. The provisions of this Article 14 shall be interpreted in

a manner which results in a termination of this Lease in each and every instance, and to the fullest extent and at the earliest moment that such termination is permitted under the federal and state bankruptcy laws, it being of prime importance to landlord to deal only with tenants who have, and continue to have, a strong degree of financial strength and financial stability.

14.03 All rents received by Landlord in any reletting after Tenant's default shall be applied, first to the payment of such expenses as Landlord may have incurred in recovering possession of the Premises and in reletting the same (including brokerage fees), second to the payment of any costs and expenses incurred by Landlord, either for making the necessary repairs (including fitting up the space for such reletting) to the Premises or in curing any default on the part of Tenant of any covenant or condition herein made binding upon Tenant. Any remaining rent shall then be applied toward the payment of Rent due from Tenant, together with interest and penalties as defined in Paragraph 3.04, and Tenant expressly agrees to pay any deficiency then remaining. Landlord shall in no event be liable in any way whatsoever (nor shall Tenant be entitled to any set off) for Landlord's failure to relet the Premises, and Landlord, at its option, may refrain from terminating Tenant's right of possession, and in such case may enforce against Tenant the provisions of this Lease for the full Term.

14.04 In the event Tenant defaults in the performance of any of the terms, covenants, agreements or conditions contained in this Lease and Landlord places in the hands of an attorney or collection agency the enforcement of all or any part of this Lease, the collection of any Rent due or to become due or recovery of the possession of the Premises, each party agrees to pay their own cost associated with the collection and enforcement including attorneys' fees.

ARTICLE 15 - SURRENDER OF POSSESSION

15.01 Upon the expiration or earlier termination of the Term, Tenant shall surrender the Premises and all keys and locks connected therewith to Landlord in good order and repair (ordinary wear and tear excepted). Any and all improvements, repairs, alterations and all other property attached to, used in connection with or otherwise installed upon the Premises (I), shall, immediately upon the completion of the installation thereof, be and become Landlord's property without payment therefor by Landlord, and (ii) shall be surrendered to Landlord upon the expiration or earlier termination of the Term, except that any machinery, equipment or fixtures installed by Tenant and used in the conduct of the Tenant's trade or business (rather than to service the Premises or any of the remainder of the Building or the Project generally and all other personality of Tenant shall remain Tenant's property and shall be removed by Tenant upon the expiration or earlier termination of Term, and Tenant shall promptly thereafter fully restore any of the Premises or the Building damaged by such installation or removal thereof.

ARTICLE 16 - TENANT HOLDING OVER

16.01 If Tenant or any person claiming through Tenant shall not immediately surrender possession of the Premises at the expiration or earlier termination of the Term, Landlord shall be entitled to recover compensation for such use and occupancy at one hundred fifty percent (150%) of the Basic Rent and Additional Rent payable hereunder just prior to the expiration or earlier termination of the Term. Landlord shall also continue to be entitled to retake or recover

possession of the Premises as herein before provided in case of default on the part of Tenant, and Tenant shall be liable to Landlord for any loss or damage it may sustain by reason of Tenant's failure to surrender possession of the Premises immediately upon the expiration or earlier termination of the Term. Tenant hereby agrees that all the obligations of Tenant and all rights of Landlord applicable during the Term shall be equally applicable during such period of subsequent occupancy.

ARTICLE 17 - MISCELLANEOUS

17.01 The term "Tenant" shall include legal representatives, successors and permitted assigns. All covenants herein made binding upon Tenant shall be construed to be equally applicable to and binding upon its agents and employees.

17.02 If more than one individual, firm, or corporation shall join as Tenant, singular context shall be construed to be plural wherever necessary and the covenants of Tenant shall be the joint and several obligations of each party signing as Tenant and when the parties signing as Tenant are partners, shall be the obligation of the firm and of the individual members thereof.

17.03 Feminine or neuter pronouns shall be substituted for those of the masculine form and the plural shall be substituted for the singular, wherever the context shall require. It is also agreed that no specific words, phrases or clauses herein used shall be taken or construed to control limit or cut down the scope or meaning of any general words, phrases or clauses used in connection therewith.

17.04 No waiver or breach of any covenant, condition or agreement herein contained shall operate as a waiver of the covenant, condition or agreement itself, or of any subsequent breach thereof.

17.05 Notwithstanding anything to the contrary contained in this Lease, Tenant shall look only to Landlord's ownership in the Premises for satisfaction of Tenant's remedies for the collection of a judgment (or other judicial process) requiring the payment of money by Landlord in the event of any default by Landlord hereunder, and no other property or assets of the partners or principals of Landlord, disclosed or undisclosed, shall be subject to levy, execution or the enforcement procedure for the satisfaction of Tenant's remedies under or with respect to this Lease, the relationship of Landlord and Tenant hereunder or Tenant's use or occupancy of the Premises. No personal liability or personal responsibility is assured by, nor shall at any time be asserted or enforceable against Landlord, its partners or its principals, or their respective heirs, legal representatives, successors and assigns on account of this Lease or any covenant, undertaking, or agreement to Landlord contained herein.

17.06 This Lease shall be binding upon and shall inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and assigns.

17.07 It is understood and agreed by and between the parties hereto that this Lease contains the final and entire agreement between said parties, and that they shall not be bound by any terms, statements, conditions or representations, oral or written, express or implied, not herein

contained. This Lease may not be modified orally or in any manner other than by written agreement signed by the parties hereto, and the prior written consent of Landlord's lender.

17.08 Whenever a period of time is herein prescribed for action to be taken by Landlord, Landlord shall not be liable or responsible for, and there shall be excluded from the computation for any such period of time, any delays due to strikes, riots, acts of God, shortages of labor or material, war, governmental laws, regulations or restrictions, or any other cause of any kind whatsoever which is beyond the reasonable control of Landlord.

17.09 The submission of this Lease to Tenant shall not be construed as an offer nor shall Tenant have any rights with respect thereto unless Landlord executes a copy of this Lease and delivers same to Tenant.

17.10 If, in connection with obtaining financing for the Premises (including syndications or sale/leasebacks), any lender or ground lessor shall request modifications to this Lease as a condition for such financing, Tenant will not unreasonably withhold, delay, or defer its consent thereto, provided that such modifications do not increase the obligations of Tenant hereunder or materially adversely affect either the leasehold interest hereby created or Tenant's use and enjoyment of the Premises.

17.11 All times, whenever stated in this Lease, are declared to be of the essence of this Lease.

ARTICLE 18 - NOTICES AND DEMANDS

18.01 All notices required or permitted hereunder shall be deemed to have been given if mailed in any United States Post Office by certified or registered mail, postage prepaid, return receipt requested, addressed to Landlord or Tenant respectively, at the following addresses or to such other addresses as the parties hereto may designate to the other in writing from time to time;

LANDLORD

1725 Main Street
Lake Como, New Jersey 07719

With a copy to:

Porzio Bromberg & Newman, PC
PO Box 1997
100 Southgate Parkway
Morristown, NJ 07962

TENANT

1725 Main Street
Lake Como, New Jersey 07719

With a copy to:

Hanlon Niemann, P.C.
3499 Route 9 North
Freehold, NJ 07728

18.01 Tenant hereby elects domicile at the Premises for the purpose of service of all notices, writs of summons, or other legal documents or process, in any suit, action or proceeding, which Landlord may undertake under this Lease.

ARTICLE 19 - QUIET ENJOYMENT

19.01 Landlord covenants and agrees that upon Tenant paying the Rent and any other charges due and payable and observing and performing all the term covenants and conditions, on Tenant's part to be observed and performed, Tenant may peaceably and quietly enjoy the Premises hereby demised, subject, nevertheless, to the terms and conditions of this Lease and to any mortgages and deeds of trust hereinbefore mentioned.

ARTICLE 20 - WAIVER OF TRIAL BY JURY

20.01 Landlord and Tenant hereby waive trial by jury in any action or proceeding brought by either party against the other on any matters whatsoever arising out of or in any way connected with this Lease, the relationship of Landlord and Tenant, Tenant's use of occupancy of the Premises, and/or any claim of injury or damage, and emergency, or statutory remedy; provided, however, that nothing herein shall preclude a jury trial in actions where a jury is demanded by right by third parties and severance of claims between Landlord and Tenant is not available under the court rules. Tenant further agrees that Tenant will not interpose any counterclaim or right to set-off in any summary proceeding for eviction based in whole or in part on the nonpayment of Basic Rent or Additional Rent or in any other proceeding between Landlord and Tenant.

ARTICLE 21 - GOVERNING LAW

21.01 This Lease shall be construed and governed by the laws of the state of New Jersey. Should any provision of this Lease and/or its conditions be illegal or not enforceable under the laws of said state, it or they shall be considered severable, and the Lease and its conditions shall remain in force and be binding upon the parties hereto as though the said provision had never been included.

ARTICLE 22 - RENEWAL OPTION

22.01 Tenant is hereby granted the three (3) options to renew this Lease for a five (5) year term, equaling an additional fifteen (15) years (the "Renewal Options"), exercisable at any time prior to the date which is three (3) months before the then expiration of the Term. All of the terms and conditions of this Lease shall remain in effect during any renewal term. It shall be a condition of the exercise of the options set forth in this Section that at the time of the exercise of said option, Tenant shall not be in default under this Lease beyond any applicable grace period.

ARTICLE 23 - INTENTIONALLY OMITTED.

ARTICLE 24 - SPRINKLER SYSTEM

24.01 Tenant will provide concealed fire protection, if required, in accordance with applicable fire codes.

ARTICLE 25 - EXTERMINATION

25.01 If the demised premises be or becomes infested with vermin, Tenant shall at Tenant's expense cause the same to be exterminated from time to time to the satisfaction of the Landlord and shall employ such exterminators and such exterminating company or companies as shall be approved by Landlord. The water and wash closets and other plumbing fixtures shall not be used for any other purpose than those for which they were designed or constructed and no sweeping, rubbish, rags, acids, or other substances shall be deposited therein.

ARTICLE 26 - ENVIRONMENTAL CLEAN UP AND RESPONSIBILITY ACT

26.01 The Tenant shall not use the premises to refine, produce, store handle, transfer, dispose, process, treat or transport "Hazardous Waste" or "Hazardous Substances" as those terms are defined in the Environmental Clean Up and Responsibility Act, N.J.S.A. 13:1K-6 or the Spill Compensation and Control Act, N.J.S.A. 58:10-21.1. In the event that the Tenant conducts its operations of the premises or permits the premises to be used or maintained such a manner as to subject the Landlord of the premises to a claim for violation under the applicable state or federal statutes, the Tenant shall immediately remedy and fully cure such conditions its sole cost and expense or cause such condition to be cured and shall indemnify and save harmless the Landlord from any and all damages, remedial orders, judgments or decrees, and all costs and expenses relating thereto or arising there from, including but not limited to, attorneys' and consultants' fees, clean up removal and restoration costs and loss of rentals.

ARTICLE 27 - TENANT REPRESENTATIONS AND COVENANTS

27.01 Landlord Financing. Tenant acknowledges that Landlord is obtaining financing for the purchase of the Property, which financing is given, in part, based on Tenant's agreement to enter into this Lease and pay the Rent as set forth herein. As part of that financing, Landlord's lender is relying on the following representations and covenants of the Tenant.

27.02 Preservation of School's Charter. Tenant meets the definition of a "charter school" as defined in Title V, Part B, Subpart 1, Section 5210 of The Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001 and will continue to comply with the definition throughout the term of the Lease. Tenant agrees and covenants to: (a) keep and maintain the charter issued to the Tenant by the New Jersey Commissioner of the Department of Education (the "Commissioner") authorizing the Tenant to organize and operate a charter school in the Lake Como, New Jersey (the "Charter") in full force and effect; and (b) operate the school in full compliance with the Charter and the statutes and regulations which apply to charter schools in the State of New Jersey, including, without limitation, the provisions of N.J.S.A.

18A:36-1 et seq. and N.J.A.C. 6A:11-1.1 et seq. and 6A:23-9.1 et seq. (the "Charter School Act").

27.03 Mergers/Transfers of Interest. Without the prior written consent of Landlord's lender, the Tenant shall not permit any sale, assignment or other change or transfer of legal or equitable control of the School or suffer or permit the issuance, sale, merger, consolidation, transfer, pledge, assignment or disposition of any ownership interest of the Tenant.

27.04 Change in Board Composition. The Tenant shall notify Landlord (and Landlord's lender) in writing of any change in the composition of its board of directors/trustees and its senior management within ten (10) days of obtaining knowledge of such change. For the purposes hereof, the term "senior management" shall include the positions of principal, vice-(or assistant) principal and business manager.

27.05 Annual Technical Assessment. The Tenant shall: (i) permit Landlord's lender and its designees to conduct not more than once annually at the Landlord's lender's expense a technical assessment of the educational performance of the charter school operated at the Property and a related evaluation of, among other things, the Tenant's efforts to satisfy the requirements of its education plan, the Charter and the Charter School Act; and (ii) promptly following any request by the Landlord's lender in connection with any such assessment/evaluation, make available to the Landlord's lender and/or its designees, such personnel, documents and information that are reasonably necessary to complete the same.

27.06 Charter. Without the prior written consent of the Landlord or Landlord's lender, the Tenant shall not (i) alter, amend or modify its Charter, the grades or number of students permitted under its Charter, or (ii) voluntarily terminate the Charter by mutual agreement with the Commissioner. The Tenant shall seek to renew its charter for an additional 5 years and provide all such documentation to Landlord's lender.

27.07 Tenant's Annual Report. The Tenant shall provide to Landlord and Landlord's lender a copy of its annual report as prepared for the New Jersey Department of Education within 15 days of such report being delivered.

27.08 Lease Service Coverage Ratio. Tenant shall maintain a "Lease Service Coverage Ratio" of not less than 1.2 to 1.0. For purposes hereof, "Lease Service Coverage Ratio" means the sum of the Tenant's net income, lease expense, depreciation expense, and amortization divided by the Tenant's lease expenses (i.e. Rent). Compliance will be tested for each twelve (12) consecutive month period as of the end of each of the Tenant's fiscal years.

27.09 Reporting Requirements.

A. The Tenant shall provide to the Landlord and the Landlord's lender annual audited financial statements prepared by an independent Certified Public Accountant satisfactory to the Landlord and the Landlord's lender, within 120 days of the end of each of its fiscal years.

B. The Tenant shall provide, internally prepared financial statements, within forty-five (45) days of each quarter end, which shall be certified by an officer of the Tenant to the Landlord and the Landlord's lender.

C. Simultaneously with submission to the Commissioner of Education of the State of New Jersey (the "Commissioner") (or no later than fifteen (15) days after the beginning of each of the Tenant's fiscal years if submission to the Commissioner is not required), the Tenant's annual budget for the then current fiscal year approved by the Tenant's Board of Directors shall be delivered to the Landlord and the Landlord's lender, which shall include with respect to such current fiscal year, without limitation, a monthly cash flow projection.

E. Without the prior written consent of the Landlord or the Landlord's lender, the Tenant shall not: (i) create, incur, assume or suffer to exist any indebtedness, or in any manner become liable directly or indirectly with respect to any indebtedness, except for amounts owing to the Landlord's lender and trade debt incurred in the ordinary course of business; (ii) enter into any commitments for money to be borrowed; or (iii) guarantee or become obligated to pay the obligations of any other person, whether direct or indirect.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year first written above.

ATTEST:

As to Landlord:

FRIENDS OF ACADEMY CHARTER
HIGH SCHOOL

Richard Long

By: Mary Jo McKinley
Name: Mary Jo McKinley
Title: President

As to Tenant:

ACADEMY CHARTER HIGH SCHOOL

Richard Long

By: Bernice Olsen
Name:
Title: Bernice Olsen

EXHIBIT A

Certificate Confirming Lease Commencement Date

This Certificate Confirming the Lease Commencement Date is attached to and made part of the Lease Agreement dated _____ day of _____, 2008, by and between _____ as Landlord, and _____ as Tenant.

The occupancy date is: _____

The lease commencement date is: _____

The lease termination date is: _____

WITNESS OR ATTEST:

LANDLORD:

WITNESS OR ATTEST:

TENANT:

EXHIBIT B

Rules and Regulations

- Landlord agrees to furnish Tenant with keys without charge. Additional keys shall be furnished at a nominal charge. All keys to the Premises shall be surrendered to Landlord upon termination of this Lease.
- Tenant shall not at any time occupy any part of the Premises as sleeping or lodging quarters.
- Tenant shall not place, install or operate on the premises or in any part of the Building any engine or machinery, conduct mechanical operations, or place or use in or about the Premises any explosives, gasoline, kerosene, oil, acids, caustics, flammable explosives or hazardous material without the written consent of Landlord.
- Landlord shall not be responsible for lost or stolen personal property, equipment, money or jewelry from the Premises regardless of whether or not such loss occurs when the area is locked against entry.
- None of the parking area, lawn areas, entries, passages, doors, hallways or stairways shall be locked or obstructed with any rubbish, litter, trash or material of any nature which would be placed, emptied or thrown into these areas by tenant's agents, employees or invitees at any time.
- The water closets and other water fixtures shall not be used for any purpose other than those for which they were constructed. Any damage resulting to them from misuse or by the defacing of any part of the Building shall be borne by the person who shall occasion it. No person shall waste water by interfering with the faucets or otherwise.
- Nothing shall be thrown out of the windows of the Building or down the stairways or other passages.
- Tenant agrees to cooperate and assist Landlord in the prevention of canvassing, soliciting and peddling within the Project.
- It is Landlord's desire to maintain in the Building the highest standard of dignity and good taste consistent with comfort and convenience for all Tenants. Any action or condition not meeting this high standard should be reported directly to Landlord. Your cooperation will be mutually beneficial and sincerely appreciated.
- Landlord reserves the right to make such other and further reasonable rules and regulations as in its judgment may from time to time be necessary for the safety, care and cleanliness of the Premises and for the preservation of good order therein.

PROJECT MANAGEMENT SERVICES AGREEMENT

This PROJECT MANAGEMENT SERVICES AGREEMENT (the "Agreement") dated as of July 1, 2008 (the "Effective Date"), between Real Estate Advisory and Development Services, Inc. ("READS"), a New Jersey not-for-profit corporation, with offices at 280 Amboy Avenue Metuchen, NJ 08840 and Friends of Academy Charter High School with offices at 1725 Main Street Lake Como, NJ, 07719 ("Client").

WHEREAS, READS provides guidance and real estate development services to organizations seeking to develop real estate for, among other things, the provision of quality education, affordable housing, childcare, community and healthcare facilities and office, retail and program facilities for community redevelopment.

WHEREAS, Client issued a request for proposals ("Client's RFP") for Real Estate Project Development Coordinator services in connection with its plans to purchase a school facility in Lake Como, New Jersey (the "Project"); and

WHEREAS, READS submitted a proposal in response to Client's request; and

WHEREAS, Client desires to engage READS to provide certain real estate development coordination and management services in connection with the planning, design, acquisition, financing and construction of the Project and READS desires to provide such services to Client.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants and agreements set forth in this Agreement, and intending to be legally bound hereby, the parties hereby agree as follows:

1. APPOINTMENT

Client hereby engages READS, and READS hereby agrees to provide certain services to Client in accordance with the terms of this Agreement.

2. TERM

This Agreement shall commence on the Effective Date and remain in effect for an initial term of one (1) year, and shall be automatically renewed thereafter for one (1) year periods (the "Term") unless this Agreement is terminated pursuant to Section 7 of this Agreement.

3. STATUS OF READS

At all times during the performance of services under this Agreement, READS shall be and remain an independent contractor and not an employee of Client.

4. READS' DUTIES AND RESPONSIBILITIES

(a) Services. READS will provide real estate development coordination and project management services (the "Services") to Client in connection with Client's development of the Project. READS duties and responsibilities in regard to the Services shall be as outlined in Schedule A, which is attached to this Agreement and is incorporated herein as if it were fully set forth.

(c) Standard of Conduct. READS shall provide the Services, perform its other obligations and exercise its rights or powers under this Agreement in a prudent and efficient manner, with the degree of skill and judgment normally exercised by a recognized firm performing Services of a similar nature, and in accordance with Client's instructions. Any action taken by READS in accordance with the written instruction of Client, or failure to act by READS pending the receipt of such written instructions, shall be deemed to be conducted within the scope of READS's authority and in accordance with its obligations under this Agreement and, without limitation, shall not constitute willful misconduct as referred to in Section 9.

(d) Limitations and Restrictions. Notwithstanding any provisions of this Agreement, READS shall not take any action, expend any sum, make any decision, give any consent, approval or authorizations, or incur any obligation with respect to any of the following matters, unless and until the same has been approved in writing by Client:

(i) Authorizing any proposed change in the work of the construction of the Project, or in any of the plans and specifications for the Project as approved by Client, or i or any

other change which would materially affect the design, cost, value or quality of the Project, except for such matters as may be expressly delegated to READS by Client;

(ii) Making any expenditure or incurring any obligation which, when added to any other expenditure, exceeds the budget approved by Client or any line item specified in the budget, except for such matters as may be otherwise expressly delegated to READS by Client; or

(iii) Expending more than what READS in good faith believes to be the fair and reasonable market value at the time and place of contracting for any goods purchased or leased or services engaged on behalf of Client in connection with the Project.

(e) Staffing. Brian J. Keenan, READS' President, will serve as the primary contact and coordinator of all work to be performed by READS under this Agreement. READS will notify Client in writing of any staff changes pertaining to the Project.

(f) Sub-Consultants. From time to time, READS may engage or procure other persons, firms or companies as READS may deem necessary for the purpose of performing the Services. In that event, READS will remain responsible to perform its obligations to Client under terms of this Agreement.

5. CLIENT'S OBLIGATIONS

(a) Cooperation. Client's cooperation and delivery of information to READS in a timely manner will be key to the successful completion by READS of services under this Agreement. Client will cooperate with READS so as to enable READS to properly perform its duties hereunder.

(b) Client Project Manager; Allocation of Resources. The parties recognize that Client has development experience and the staff to manage the day to day operations of the Project. Accordingly, among other things, Client will be required to: (i) appoint a Client Project Manager to oversee the Project and to act as READS' main contact and its liaison with GPCS; (ii) allocate sufficient Client staff and resources to the Project (ii) provide all relevant financial and operational information to READS; (iii) help coordinate efforts to minimize redundancy of work; and (iv) participate in Project meetings, site inspections and conference calls.

(c) Accounts and Records. Client, shall keep such books of account and other records including, but not limited to, records relating to the costs of construction and construction advances. Client shall keep records of all vouchers, statements, receipted bills and invoices and all other records. Client shall provide READS with copies of all Accounts and Records upon request.

6. COMPENSATION

(a) Fee. In consideration of the Services to be provided by READS in accordance with this Agreement, READS will be paid a fee in the amount of \$97,500 (the "Fee"). The Fee will be paid by Client in accordance with the following schedule:

- \$9,750 due at the execution of the document
- \$39,000 due at financing commitment
- \$48,750 due at closing on acquisition financing

Should work under this Agreement extend beyond a reasonable time period or exceed the type and /or level of services contemplated at present, READS shall be reasonably compensated for such additional work. In that event, READS will submit a written estimate of additional fees for Client's prior approval in connection with the requested services.

(b) Out-of-Pocket Expenses. In addition to the Fee specified above, READS shall be compensated for any out-of pocket expenses incurred in connection with this engagement. Such expenses may include, but shall not be limited to: printing, long distance telephone calls, travel, messenger services, reasonable fees and disbursements of other professionals and consultants, if any, retained by READS in connection with the services provided under this Agreement. Expenses will be payable on a monthly basis within 30 days of READS' submission of detailed billing statements. READS will use its reasonable efforts to minimize costs of such out of pocket expenses.

(c) Third-Party Costs. Any costs for architectural, construction, leasing and other related professional expenses (such as surveyors, environmental engineers, etc.) incurred in connection with the Project will be the responsibility of Client.

(d) Additional Services/Fees. Compensation for any additional Project implementation and management services that Client may request of READS shall be determined at the time of the request. A detailed schedule of additional Project implementation and management services and fees, costs and expenses would be subject to prior written approval of both parties.

7. TERMINATION

(a) Termination by Either Party. This Agreement may be terminated by either READS or Client by written notice to the other party:

(i) upon ten (10) days prior written notice if the other party fails to substantially perform its obligations under this Agreement; or

(ii) upon thirty (30) days prior written notice for any reason.

(b) Payment to READS upon Termination. In the event of termination, READS shall be compensated by Client for all services performed up to and including the termination date, together with reimbursable expenses incurred up to and including the termination date.

8. LIMITATION OF LIABILITY

(a) Notwithstanding any provision in this Agreement to the contrary, neither party, nor their respective affiliates, officers, directors, employees, agents, shareholders, partners or representatives, shall be liable in connection with this Agreement for any consequential or indirect loss or damage, including loss of revenues, cost of capital, loss of goodwill, increased operating costs or any other special or incidental damages.

(b) Except as provided in Section 9(a), READS shall have no liability hereunder to Client for damages or other amounts in connection with a breach by READS of this Agreement or a failure by READS to perform the Services in accordance with the terms and conditions of this Agreement; and, except as otherwise expressly provided in this Section 8, the parties agree that Client's only remedy for breach of this Agreement by READS shall be to terminate this Agreement pursuant to and in accordance with Section 7 of this Agreement.

(c) The parties further agree that the waivers and disclaimers of liability, releases from liability, and limitations on liability expressed in this Agreement shall survive termination or expiration of this Agreement, and shall apply whether in contract, equity, tort or otherwise, even in the event of the fault, negligence, including sole negligence, strict liability, or breach of the party whose liabilities are limited, and shall extend to the partners, principals, shareholders, directors, officers, employees and agents of any party and their respective affiliates.

9. INDEMNIFICATION

(a) Indemnity by READS. READS shall indemnify, defend and hold harmless Client and its affiliates, and all or their respective officers, directors, employees, agents, partners, shareholders and representatives, from and against any and all expenses arising out of the willful misconduct of READS, its officers, directors, agents or employees; provided, however, that READS' liability arising hereunder shall in no event exceed the amount of any Fee (or portion thereof) paid to READS pursuant to Section 6 of this Agreement.

(b) Indemnity by Client. Client shall indemnify, defend and hold harmless READS, its affiliates and all of READS's respective officers, directors, employees, agents, partners, shareholders and representatives from and against any and all expenses

which in any manner arise out of or relate to READS' involvement with Client or the provision of Services pursuant to this Agreement or the acts (or failures to act) of Client, or its respective officers, directors, agents and employees; and READS, its officers, directors and employees shall not be liable to Client or any other person for any such actions (or failures to act), or for any expense incurred by or on behalf of Client as a result of any such acts (or failures to act) of Client or its respective officers, directors, agents or employees.

10. INSURANCE

Client shall take out and maintain through the Term of this Agreement any insurance which is customary with respect to the Services to be provided and with limits which are commercially reasonable. Client shall name READS as a named insured on such insurance policies and shall obtain a waiver of subrogation from the insured under such policies in favor of READS. The insurance shall provide coverage without unusual or onerous provisions and shall be with a well established insurance office or underwriter of repute. Client shall provide READS with a certified copy of the relevant insurance policies.

11. SURVIVAL

The provisions of Sections 8, 9, 10, 11, 12 and 14-22 shall survive the expiration or termination of this Agreement.

12. NOTICES

Any notice or other communications required or permitted to be given hereunder shall be in writing and delivered by hand, mailed by registered or certified mail, return receipt requested, postage prepaid which shall be deemed duly delivered four (4) business days after being sent by registered or certified mail, or by telecopy which shall be deemed delivered upon written confirmation of it having been received when faxed during normal business hours, to the party to whom it is to be given at its address set forth herein, or to such other address as the party shall have specified by notice similarly given.

(a) If to READS, to it at:

280 Amboy Avenue, 3rd Floor

Metuchen, New Jersey 08840

Telephone: (732) 635-1000

Facsimile: (732) 635-2000

Attention: Brian Keenan, President

(b) If to Client, to it at:

Friends of Academy Charter High School

1725 Main Street

Lake Como, NJ, 07719

Telephone: (732) 681- 8377

Facsimile: (732) 681- 8375

Attention: Mary Jo McKinley, President

13. AMENDMENT

Any amendment to this Agreement shall require the written approval of READS and Client.

14. BINDING EFFECT; ASSIGNMENT

This Agreement shall be binding upon and inure to the benefit of the representatives and assigns of each party to this Agreement, but no rights, obligations or liabilities of either party under this Agreement shall be assignable without the prior written consent of the other party.

15. ENTIRE AGREEMENT

This Agreement, including any if its Schedules or attachments, contains the entire agreement between the parties hereto and supersedes all prior agreements and undertakings, oral and written, among the parties hereto with respect to the subject matter hereof.

16. WAIVER OF BREACH

The waiver by either party of a breach of any provision of this Agreement by the other party shall not operate or be construed as a waiver of any subsequent breach of that provision or any other provision hereof.

17. SECTION HEADINGS

The section headings contained in this Agreement are included for convenience or references only and shall not constitute a part of this Agreement for any other purpose.

18. COUNTERPARTS

This Agreement may be executed in counterparts, each of which shall be deemed to be an original and all of which together shall be deemed to be one and the same instrument. This Agreement, to the extent signed and delivered by means by a facsimile machine, shall be treated in all manner and respects as an original agreement or instrument and shall be considered to have the same binding effect as if it were the original signed version thereof in person.

19. SEVERABILITY

Any section, clause, sentence, provision, subparagraph or paragraph of this Agreement held by a court of competent jurisdiction to be invalid, illegal or ineffective shall not impair, invalidate or nullify the remainder of this Agreement.

20. THIRD PARTIES

Nothing expressed or implied in this Agreement is intended or shall be construed, to confer upon or give any person or entity other than Client and READS any rights or remedies under, or by reason of, this Agreement.

21. GOVERNING LAW

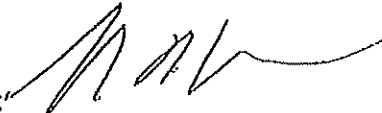
This Agreement and any disputes hereunder shall be governed by and construed in accordance with the internal laws of the State of New Jersey without giving effect to any choice or conflict of law provision or rule (whether of the State of New Jersey or any other jurisdiction) that would cause the application of laws of any jurisdiction other than those of the State of New Jersey.

22. DISCLAIMER

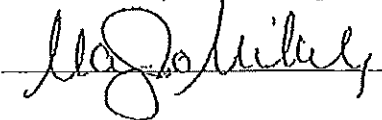
The execution of this Agreement by either party does not guarantee financing nor should it be deemed a commitment of financing, nor shall any representation or statement made by READS constitute legal advice.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement as of the day and year first above written.

REAL ESTATE ADVISORY AND
DEVELOPMENT
SERVICES, INC.

By: 
Brian Keenan, President

Friends of Academy Charter High School

By: 

Mary Jo McKinley
Name

President
Title

Schedule A

Project Management Services

The following is a general outline of the Services that READS shall provide in connection with the Project:

- Attend initial project meeting with Client to finalize the scope of the project and READS' work.
- Create a detailed project checklist including tasks, responsible parties, and timelines for completion.
- Provide advice to Client in the negotiation of the terms for site acquisition.
- Assist Client in identifying the Project development team.
- Advise Client and Client's Project Manager in their efforts to coordinate Project professionals including Environmental Consultants, Engineers, Appraisers, etc.
- Assist Client and its Project development team in obtaining and maintaining all required approvals and appraisals for the Project; the fees for such permits will be paid by Client.
- Work with Client on the creation and monitoring of preliminary and final Project predevelopment, development and operating budgets.
- Assist Client in identifying, applying for and negotiating financing as needed.
- Provide guidance to Client in the coordination and facilitation of Project meetings, conference calls and site visits with the development team.
- Advise Client on all Project-related contracts, bids, change orders and payout requests
- Advise Client on project administration and accounting and assist with the review of documents for accuracy including payment requests (subject to READS' prior consent), change orders, and lien waiver collection.
- During the term of the Project, assist with Client's compliance (at Client's expense) with all terms applicable to READS or the Project contained in any agreement, permit or approval required for the

construction of the Project, any construction contract pertaining to the Project, any insurance policy insuring the Project in which READS is named as an insured party and any agreement pertaining to any financing obtained for the Project.

- Furnish such consultation and advice relating to the financing of the Project as may be reasonably requested by Client from time to time.
- Advise and assist Client in regard to the identification of temporary space as needed
- Assist Client in its efforts to secure temporary and permanent Certificates of Occupancy
- Assist Client, as necessary, with NJ Department of Education facility requirements until opening.
- Assist Client as reasonably requested, in regard to Client's responsibility to ensure that all requirements of applicable environmental laws, including P.L. 2007, c. 1, are met.

Appendix J

Appendix : Board Resolution Approving Teacher and School Leader Evaluation System

Academy Charter High School

1725 Main Street

Lake Como, New Jersey 07719

Telephone 732-681-8377

Board of Trustees Meeting- June 6, 2013

Approval of Educator Evaluation Policy

RESOLUTION

13-131

WHEREAS, the Board of Trustees of the Academy Charter High School (hereinafter "Board") has been presented with the staff evaluation policy; and

WHEREAS, this policy is aligned with new definitions provided in code and recommendations of the New Jersey Department of Education; and

WHEREAS, this policy is aligned with the best practices of the PICCS grant.

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of the Academy Charter High School, County of Monmouth, State of New Jersey that the attached policy is approved.

Motion K. Brock Second F. Winrow

	YES	NO	ABSTAIN	ABSENT
Kimberly Brock	☒	☐	☐	☐
Richard Morales-Wright	☒	☐	☐	☐
Frankie Winrow	☒	☐	☐	☐
Mylo Wright	☐	☐	☐	☒
Tasha Youngblood-Brown	☒	☐	☐	☐

Resolution Approved 6.6.13

Richard Morales-Wright
Richard Morales-Wright,
Board President

Kimberly Brock
Kimberly Brock,
Interim Board Secretary

I hereby certify this to be a true copy of the action taken by the Board of Trustees of the Academy Charter High School on June 6, 2013.

Kimberly Brock
Kimberly Brock, Interim Board Secretary
To The Academy Charter High School

Academy Charter High School

1725 Main Street

Lake Como, New Jersey 07719

Telephone 732-681-8377

POLICY: 4116 EVALUATION

Educator Evaluation Policy

X	Monitored
X	Mandated
X	Other Reasons

The board of trustees believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this school, including student achievement of the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve student learning and growth; and provide a basis for the review of staff performance.

The board encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is considered of major importance. Therefore, the administration shall develop evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

The lead person shall develop, in consultation with teaching staff members, job descriptions for each teaching staff member position. The job description shall be concise, stating major responsibilities as briefly as possible. All job descriptions shall be presented to the board for approval.

The evaluation component is designed to result in every educator—teacher, school leader, other personnel—receiving a rating of "Highly Effective," "Effective," "Developing," or "Ineffective" on an annual summative evaluation. This approach to educator evaluation draws upon different data sources and evaluation approaches, including both student growth measures and observations of professional practice. Educators earn scores within the various subcomponents which are then totaled for a Composite Score.

Composite Rating & Score Chart

Highly Effective 91-100
Effective 75-90
Developing 65-74
Ineffective 0-64

To find the composite score 40 points will be attributed to Student Growth Measures and 60 points to Professional Practice Measures.

Teacher Evaluation Sub-Component Point Assignments/Weights

40 points Student Growth

60 points Teacher Professional Practice Measures

Using the Danielson Framework for Teaching, a trained evaluator will conduct classroom observations and walkthroughs in order to arrive at a summative evaluation score based on the following point allocation:

Domain 1 – Planning and Preparation – 10 points

Domain 2 – Classroom Environment – 20 points

Domain 3 – Instruction – 20 points

Domain 4 – Professional Responsibilities – 10 points

100 TOTAL POINTS

Tenured teaching staff will have two (2) period long observations (1 announced and 1 unannounced) and four (4) formal walk-throughs (10 min each). Non-tenured teaching staff will have three (3) period long observations (1 announced and 2 unannounced) and four (4) formal walk-throughs (10 min each). Each announced observation will have a pre and post conference. Unannounced observations will only have a post conference. Informal, unannounced walk-throughs will also be conducted.

In addition each teacher will meet quarterly with their coach to review lesson plans, professional responsibilities, classroom environment, instruction, assessment, personal growth and development. This also provides opportunity to discuss progress along the evaluation rubric.

Evaluation of administrators will be as follows:

The School Leader / Administrator Evaluation

40 points Student Growth – School-Wide

60 points Principal Professional Measures

***In-School Reviews of Leadership* (35 points)**

Two announced observations conducted by a trained, independent observer and one unannounced visit conducted by a Board Member ("supervisor") will be used in a summative evaluation that allocates points according to a rubric based on the key components and processes of leadership established by Val-ED.

***Survey of Leadership* (25 points)**

Annual 360 degree blind survey of teachers and Board members to assess the effectiveness of a principal's learning-centered leadership behaviors during the current school year.

100 TOTAL POINTS

The evaluation procedures shall provide continuous, constructive, cooperative interaction and communication between the teaching staff member and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of teaching staff members shall be in compliance with law and regulation.

All evaluators are certified in order to help ensure proper implementation and inter-rater reliability. Also nationally-certified evaluators will perform school visits to "rate the raters" and help ensure that the evaluation practices are aligned with national standards and norms. Finally, through a rigorous data verification process, all individual staff evaluations are reviewed at two levels to ensure congruence between the student growth and professional practice measures.

The lead person shall provide each teaching staff member with a copy of this policy statement, his/her job description, and his/her evaluation criteria annually by October 1, and shall distribute any amendments to those documents within 10 working days of their becoming effective. Evaluations shall be completed before April 30 in compliance with law.

The lead person shall report at least annually on the effectiveness of the evaluation system and shall recommend means to improve it whenever desirable.

This policy and related procedures shall be reviewed at least yearly, and any necessary revisions made before readoption by the board.

Approved: June 6, 2013

Appendix K

SEPTEMBER 2026 18						
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27	28	29	30			

OCTOBER 2026 22						
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25	26	27	28	29	30	31

NOVEMBER 2026 18						
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DECEMBER 2026 16						
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JANUARY 2027 19						
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31						

Academy Charter High School 2026-2027

August 2026

Freshmen Seminar - Mandatory

10-13 & 17-20

September 2026

Sept 2 Full Day Inservice for Staff

Sept. 3 Half Day Inservice for Staff

Sept. 7 School Closed- Labor Day

Sept. 11 Half Day for Staff & Students

Sept. 19 Saturday Session

October 2026

Oct. 9 Half Day for Staff & Students

Oct. 12 School Closed - Indigenous People's Day

Oct. 24 Saturday Session

November 2026

Nov. 3 Block 1, 2 & 3 Mid Term Exams

Nov. 4 Block 4 & 5 Mid Term Exams

Nov. 5 & 6 School Closed - Teacher's Convention

Nov. 14 Saturday Session

Nov. 25 Half Day

Nov. 26 & 27 School Closed - Thanksgiving

December 2026

Dec. 23 - 31 School Closed - Winter Break

January 2027

Jan. 1 School Closed - New Year's

Jan. 18 School Closed - Dr. Martin Luther King, Jr.

Jan. 25 Half Day Students; Staff In Service

Jan. 26 Block 1, 2, & 3 Final Exams

Jan. 27 Block 4 & 5 Final Exams

Jan. 28 2nd Semester Begins; Half Day

Jan. 29 Half Day for Staff & Students

February 2027

Feb. 12 Half Day for Staff & Students

Feb. 15 School Closed - Presidents' Holiday

March 2027

March 12 Half Day for Staff & Students

March 13 Saturday Session

March 26-31 School Closed - Spring Break

April 2027

April 1, 2- School Closed- Spring Break

April 8 Block 1, 2, & 3 Mid Term Exams

April 9 Block 4 & 5 Mid Term Exams

April 24 Saturday Session

May 2027

May. 28 & 31 School Closed - Memorial Day

June 2027

June 14 Half Day Students; Staff In Service

June 15 Block 1, 2 & 3 Final Exams

June 16 Block 4 & 5 Final Exams

June 17 Last Day for Staff; Graduation

184 Days for Students 10-12

192 Days for Students Grade 9

186 Days for Staff

o School Closed for Staff and Students

Δ School Closed for Students - Staff

Inservice

{ } Half Day - Noon Dismissal - No Lunch

FEBRUARY 2027 19						
S	M	T	W	R	F	S
	1	2	3	4	5	6
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14	o	16	17	18	19	20
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28						

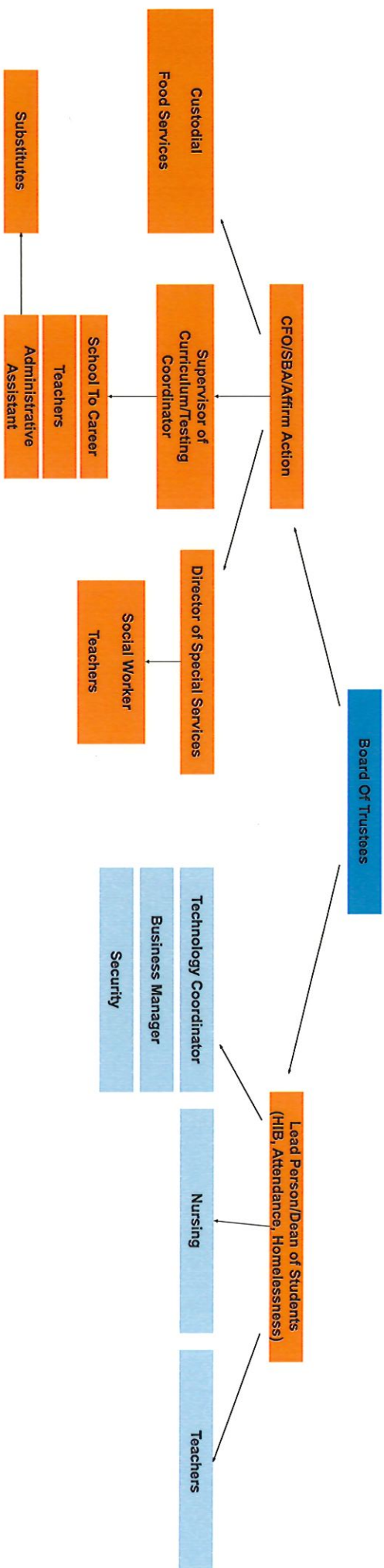
MARCH 2027 20						
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APRIL 2027 21						
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MAY 2027 19						
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JUNE 2027 12						
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27	28	29	30			

Appendix 2



Appendix M

Appendix M: Promotion and Retention Policy

CRITICAL POLICY REFERENCE MANUAL Charter School Edition

Academy Charter High School

FILE CODE: 6146.2

☒ Monitored
☒ Mandated
☒ Other Reasons

PROMOTION/RETENTION

The board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The lead person shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels 9-12. The regulations shall include:

- A. Standards of proficiency related to school goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all students achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the student's progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities.

Adopted: November 5, 2014

Key Words

Promotion, Retention

Legal References: N.J.S.A. 18A:4-24
N.J.S.A. 18A:7C-2
N.J.S.A. 18A:35-4.9

N.J.A.C. 6A:8-4.1
N.J.A.C. 6A:8-4.2
N.J.A.C. 6A:8-5.1
N.J.A.C. 6A:32-14.1

Determining efficiency of schools; report to state board
Boards of education; establishment of standards
Student promotion and remediation; policies and procedures
Statewide assessment system
Documentation of student achievement
Graduation requirements
Review of mandated programs and services

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

PROMOTION/RETENTION (continued)

Possible

<u>Cross References:</u>	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*6142	Subject fields
	*6142.2	English as a second language; bilingual/bicultural
	*6143	Curriculum guides
	*6145	Extracurricular activities
	*6146	Graduation requirements
	6146.1	Acceleration
	*6147	Standards of proficiency
	*6147.1	Evaluation of individual student performance
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1

*Indicates policy is included in the Critical Policy Reference Manual.

Appendix N

Appendix N: Graduation Policy

CRITICAL POLICY REFERENCE MANUAL
Charter School Edition

Academy Charter High School

FILE CODE: 6146

☐ Monitored

☒ Mandated

☒ Other Reasons

GRADUATION REQUIREMENTS

In order to be graduated from Academy Charter High School, and receive a state-endorsed board of trustees diploma, a student must:

- A. Meet both state and school proficiency standards in the core curriculum content areas; achieve or exceed passing grade on HSPA or its replacement;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the school are greater, in which case the school's standard must be met (i.e. Senior Project). The proficiencies required must include the Core Curriculum Content Standards approved by the State Board of Education;
- C. Select and complete successfully enough elective credits to meet the school minimum of 125 credits.

Successful completion means that the student has demonstrated the degree of proficiency required by the school to indicate achievement of the school goals for the particular course, and has attended the required number of course sessions.

Transfer students must meet all state and local requirements in order to receive a diploma.

The lead person shall put into effect the procedures necessary to assess each student upon entry into the system, and, annually thereafter, to identify those students not meeting the state or school proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills

Students who do not pass the state approved assessments in grade eight shall be provided appropriate remediation.

Twelfth-grade students who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a special review assessment as provided by law.

Students with Limited English Proficiency

Students with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and school requirements for graduation.

Special Education Students

A disabled student must meet all state and school high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the lead person.

A student who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

GRADUATION REQUIREMENTS (continued)

By June 30 of a disabled student's last year in the elementary program, the student's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the student's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

Proficiency

In consultation with appropriate professional staff, the lead person shall develop and present to the board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school.

The subject matter and standards of proficiency shall be articulated with the school.

In accordance with law, the board of trustees shall have copies of this policy distributed to all ninth-grade (or otherwise entering students) and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and school requirements.

Proficiency requirements for each individual course shall be given to students upon registering for the course.

The yearly program of studies for each student in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old students.

Early Graduation

Students who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

Individualized Student Learning Opportunities

The board shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards.

A. Individualized student learning opportunities areas include, but are not limited to, the following:

1. Independent study;
2. Online learning;
3. Study abroad programs;
4. Student exchange programs; and
5. Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.

GRADUATION REQUIREMENTS (continued)

B. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall:

1. Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
2. Include demonstration of student competency;
3. Be on file in the school and subject to review by the Commissioner or his or her designee.

To earn credit toward high school graduation for individualized student learning opportunities, the student shall successfully complete assessments that verify student achievement in meeting or exceeding the Core Curriculum Content Standards at the high school level. Achievement may be verified by assessments including standards achieved by means of the individualized student learning opportunities. Such programs or assessments may occur all or in part prior to a student's high school enrollment.

No assessments administered shall preclude or exempt student participation in applicable Statewide assessments at grades three through 12.

Pupil Enrollment in College Courses -- Option 2

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified pupils.

The board shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions. Students shall receive credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the Core Curriculum Content Standards.

The board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and college faculty who teach the courses.

Student Enrollment in College Courses

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified students. The board shall determine eligibility requirements for these students and monitor the quality of the courses offered and college faculty who teach the courses.

Reporting and Monitoring

The lead person shall report annually at a public meeting, not later than September 30, to the board and report to the commissioner:

- A. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- B. The number of students graduated under the Alternative High School Assessment (AHSA) process;
- C. The number of students receiving state-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- D. The total number of students denied graduation from the 12th grade class;

GRADUATION REQUIREMENTS (continued)

- E. The number of students denied graduation from the 12th grade class solely because of failure to pass the High School Proficiency Assessment (HSPA) or Alternative High School Assessment (AHSA), based on the provisions of administrative code.

This information shall be reported to the board at a public meeting prior to the date prescribed by law.

The board shall review this policy annually and shall adopt all regulations required by law.

Date: November 5, 2014

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:7C-1	Commissioner of education to develop a program of standards and guidelines
	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:7C-4.1	Operation Recognition; purpose; eligibility; application procedure
	<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
	<u>N.J.S.A.</u> 18A:7F-46	Review, update of the CCCS; Educational Adequacy Report
	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:36-17	Credit of seniors in active military and naval service, etc.
	<u>N.J.A.C.</u> 6:30-3.7	Graduation
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-1.2, -2.1, -3.1, -3.3, -4.1, -4.2, -4.3, -5.1, -5.2	
	<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
	<u>N.J.A.C.</u> 6A:14-4.11	Graduation
	<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
	<u>N.J.A.C.</u> 6A:23A-9.6	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions
	<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
	<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Programs and practices to support student achievement
	<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Services

The Department of Education Website, <http://www.nj.gov/njded/assessment/>
(Lists the state assessment components)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	*1120	Board of trustee meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs

GRADUATION REQUIREMENTS (continued)

*5127	Commencement activities
6000	Concepts and roles in instruction
*6010	Goals and objectives
*6122	Articulation
*6140	Curriculum adoption
6141.4	Independent study
*6142	Subject fields
*6142.2	English as a second language; bilingual/bicultural
*6142.6	Basic skills
*6145	Extracurricular activities
*6147	Standards of proficiency
*6154	Homework/makeup work
*6171.4	Special education
*6200	Adult/community education

*Indicates policy is included in the Critical Policy Reference Manual

Appendix O - LinkIt Benchmark Data below reflects overall Bubble, Meeting, or Exceeding Expectations averages for each assessment which aligns with NJSLA/NJGPA state assessments.

2025-2026	Form A	Form B	Form C
English I	24%	6%	13%
English II	32%	37%	33%
English III	21%	20%	37%
Algebra 1	7%	9%	3%
Geometry	0%	3%	4%
Algebra 2	3%	6%	7%

Appendix P- Current Board of Trustees Member Information

Michael Forcella	Home - 403 Cove Court, Ortley Beach, NJ 08751 Work - Retired
Perry Lattiboudere	Home - 218 12th Ave., Belmar, NJ 07719 Work - 555 Route 1 South, Suite 240 Iselin, New Jersey, 08830
Nate Pacius	Home - 18 Coral Way, Neptune, NJ 07753 Work - 340 Meadow Rd., Edison, NJ 08837
Timothy Brennan	Home - 323 Princeton Court, Shrewsbury, NJ 07702 Work - 253 Broadway, New York, NY
Kerri Darling	Home - 1202 Avalon Court, West Long Branch, NJ 07764 Work - One Manhattan West, New York, NY 10001