



State of New Jersey  
2015-2016

Grade Span KF-12

80-6017-932  
CHARTERS  
Foundation Academy CS  
Foundation Academy Charter School  
363 West State Street  
Trenton, NJ 08608

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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Enrollment by Grade

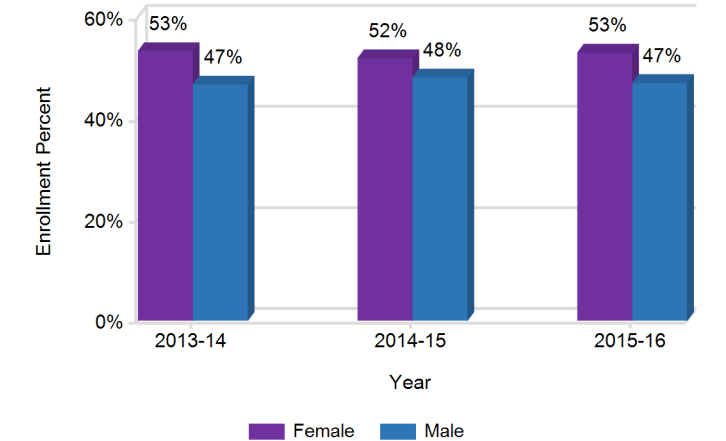
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	0	81	82
Grade 01	0	0	81
Grade 02	0	0	0
Grade 03	58	56	78
Grade 04	0	80	77
Grade 05	87	82	85
Grade 06	61	87	83
Grade 07	83	63	85
Grade 08	56	91	65
Grade 09	68	75	83
Grade 10	60	64	69
Grade 11	55	60	50
Grade 12	16	49	54
UG	0	0	0
Total	544	788	892

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

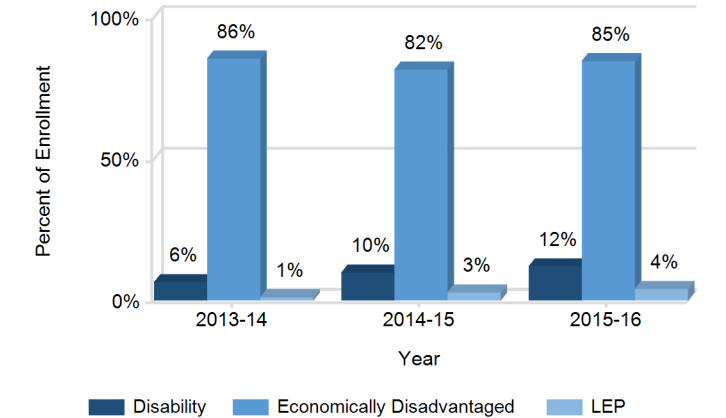
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



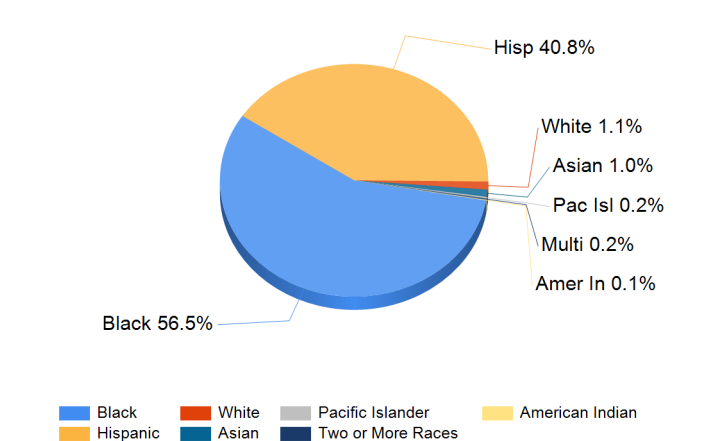
Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	89.5%
Spanish	10.3%
Chinese	0.1%
Creoles and pidgins, French-based	0.1%



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	55%	S	58
Mathematics Met or Exceeded Expectations	47%	S	85

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education.√\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	464	55%	58	100%	√	463	47%	85	100%	√
White	S	S	S	S		S	S	S	S	
African American	244	49%	75	100%	√	243	38%	94	100%	√
Hispanic	206	61%	89	100%	√	206	57%	97	100%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	55	7%	43	100%	√	54	11%	79	100%	√
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	391	55%	87	100%	√	390	48%	96	100%	√

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	720	720	751	26%	24%	36%	14%	N	14%	48%
White	S	S	S	770	S	S	S	S	S	S	58%
African American	50	721	721	751	24%	20%	44%	12%	N	12%	30%
Hispanic	S	S	S	745	S	S	S	S	S	S	31%
Asian	N	N	N	784	N	N	N	N	N	N	74%
American Indian	N	N	N	734	N	N	N	N	N	N	47%
Two or More Races	N	N	N	765	N	N	N	N	N	N	55%
Students with Disability	S	S	S	715	S	S	S	S	S	S	22%
English Language Learners	S	S	S	727	S	S	S	S	S	S	11%
Economically Disadvantaged Students	67	719	719	748	27%	27%	31%	15%	N	15%	28%
PARCC MATH											
Schoolwide	78	738	738	752	12%	15%	37%	33%	3%	36%	52%
White	S	S	S	762	S	S	S	S	S	S	63%
African American	50	735	735	753	14%	20%	32%	32%	2%	34%	31%
Hispanic	S	S	S	748	S	S	S	S	S	S	35%
Asian	N	N	N	788	N	N	N	N	N	N	82%
American Indian	N	N	N	693	N	N	N	N	N	N	48%
Two or More Races	N	N	N	760	N	N	N	N	N	N	57%
Students with Disability	S	S	S	732	S	S	S	S	S	S	28%
English Language Learners	S	S	S	731	S	S	S	S	S	S	20%
Economically Disadvantaged Students	67	737	737	750	12%	15%	40%	30%	3%	33%	32%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	737	737	754	13%	20%	35%	30%	3%	33%	54%
White	S	S	S	761	S	S	S	S	S	S	64%
African American	49	737	737	755	10%	20%	37%	31%	2%	33%	33%
Hispanic	S	S	S	746	S	S	S	S	S	S	37%
Asian	N	N	N	787	N	N	N	N	N	N	79%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	783	N	N	N	N	N	N	62%
Students with Disability	S	S	S	716	S	S	S	S	S	S	22%
English Language Learners	S	S	S	708	S	S	S	S	S	S	12%
Economically Disadvantaged Students	63	734	734	751	16%	21%	33%	27%	3%	30%	33%
PARCC MATH											
Schoolwide	77	743	743	748	5%	18%	35%	40%	1%	42%	47%
White	S	S	S	759	S	S	S	S	S	S	57%
African American	49	741	741	748	8%	20%	31%	41%	N	41%	24%
Hispanic	S	S	S	743	S	S	S	S	S	S	30%
Asian	N	N	N	788	N	N	N	N	N	N	78%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	776	N	N	N	N	N	N	54%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	S	S	S	717	S	S	S	S	S	S	16%
Economically Disadvantaged Students	63	741	741	745	6%	18%	37%	38%	2%	40%	27%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	742	742	750	9%	19%	28%	41%	4%	44%	53%
White	S	S	S	765	S	S	S	S	S	S	64%
African American	41	736	736	750	12%	22%	32%	32%	2%	34%	32%
Hispanic	42	748	748	746	7%	17%	21%	50%	5%	55%	37%
Asian	S	S	S	772	S	S	S	S	S	S	80%
American Indian	N	N	N	733	N	N	N	N	N	N	53%
Two or More Races	N	N	N	734	N	N	N	N	N	N	63%
Students with Disability	S	S	S	717	S	S	S	S	S	S	20%
English Language Learners	S	S	S	718	S	S	S	S	S	S	10%
Economically Disadvantaged Students	74	741	741	747	11%	19%	27%	39%	4%	43%	33%
PARCC MATH											
Schoolwide	86	738	738	741	11%	20%	34%	31%	5%	36%	47%
White	S	S	S	755	S	S	S	S	S	S	57%
African American	41	731	731	740	12%	24%	29%	34%	N	34%	24%
Hispanic	42	745	745	742	10%	14%	38%	29%	10%	38%	31%
Asian	S	S	S	758	S	S	S	S	S	S	80%
American Indian	N	N	N	715	N	N	N	N	N	N	49%
Two or More Races	N	N	N	740	N	N	N	N	N	N	56%
Students with Disability	S	S	S	711	S	S	S	S	S	S	19%
English Language Learners	S	S	S	724	S	S	S	S	S	S	16%
Economically Disadvantaged Students	74	736	736	739	11%	22%	37%	26%	5%	31%	28%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	752	752	748	7%	7%	28%	48%	10%	58%	52%
White	S	S	S	747	S	S	S	S	S	S	61%
African American	40	746	746	747	13%	3%	38%	43%	5%	48%	31%
Hispanic	38	755	755	745	3%	13%	21%	53%	11%	63%	37%
Asian	S	S	S	773	S	S	S	S	S	S	79%
American Indian	S	S	S	763	S	S	S	S	S	S	58%
Two or More Races	N	N	N	741	N	N	N	N	N	N	60%
Students with Disability	S	S	S	715	S	S	S	S	S	S	15%
English Language Learners	S	S	S	736	S	S	S	S	S	S	10%
Economically Disadvantaged Students	78	752	752	746	8%	8%	27%	49%	9%	58%	33%
PARCC MATH											
Schoolwide	83	743	743	738	6%	17%	31%	43%	2%	46%	43%
White	S	S	S	744	S	S	S	S	S	S	53%
African American	40	737	737	734	5%	25%	35%	35%	N	35%	20%
Hispanic	38	748	748	736	8%	11%	26%	50%	5%	55%	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	S	S	S	753	S	S	S	S	S	S	50%
Two or More Races	N	N	N	729	N	N	N	N	N	N	49%
Students with Disability	S	S	S	711	S	S	S	S	S	S	13%
English Language Learners	S	S	S	724	S	S	S	S	S	S	12%
Economically Disadvantaged Students	78	743	743	734	6%	18%	31%	42%	3%	45%	23%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	769	769	750	N	2%	26%	38%	33%	71%	56%
White	S	S	S	753	S	S	S	S	S	S	65%
African American	44	768	768	745	N	2%	25%	39%	34%	73%	35%
Hispanic	37	771	771	745	N	3%	24%	41%	32%	73%	41%
Asian	S	S	S	773	S	S	S	S	S	S	84%
American Indian	N	N	N	773	N	N	N	N	N	N	54%
Two or More Races	N	N	N	740	N	N	N	N	N	N	63%
Students with Disability	S	S	S	714	S	S	S	S	S	S	16%
English Language Learners	N	N	N	705	N	N	N	N	N	N	10%
Economically Disadvantaged Students	68	769	769	741	N	2%	29%	35%	34%	69%	37%
PARCC MATH											
Schoolwide	84	748	748	739	N	11%	41%	44%	5%	49%	39%
White	S	S	S	742	S	S	S	S	S	S	47%
African American	44	743	743	735	N	14%	46%	39%	2%	41%	19%
Hispanic	37	755	755	735	N	8%	30%	54%	8%	62%	23%
Asian	S	S	S	760	S	S	S	S	S	S	72%
American Indian	N	N	N	747	N	N	N	N	N	N	30%
Two or More Races	N	N	N	735	N	N	N	N	N	N	44%
Students with Disability	S	S	S	711	S	S	S	S	S	S	9%
English Language Learners	N	N	N	714	N	N	N	N	N	N	10%
Economically Disadvantaged Students	68	749	749	733	N	9%	43%	43%	6%	49%	21%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	767	767	749	6%	3%	19%	51%	22%	72%	55%
White	N	N	N	752	N	N	N	N	N	N	63%
African American	29	766	766	740	N	7%	21%	59%	14%	72%	34%
Hispanic	36	767	767	742	11%	N	17%	44%	28%	72%	43%
Asian	N	N	N	781	N	N	N	N	N	N	82%
American Indian	N	N	N	718	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	59%
Students with Disability	S	S	S	712	S	S	S	S	S	S	16%
English Language Learners	S	S	S	705	S	S	S	S	S	S	9%
Economically Disadvantaged Students	54	768	768	740	6%	2%	19%	52%	22%	74%	38%
**PARCC MATH											
Schoolwide	43	745	745	719	9%	12%	19%	61%	N	61%	26%
White	N	N	N	725	N	N	N	N	N	N	32%
African American	22	751	751	713	5%	5%	23%	68%	N	68%	14%
Hispanic	21	739	739	715	14%	19%	14%	52%	N	52%	20%
Asian	N	N	N	739	N	N	N	N	N	N	49%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	723	N	N	N	N	N	N	26%
Students with Disability	S	S	S	697	S	S	S	S	S	S	8%
English Language Learners	S	S	S	697	S	S	S	S	S	S	9%
Economically Disadvantaged Students	35	749	749	714	6%	14%	17%	63%	N	63%	18%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	750	750	746	6%	17%	23%	41%	13%	54%	49%
White	S	S	S	754	S	S	S	S	S	S	58%
African American	40	738	738	729	10%	23%	25%	38%	5%	43%	30%
Hispanic	39	761	761	730	3%	13%	21%	41%	23%	64%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	71	753	753	729	4%	14%	25%	41%	16%	56%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	740	740	740	19%	12%	32%	22%	16%	38%	44%
White	S	S	S	747	S	S	S	S	S	S	50%
African American	35	732	732	722	26%	9%	34%	20%	11%	31%	28%
Hispanic	S	S	S	726	S	S	S	S	S	S	33%
Asian	N	N	N	767	N	N	N	N	N	N	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	58	742	742	723	19%	14%	29%	19%	19%	38%	30%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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\*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	747	747	736	8%	18%	29%	31%	14%	45%	40%
White	N	N	N	739	N	N	N	N	N	N	42%
African American	35	747	747	728	6%	23%	31%	26%	14%	40%	30%
Hispanic	16	747	747	732	13%	6%	25%	44%	13%	56%	37%
Asian	N	N	N	753	N	N	N	N	N	N	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	40	742	742	730	8%	20%	35%	28%	10%	38%	33%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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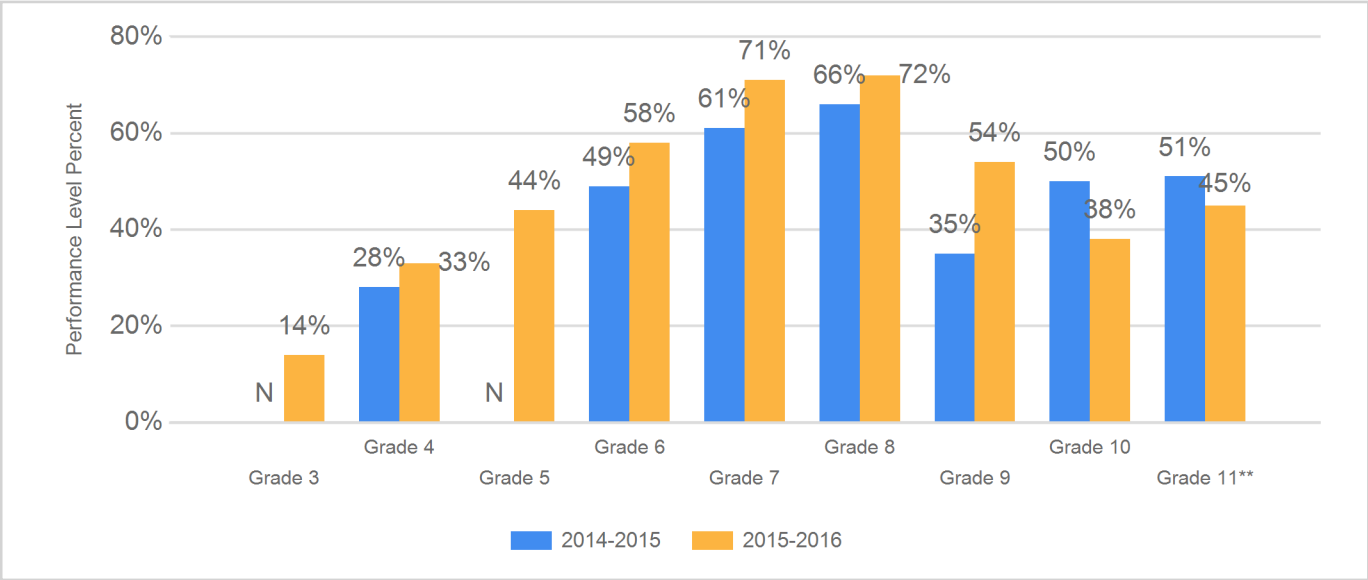


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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>68</b>	<b>751</b>	<b>751</b>	<b>727</b>	<b>7%</b>	<b>18%</b>	<b>27%</b>	<b>40%</b>	<b>9%</b>	<b>49%</b>	<b>41%</b>
White	N	N	N	734	N	N	N	N	N	N	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	35	763	763	720	N	17%	20%	49%	14%	63%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	11	727	727	708	N	46%	36%	18%	N	18%	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	57	754	754	719	5%	14%	28%	46%	7%	53%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	736	736	730	8%	20%	39%	32%	N	32%	27%
White	S	S	S	736	S	S	S	S	S	S	34%
African American	38	728	728	717	11%	24%	53%	13%	N	13%	9%
Hispanic	33	744	744	720	6%	18%	24%	52%	N	52%	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	61	739	739	719	7%	18%	38%	38%	N	38%	12%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	721	721	722	28%	27%	18%	27%	N	27%	27%
White	S	S	S	728	S	S	S	S	S	S	31%
African American	37	708	708	700	41%	30%	19%	11%	N	11%	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	N	N	N	754	N	N	N	N	N	N	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	59	721	721	705	31%	22%	17%	31%	N	31%	11%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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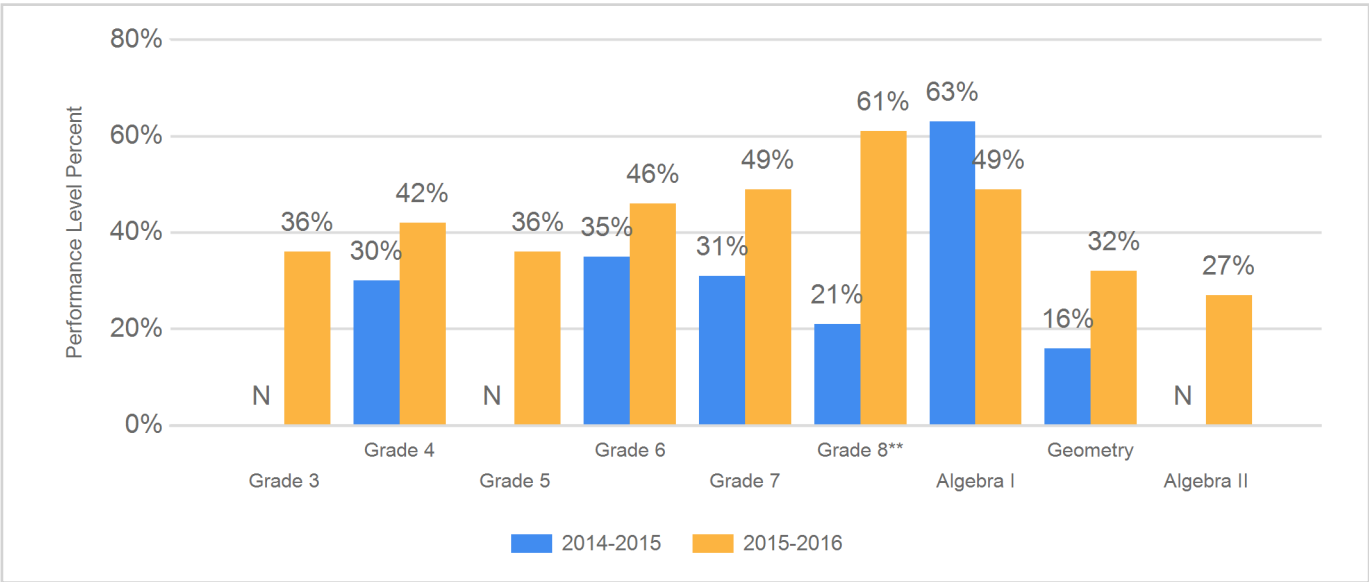


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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

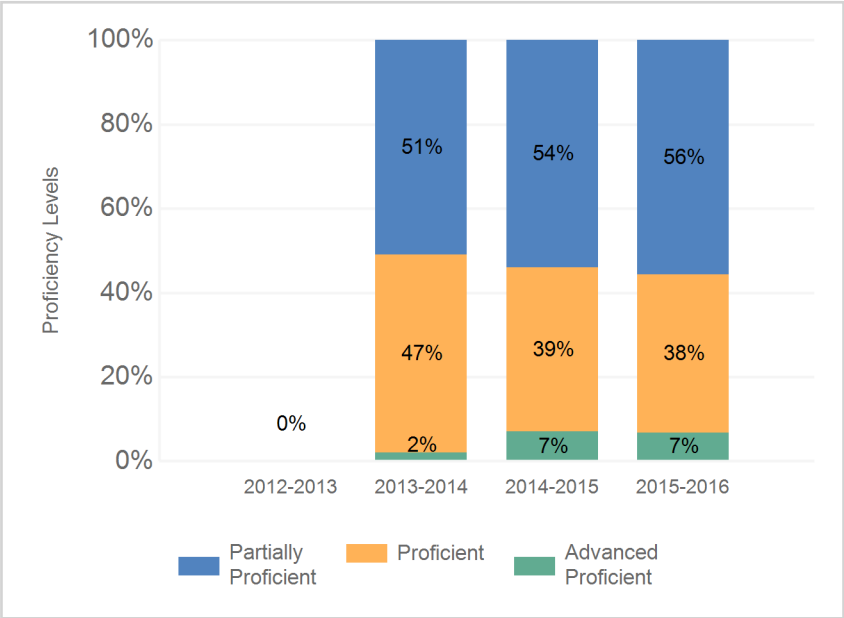
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	7%	38%	56%
White	S	S	S
African American	2%	29%	69%
Hispanic	12%	45%	43%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	N	100%
English Language Learners	S	S	S
Economically Disadvantaged Students	8%	37%	55%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

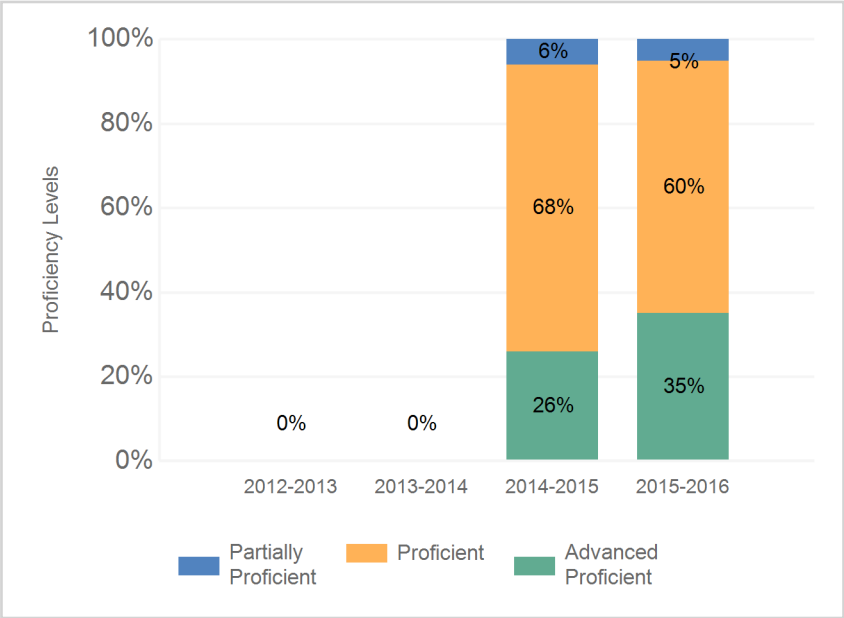
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category , as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	35%	60%	5%
White	S	S	S
African American	33%	59%	8%
Hispanic	39%	62%	N
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	27%	67%	6%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

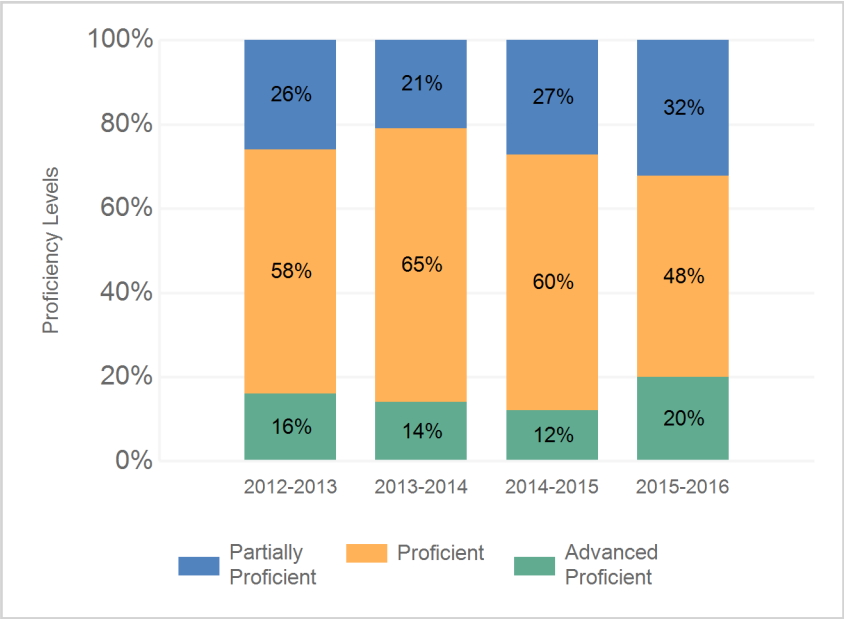
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category , as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	20%	48%	32%
White	N	N	N
African American	14%	55%	31%
Hispanic	25%	42%	33%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	21%	55%	25%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	64	S	49
Student Growth on Math	63	S	44

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	3%	2%
Partially Met (L2)	5%	4%	10%
Approached (L3)	6%	6%	14%
Met (L4)	7%	10%	27%
Exceeded (L5)	0%	1%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	3%
Partially Met (L2)	7%	5%	6%
Approached (L3)	9%	12%	16%
Met (L4)	6%	15%	17%
Exceeded (L5)	2%	0%	0%

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	77.6%	95.5%
Percent of Students Participating in SAT	86.5%	58.0%
Percent of Students Participating in ACT	77.8%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	885	950
SAT	-	-
Reading and Writing	476	537
Math	459	538
ACT	-	-
Reading	S	23
English	17	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	54%	71%
Math	530	14%	53%
ACT	-	-	-
Reading	22	12%	58%
English	18	43%	74%
Math	22	19%	61%
Science	23	7%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	990	875	780
SAT	-	-	-
Reading and Writing	540	480	420
Math	510	460	410
ACT	-	-	-
Reading	S	S	S
English	20	16	13
Math	S	S	S
Science	S	S	S

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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP >= 3 or IB >= 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	15	14
AP English Literature and Composition	17	16
Student AP Tests >=3 and IB Tests >=4		1

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	21.2%	39.1%
One of More Test	20.2%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	20.2%	26.6%
Participating in Dual Enrollment	16.3%	15.4%

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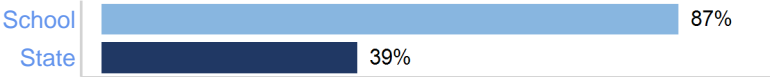
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



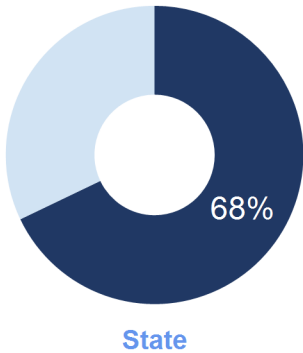
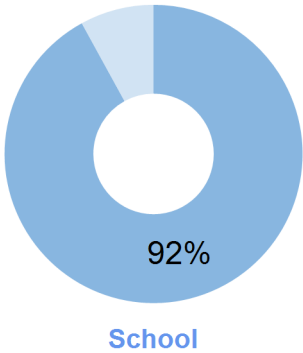
DANCE



VISUAL ARTS

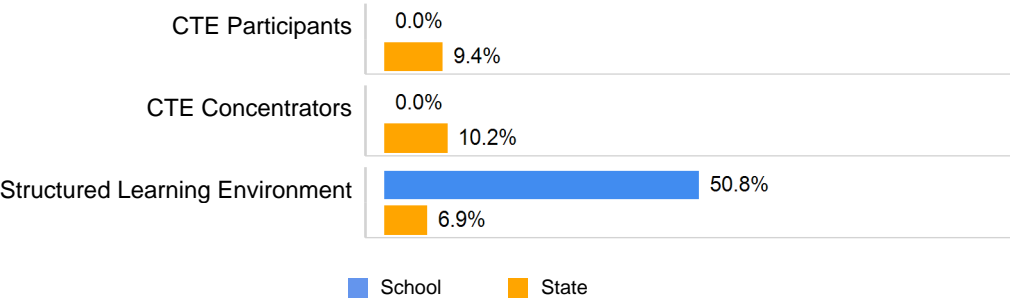


Any Visual and Performing Arts



Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



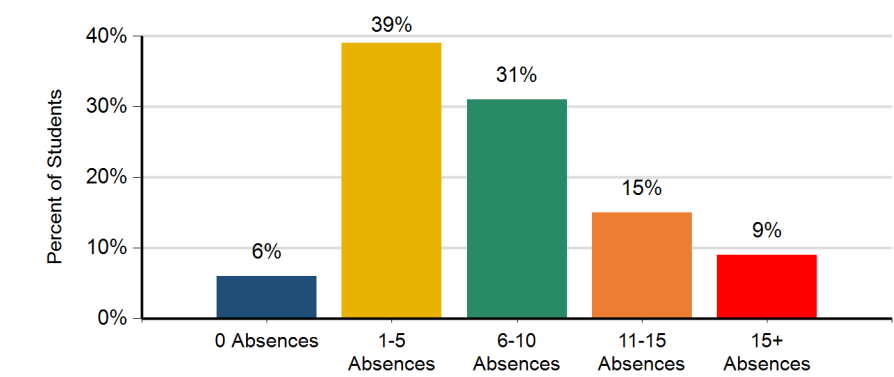


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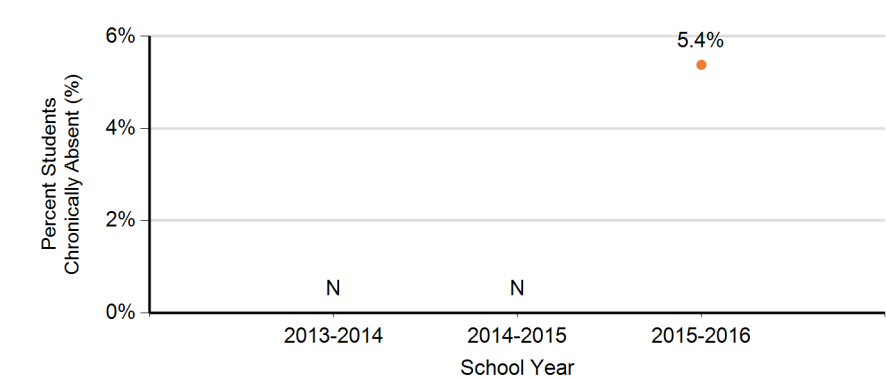
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the “4-year Adjusted Graduation Rate” and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	94.2%	59	81%
White	N	N	
African American	94.4%	65	
Hispanic	S	S	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	93.5%	77	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%

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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	0%	S
2014	S	S
2015	85%	90%
2016	94%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	59.6%	28.6%	71.4%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	64.5%	30.0%	70.0%

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
2015-2016

Grade Span KF-12

80-6017-932  
CHARTERS  
Foundation Academy CS  
Foundation Academy Charter School  
363 West State Street  
Trenton, NJ 08608

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	8 Hrs. 26 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	7 Hrs. 3 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	100:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	9.3%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%

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