



Camden's Promise Charter School
(80-6107-998)
Grades Offered: PK-12
2018-2019

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Charters
District	Camden's Promise Charter School
Principal Name	Dr. Joseph Conway
Address	879 Beideman Ave Camden, NJ 08105
Phone Number	856-365-1000
Email Address	Jconway@camdencsn.org
Website	http://www.promiseacademycharter.org/
Facebook	https://www.facebook.com/CamdensCharterSchoolNetwork/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	60
KG	166	178	180
1	172	182	188
2	157	164	163
3	126	163	157
4	133	132	149
5	165	176	176
6	169	176	176
7	125	174	173
8	122	118	152
9	186	168	162
10	144	190	152
11	125	147	174
12	109	115	139
Total	1,899	2,083	2,201

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.8%	53.9%	52.8%
Male	46.2%	46.1%	47.2%
Economically Disadvantaged Students	89.5%	85.4%	87.9%
Students with Disabilities	10.1%	9.1%	9.2%
English Learners	3.3%	5.6%	5.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.2%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.0%	0.0%	0.0%
Hispanic	77.2%	76.8%	82.1%
Black or African American	22.2%	22.8%	17.2%
Asian	0.4%	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.2%	0.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	60
KG - Half Day	0	0	0
KG - Full Day	166	178	180

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,899	2,083	2,201
Shared Time Students	0	0	0
Full Time Equivalent	1,899	2,083	2,201

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	87.5%
Spanish	12.4%
Other Languages	0.1%

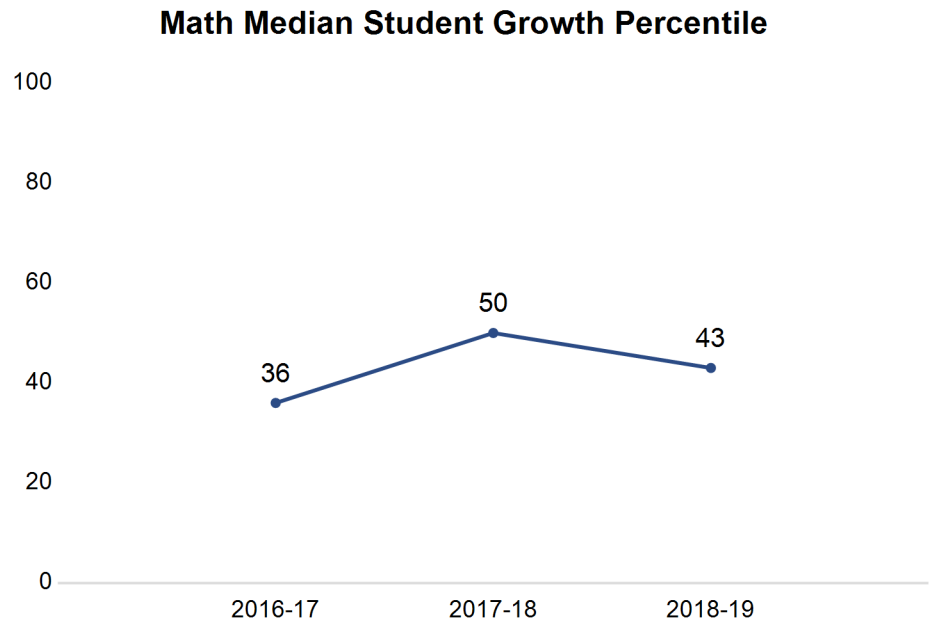
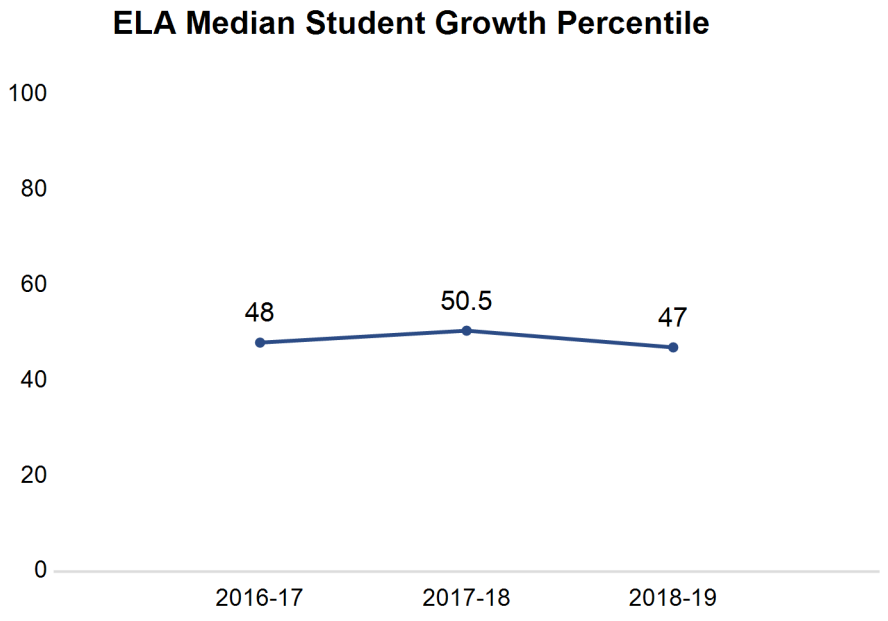


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	50.5	47	36	50	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	47	50	Met Standard	43	43	50	Met Standard
White	N	N	50	**	N	N	52	**
Hispanic	48.5	48.5	49	Met Standard	46	46	47	Met Standard
Black or African American	44	44	45	Met Standard	40	40	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	50	50	53	N	44	44	50	N
Male	43	43	47	N	41	41	51	N
Economically Disadvantaged Students	47	47	48	Met Standard	43	43	46	Met Standard
Students with Disabilities	30.5	30.5	43	Not Met	52	52	45	Met Standard
English Learners	63	63	52	Exceeds Standard	49	49	50	Met Standard
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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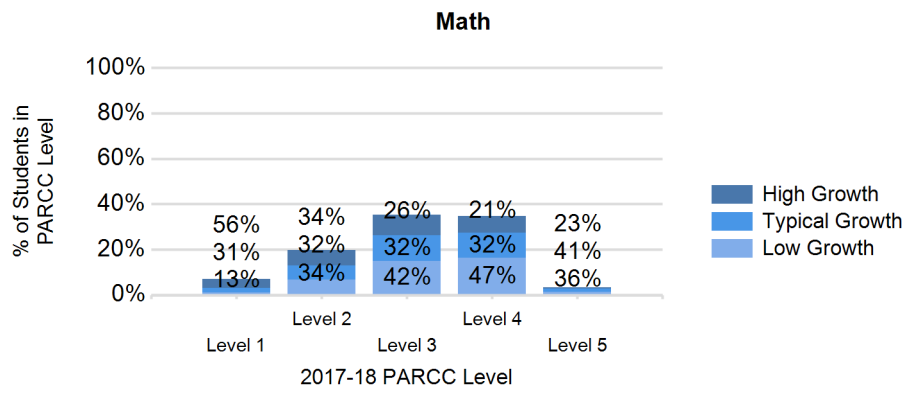
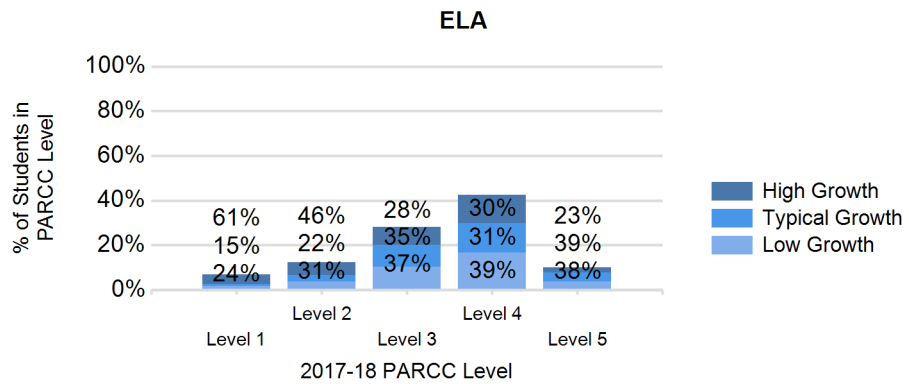
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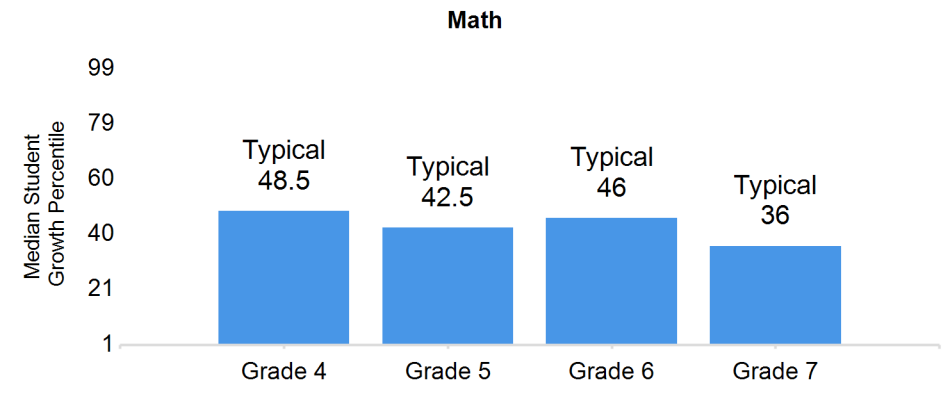
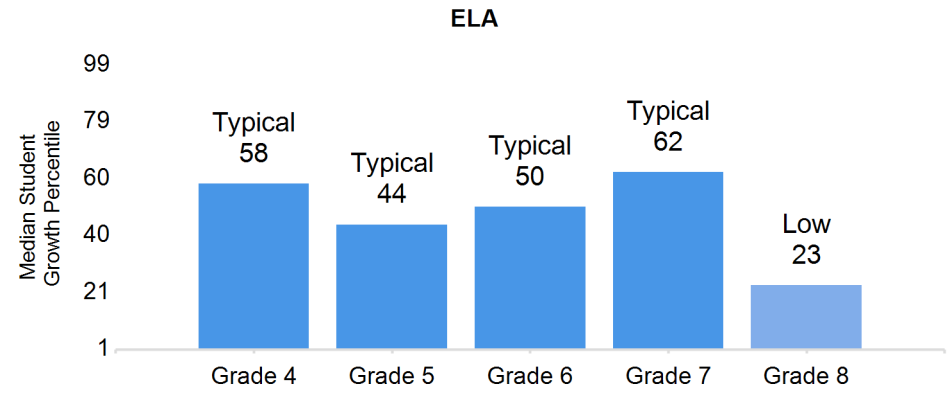
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





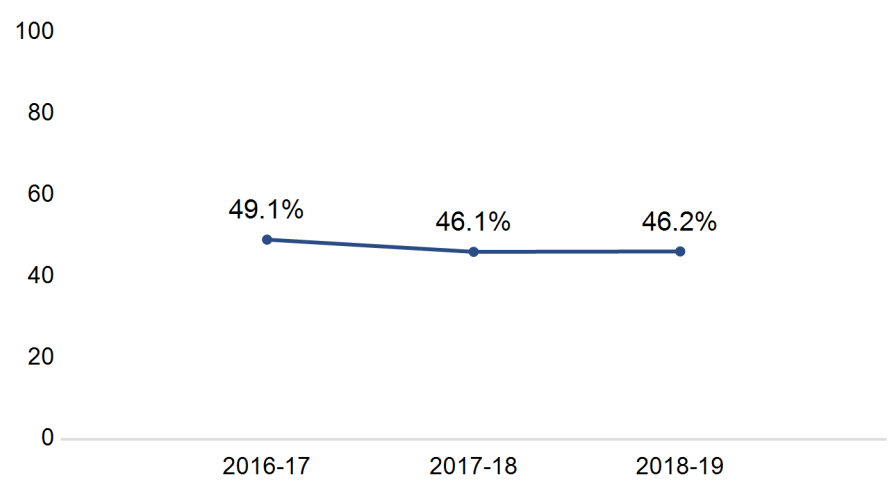
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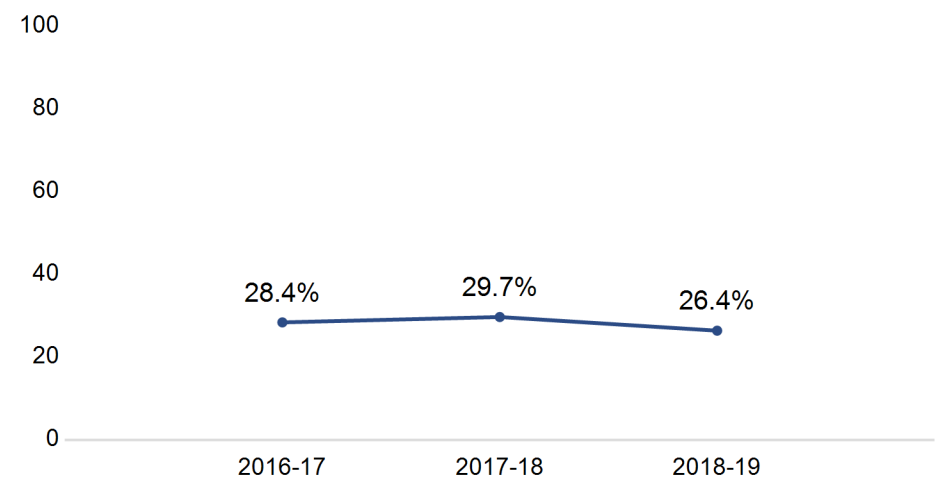
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	99.8%	99.9%	99.8%	99.7%	100.0%
Proficiency Rate for Federal Accountability	49.1%	46.1%	46.2%	28.4%	29.7%	26.4%
Annual Target	N	50.6%	52.2%	N	31.0%	33.6%
Met Annual Target?	N	Not Met	Not Met	N	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1287	99.9	46.2	46.2	57.9	46.2	52.2	Not Met
White	N	N	N	N	66.9	N	**	**
Hispanic	1021	99.9	47.0	47.0	43.9	47.0	54	Not Met
Black or African American	257	100.0	43.2	43.2	38.5	43.2	46.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	668	100.0	51.5	51.5	64.8	51.5		
Male	619	99.8	40.5	40.5	51.3	40.5		
Economically Disadvantaged Students	1112	99.9	45.3	45.3	40.0	45.3	51.6	Not Met
Non-Economically Disadvantaged Students	175	100.0	52.0	52.0	67.9	52.0		
Students with Disabilities	158	100.0	*	*	22.7	*	20.5	Not Met
Students without Disabilities	1129	99.9	*	*	65.1	*		
English Learners	80	98.8	13.8	13.8	29.3	13.8	31.1	Not Met
Non-English Learners	1207	100.0	48.4	48.4	60.6	48.4		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

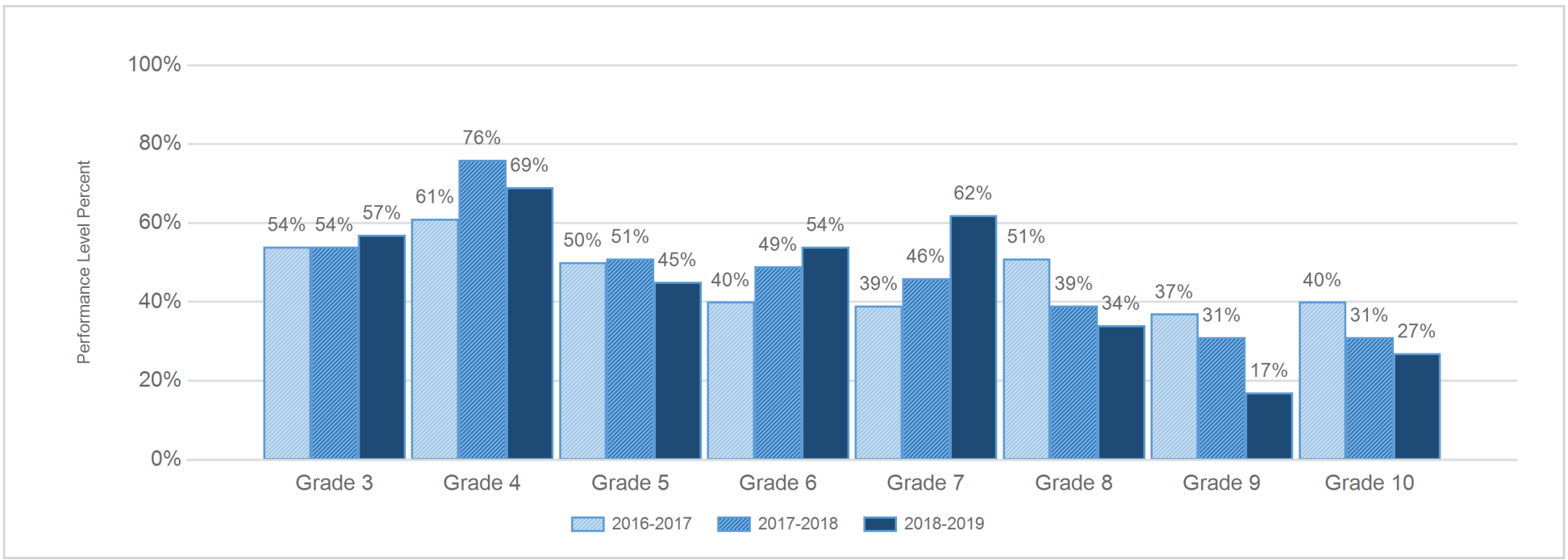


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	157	761	761	748	8%	11%	25%	43%	14%	57%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	126	760	760	734	8%	10%	27%	44%	12%	56%	36%
Black or African American	28	768	768	731	*	*	*	*	*	64%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	71	765	765	753	*	*	28%	39%	17%	56%	55%
Male	86	757	757	743	*	*	22%	45%	12%	57%	46%
Economically Disadvantaged Students	140	760	760	731	*	*	*	*	*	56%	33%
Non-Economically Disadvantaged Students	17	769	769	759	*	*	*	*	*	65%	61%
Students with Disabilities	11	729	729	719	*	*	*	*	*	27%	24%
Students without Disabilities	146	763	763	754	*	*	*	*	*	59%	56%
English Learners	12	735	735	713	*	*	*	*	*	33%	17%
Non-English Learners	145	763	763	751	*	*	*	*	*	59%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	766	766	755	*	*	18%	45%	25%	69%	57%
White	N	N	N	763	N	N	N	N	N	N	67%
Hispanic	128	767	767	743	*	*	18%	42%	27%	69%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	71	774	774	760	*	*	*	52%	30%	82%	62%
Male	79	760	760	750	*	*	*	38%	20%	58%	53%
Economically Disadvantaged Students	135	766	766	740	*	*	20%	*	*	67%	40%
Non-Economically Disadvantaged Students	15	770	770	765	*	*	0%	*	*	87%	69%
Students with Disabilities	14	734	734	725	*	*	*	*	*	29%	25%
Students without Disabilities	136	770	770	761	*	*	*	*	*	74%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	749	749	756	9%	13%	34%	35%	10%	45%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	144	749	749	743	8%	13%	35%	35%	9%	44%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	96	757	757	761	*	*	32%	*	*	51%	64%
Male	80	740	740	750	*	*	35%	*	*	39%	52%
Economically Disadvantaged Students	151	748	748	740	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	25	758	758	766	*	*	*	*	*	56%	69%
Students with Disabilities	22	705	705	724	*	*	*	*	*	*	23%
Students without Disabilities	154	756	756	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	752	752	754	*	15%	29%	*	*	54%	56%
White	N	N	N	762	N	N	N	N	N	N	65%
Hispanic	146	752	752	743	*	15%	28%	*	*	54%	43%
Black or African American	30	751	751	738	*	*	*	*	*	53%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	94	759	759	762	*	*	28%	*	*	62%	64%
Male	84	745	745	748	*	*	30%	*	*	45%	48%
Economically Disadvantaged Students	150	752	752	740	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	28	756	756	763	*	*	*	*	*	61%	67%
Students with Disabilities	18	725	725	722	*	*	*	*	*	22%	19%
Students without Disabilities	160	755	755	761	*	*	*	*	*	58%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Camden's Promise Charter School
 (80-6107-998)
 Grades Offered: PK-12
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	757	757	761	*	*	23%	41%	21%	62%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	131	757	757	747	*	*	19%	44%	21%	65%	50%
Black or African American	44	757	757	741	*	*	34%	30%	23%	52%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	99	764	764	769	*	*	22%	*	*	69%	71%
Male	76	748	748	753	*	*	24%	*	*	53%	55%
Economically Disadvantaged Students	150	757	757	743	*	*	*	*	*	62%	45%
Non-Economically Disadvantaged Students	25	757	757	771	*	*	*	*	*	60%	73%
Students with Disabilities	19	708	708	720	*	*	*	*	*	11%	22%
Students without Disabilities	156	763	763	769	*	*	*	*	*	68%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	154	735	735	762	21%	17%	28%	27%	8%	34%	63%
White	N	N	N	770	N	N	N	N	N	N	72%
Hispanic	114	736	736	747	*	*	24%	*	*	37%	49%
Black or African American	40	733	733	741	*	*	40%	*	*	28%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	77	743	743	771	17%	13%	27%	*	*	43%	71%
Male	77	727	727	753	25%	21%	29%	*	*	26%	55%
Economically Disadvantaged Students	130	733	733	743	*	*	*	*	*	32%	45%
Non-Economically Disadvantaged Students	24	745	745	772	*	*	*	*	*	46%	72%
Students with Disabilities	29	702	702	721	*	*	*	*	*	*	22%
Students without Disabilities	125	743	743	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	160	715	715	753	38%	24%	22%	*	*	17%	56%
White	N	N	N	762	N	N	N	N	N	N	65%
Hispanic	121	717	717	737	34%	23%	25%	18%	0%	18%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	82	722	722	760	24%	27%	29%	*	*	20%	63%
Male	78	707	707	746	51%	21%	14%	*	*	14%	49%
Economically Disadvantaged Students	139	713	713	734	*	*	18%	*	*	17%	36%
Non-Economically Disadvantaged Students	21	726	726	762	*	*	48%	*	*	19%	65%
Students with Disabilities	30	691	691	717	*	*	*	*	*	*	17%
Students without Disabilities	130	720	720	760	*	*	*	*	*	*	63%
English Learners	10	672	672	693	*	*	*	*	*	*	*
Non-English Learners	150	717	717	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	155	719	719	757	38%	14%	21%	*	*	27%	58%
White	N	N	N	767	N	N	N	N	N	N	67%
Hispanic	124	721	721	738	35%	*	*	*	*	27%	43%
Black or African American	31	713	713	733	48%	*	*	*	*	26%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	85	724	724	766	32%	14%	26%	*	*	28%	66%
Male	70	714	714	749	46%	14%	14%	*	*	26%	51%
Economically Disadvantaged Students	132	720	720	735	36%	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	23	713	713	767	52%	*	*	*	*	30%	67%
Students with Disabilities	18	671	671	711	*	*	*	*	*	*	19%
Students without Disabilities	137	726	726	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1286	100.0	26.4	26.4	44.5	26.4	33.6	Not Met
White	N	N	N	N	54.1	N	**	**
Hispanic	1020	100.0	27.2	27.2	28.8	27.2	35	Not Met
Black or African American	257	100.0	23.0	23.0	23.0	23.0	29.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	668	100.0	27.2	27.2	44.9	27.2		
Male	618	100.0	25.4	25.4	44.2	25.4		
Economically Disadvantaged Students	1112	100.0	26.2	26.2	26.3	26.2	33.4	Not Met
Non-Economically Disadvantaged Students	174	100.0	27.6	27.6	54.9	27.6		
Students with Disabilities	158	100.0	*	*	17.4	*	8.9	Not Met
Students without Disabilities	1128	100.0	*	*	50.0	*		
English Learners	80	100.0	11.3	11.3	25.0	11.3	13.1	Met Target†
Non-English Learners	1206	100.0	27.4	27.4	46.5	27.4		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

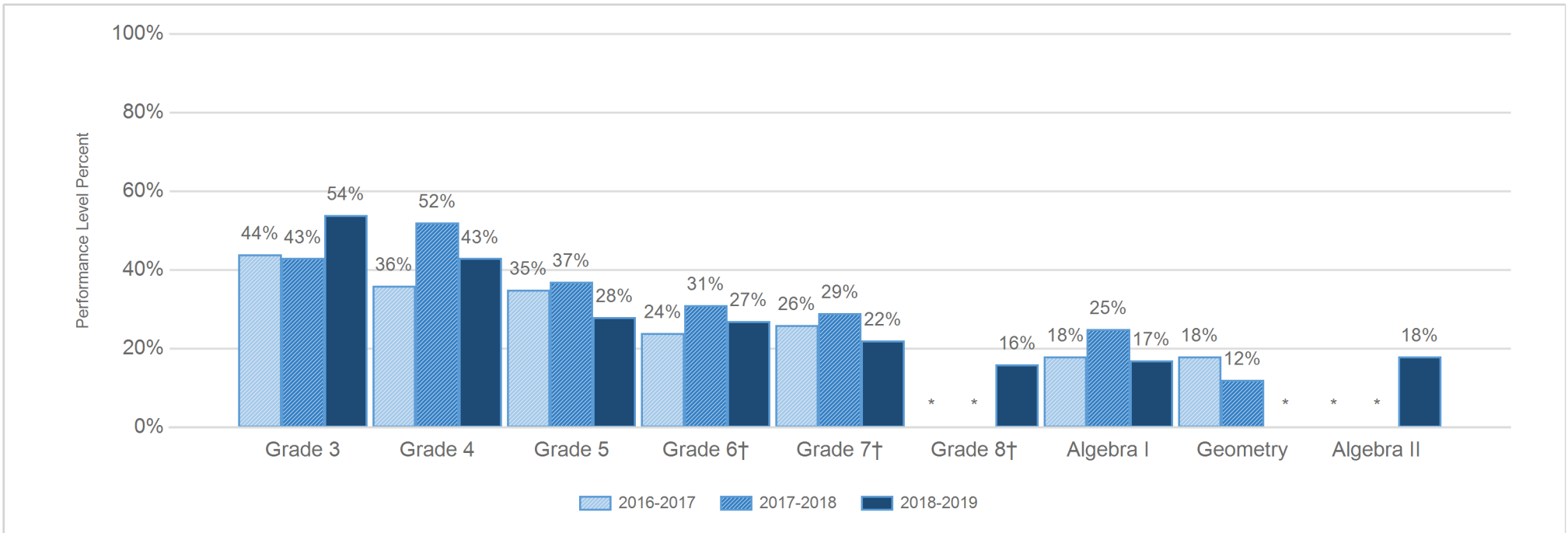


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	157	751	751	752	*	15%	28%	*	*	54%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	126	752	752	739	*	14%	29%	*	*	56%	40%
Black or African American	28	746	746	735	*	*	*	*	*	46%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	71	747	747	751	*	18%	24%	*	*	54%	54%
Male	86	754	754	752	*	13%	31%	*	*	55%	56%
Economically Disadvantaged Students	140	750	750	737	*	*	*	*	*	53%	37%
Non-Economically Disadvantaged Students	17	755	755	761	*	*	*	*	*	65%	67%
Students with Disabilities	11	735	735	731	*	*	*	*	*	36%	31%
Students without Disabilities	146	752	752	756	*	*	*	*	*	55%	60%
English Learners	12	732	732	728	*	*	*	*	*	42%	26%
Non-English Learners	145	753	753	754	*	*	*	*	*	55%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	744	744	749	7%	19%	31%	*	*	43%	51%
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	128	746	746	737	*	19%	30%	*	*	45%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	71	750	750	749	*	18%	31%	*	*	49%	50%
Male	79	738	738	749	*	19%	32%	*	*	37%	52%
Economically Disadvantaged Students	135	743	743	734	*	*	*	*	*	42%	32%
Non-Economically Disadvantaged Students	15	746	746	759	*	*	*	*	*	47%	63%
Students with Disabilities	14	715	715	726	*	*	*	*	*	*	25%
Students without Disabilities	136	747	747	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	737	737	747	*	29%	39%	*	*	28%	47%
White	N	N	N	755	N	N	N	N	N	N	58%
Hispanic	144	736	736	735	*	29%	39%	*	*	27%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	96	739	739	747	*	25%	35%	*	*	34%	47%
Male	80	735	735	747	*	34%	44%	*	*	20%	47%
Economically Disadvantaged Students	151	737	737	732	*	*	39%	*	*	28%	27%
Non-Economically Disadvantaged Students	25	738	738	757	*	*	40%	*	*	24%	59%
Students with Disabilities	22	716	716	725	*	*	*	*	*	*	19%
Students without Disabilities	154	740	740	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	733	733	741	9%	27%	37%	*	*	27%	41%
White	N	N	N	749	N	N	N	N	N	N	51%
Hispanic	146	734	734	729	10%	24%	38%	*	*	28%	24%
Black or African American	30	731	731	722	*	37%	33%	*	*	23%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	94	738	738	742	*	*	44%	*	*	29%	42%
Male	84	729	729	740	*	*	30%	*	*	25%	40%
Economically Disadvantaged Students	150	733	733	726	*	25%	*	*	*	27%	21%
Non-Economically Disadvantaged Students	28	735	735	750	*	36%	*	*	*	29%	53%
Students with Disabilities	18	710	710	716	*	*	*	*	*	*	12%
Students without Disabilities	160	736	736	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Camden's Promise Charter School
 (80-6107-998)
 Grades Offered: PK-12
 2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	734	734	744	6%	29%	43%	22%	0%	22%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	131	734	734	733	*	27%	45%	*	*	21%	26%
Black or African American	44	736	736	727	*	32%	39%	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	99	734	734	744	*	27%	47%	*	*	20%	42%
Male	76	734	734	743	*	30%	38%	*	*	25%	42%
Economically Disadvantaged Students	150	735	735	731	*	*	44%	*	*	23%	24%
Non-Economically Disadvantaged Students	25	733	733	751	*	*	40%	*	*	20%	53%
Students with Disabilities	19	714	714	718	*	58%	*	*	*	11%	13%
Students without Disabilities	156	737	737	749	*	25%	*	*	*	24%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	719	719	728	30%	26%	28%	16%	0%	16%	29%
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	77	720	720	722	*	22%	30%	*	*	17%	22%
Black or African American	28	716	716	714	*	36%	*	*	*	14%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	49	722	722	731	27%	22%	37%	*	*	14%	31%
Male	56	717	717	726	34%	29%	20%	*	*	18%	27%
Economically Disadvantaged Students	93	719	719	719	*	*	*	*	*	16%	20%
Non-Economically Disadvantaged Students	12	720	720	735	*	*	*	*	*	17%	36%
Students with Disabilities	29	697	697	707	*	*	*	*	*	*	10%
Students without Disabilities	76	728	728	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	186	719	719	744	19%	46%	18%	17%	0%	17%	42%
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	138	720	720	728	18%	45%	20%	17%	0%	17%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	94	724	724	745	14%	46%	21%	19%	0%	19%	44%
Male	92	715	715	743	25%	47%	14%	14%	0%	14%	41%
Economically Disadvantaged Students	157	718	718	727	*	46%	*	*	*	15%	23%
Non-Economically Disadvantaged Students	29	728	728	752	*	45%	*	*	*	28%	52%
Students with Disabilities	33	702	702	717	*	*	*	*	*	*	12%
Students without Disabilities	153	723	723	748	*	*	*	*	*	*	47%
English Learners	13	700	700	710	*	*	*	*	*	*	*
Non-English Learners	173	721	721	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	714	714	737	*	*	*	*	*	*	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	121	713	713	724	*	*	*	*	*	*	17%
Black or African American	27	720	720	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	84	716	716	738	*	*	*	*	*	*	36%
Male	64	712	712	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	129	715	715	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	19	713	713	743	*	*	*	*	*	*	43%
Students with Disabilities	15	685	685	712	*	*	*	*	*	*	*
Students without Disabilities	133	718	718	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	733	733	755	*	*	50%	*	*	18%	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	17	731	731	752	*	*	*	*	*	18%	55%
Male	11	736	736	758	*	*	*	*	*	18%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	28	733	733	756	*	*	50%	*	*	18%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	28	733	733	755	*	*	50%	*	*	18%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	26.0%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	60	*	*
3-4	51	88.2%	11.8%
5 or more	*	*	*



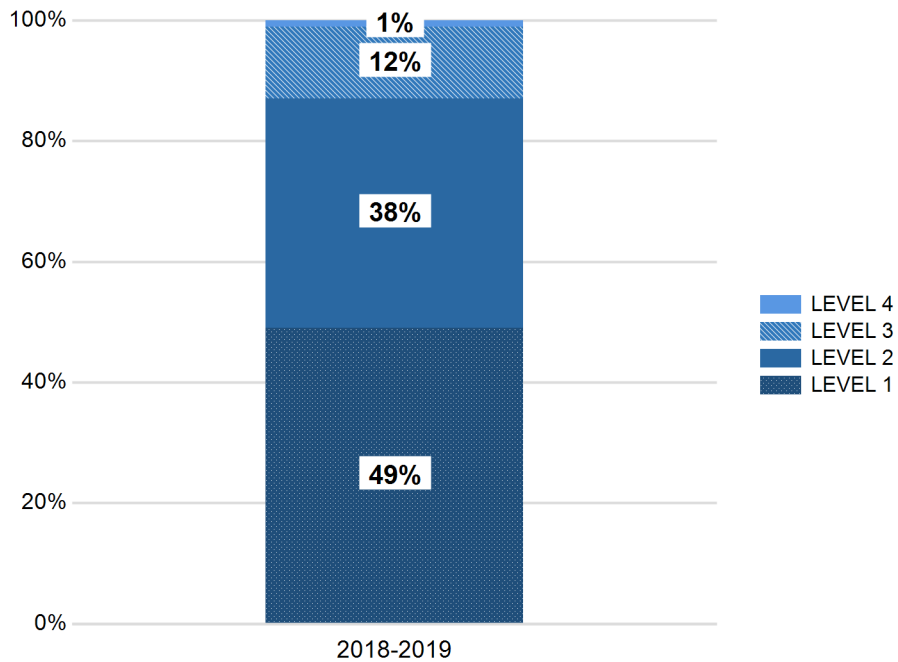
Camden's Promise Charter School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	38	12	1
White	N	N	N	N
Hispanic	51	37	13	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	51	36	11	1
Male	48	40	13	0
Economically Disadvantaged Students	50	38	11	1
Non-Economically Disadvantaged Students	44	40	16	0
Students with Disabilities	90	10	0	0
Students without Disabilities	44	42	14	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



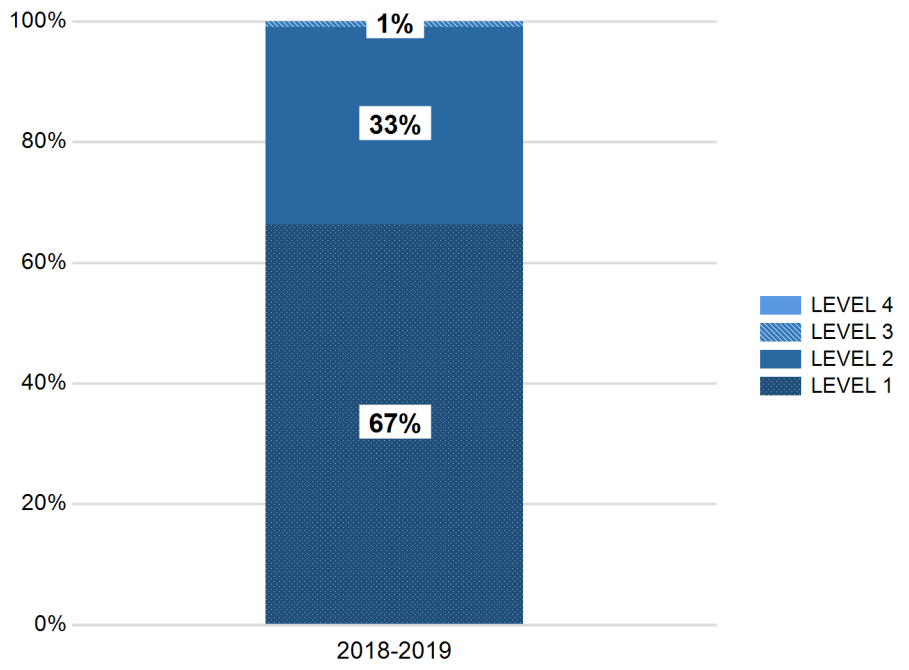
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	67	33	1	0
White	N	N	N	N
Hispanic	68	31	1	0
Black or African American	63	38	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	66	34	0	0
Male	67	32	1	0
Economically Disadvantaged Students	70	29	1	0
Non-Economically Disadvantaged Students	48	52	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



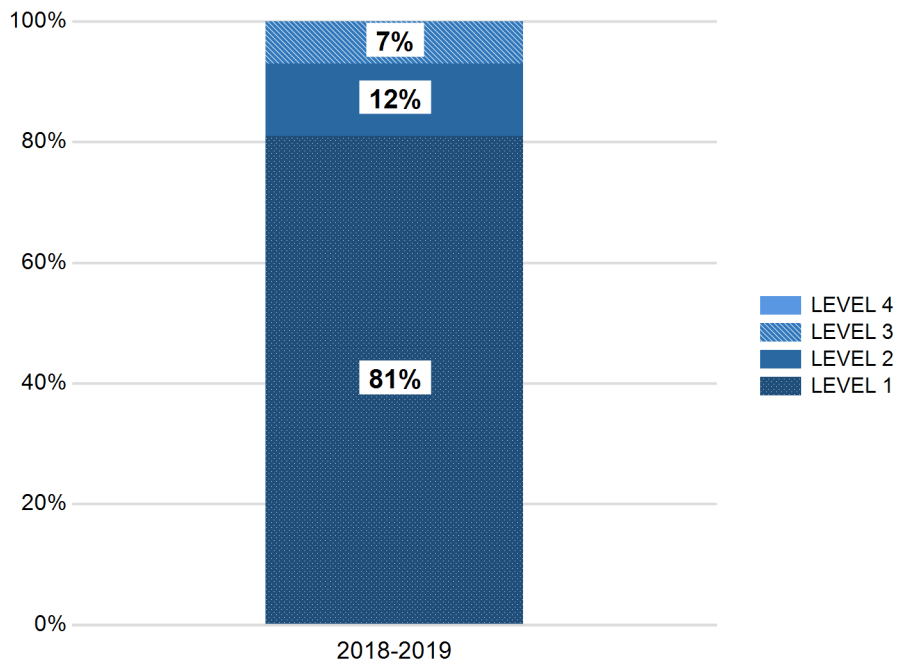
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NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	81	12	7	0
White	N	N	N	N
Hispanic	81	12	7	0
Black or African American	81	10	10	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	83	10	6	0
Male	79	13	8	0
Economically Disadvantaged Students	81	11	8	0
Non-Economically Disadvantaged Students	87	13	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	90	10	0	0
Non-English Learners	81	12	7	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	98.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	79.1%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	401	476	Grade 10: 430 Grade 11: 460	27%	61%
PSAT 10/NMSQT - Math	423	477	Grade 10: 480 Grade 11: 510	19%	43%
SAT - Reading and Writing	440	539	480	32%	70%
SAT - Math	444	541	530	14%	53%
ACT - Reading	16	25	22	*	66%
ACT - English	15	24	18	25%	81%
ACT - Math	18	24	22	15%	65%
ACT - Science	16	24	23	*	57%



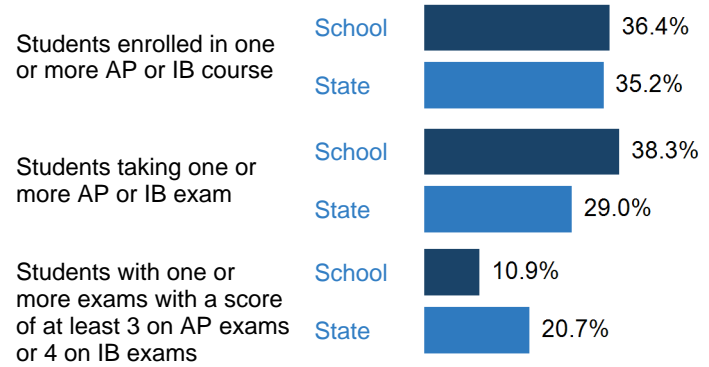
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



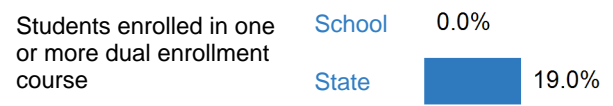
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	7	6
AP Chemistry	0	17
AP English Language and Composition	35	36
AP English Literature and Composition	46	43
AP Environmental Science	41	38
AP Spanish Language	36	36
AP Statistics	0	24
AP Studio Art—Drawing Portfolio	3	0
AP Studio Art—Two-Dimensional	0	3
AP U.S. History	0	18
Total Exams taken		221
Exams with scores of at least 3 on AP exams or 4 on IB exams		39

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





Camden's Promise Charter School
 (80-6107-998)
 Grades Offered: PK-12
 2018-2019

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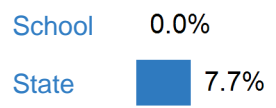
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

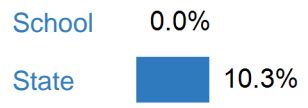
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

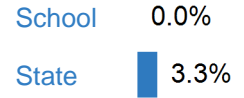
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	N	N	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Camden's Promise Charter School
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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	176
7	0	0	0	0	0	0	173
8	49	0	0	0	0	0	152
9	111	33	1	0	0	0	115
10	7	117	27	0	0	0	30
11	2	8	89	51	0	22	18
12	0	2	5	14	7	0	37
Total	169	160	122	65	7	22	701
Enrolled in AP/IB Course					7	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	3	0	0	0	0	0
10	144	2	0	0	0	0
11	0	109	0	0	0	26
12	0	3	0	41	0	50
Total	147	114	0	41	0	76
Enrolled in AP/IB Course	0	0		41	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	2	0	0	0	0
10	0	148	0	0	0	0
11	0	153	0	66	7	0
12	0	8	0	15	12	0
Total	0	311	0	81	19	0
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	175	0	0	0	0	0	0
7	18	0	0	0	0	0	0
8	21	0	0	0	0	0	0
9	159	0	0	0	0	0	0
10	150	0	0	0	0	0	0
11	165	0	0	0	0	0	0
12	27	0	0	0	0	0	0
Total	715	0	0	0	0	0	0
Enrolled in AP/IB Course	36	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	135	0	0	0	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	N	N	N	N	N	N
10	1	0	0	0	0	0
11	7	0	0	0	0	0
12	7	0	0	0	0	0
Total	15	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



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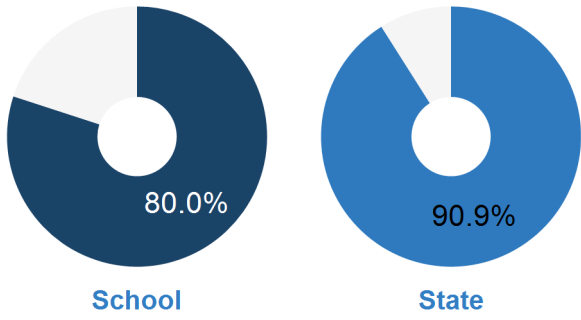
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Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

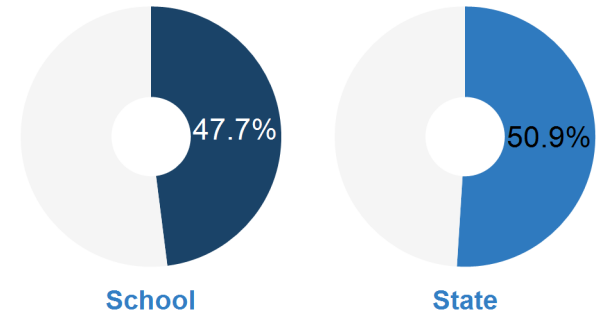
Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

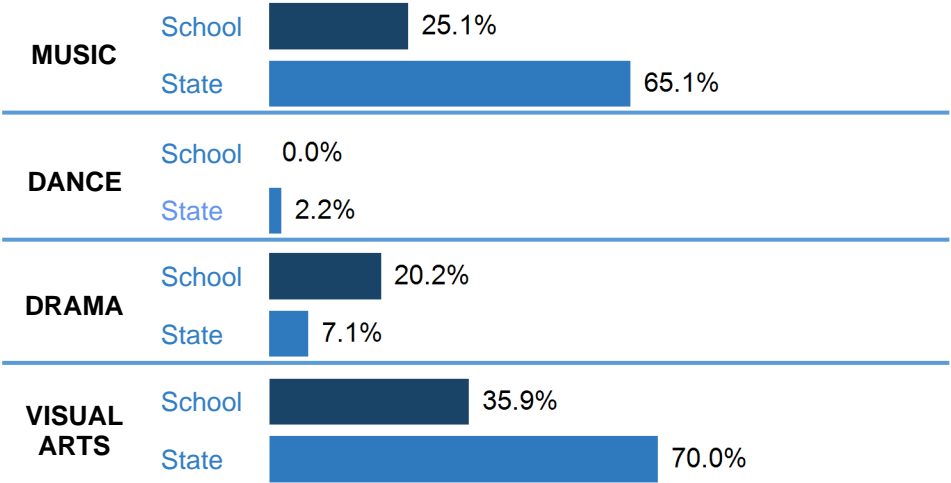


Grades 9-12:

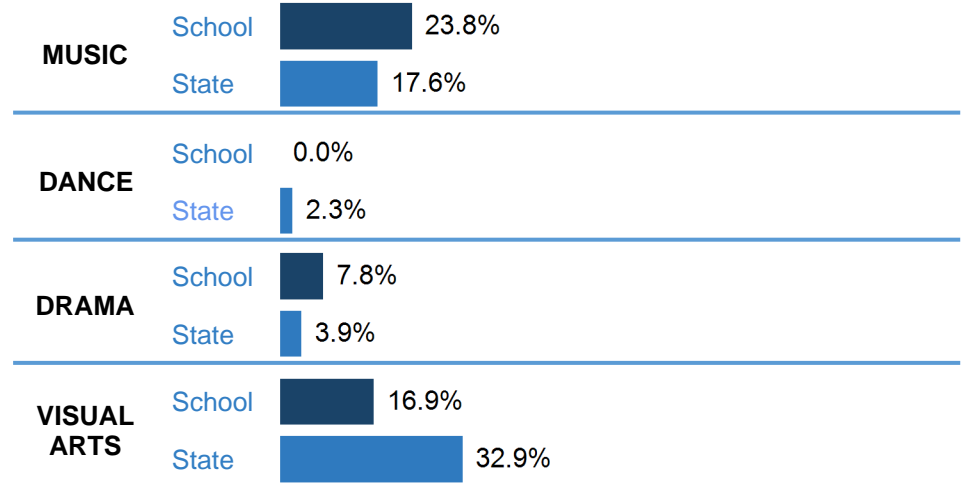
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





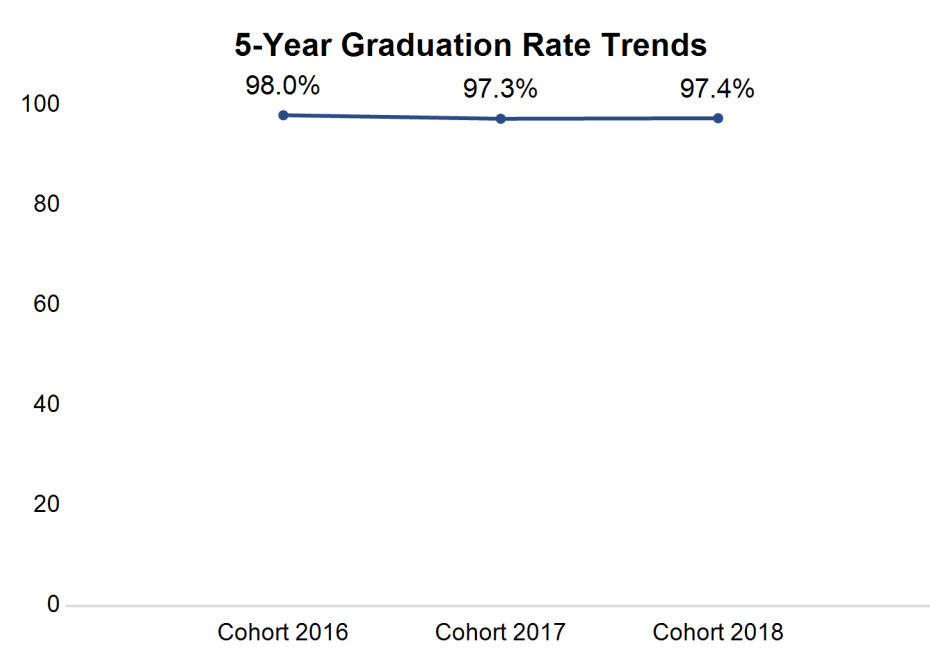
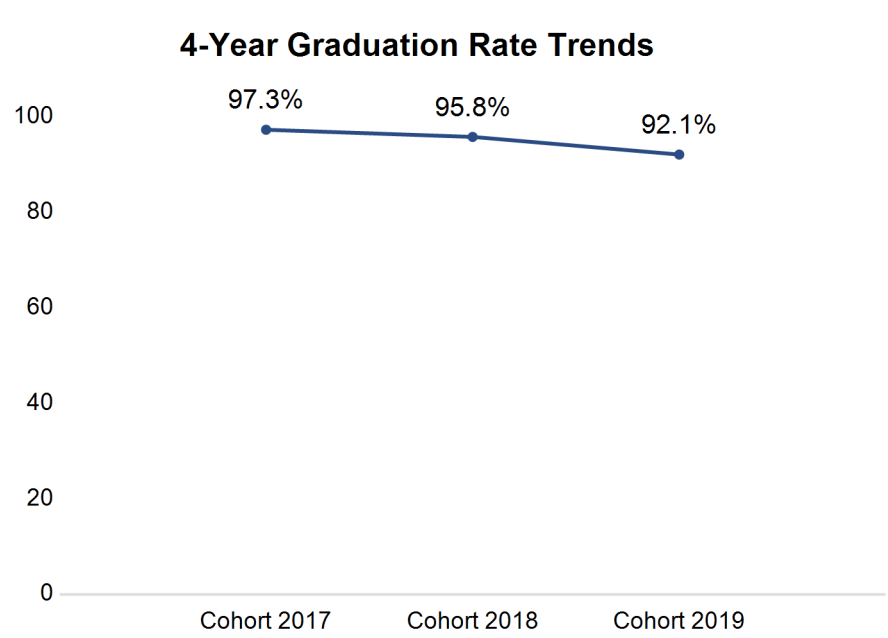
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.3%	95.8%	92.1%	98.0%	97.3%	97.4%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.1%	90.6%	97.4%	92.5%	95.8%	N	Met Goal	97.3%	N	Met Goal
White	*	94.9%	N	95.9%	N	N	N	N	N	N
Hispanic	91.9%	84.5%	96.9%	87.3%	94.9%	95.0%	Not Met	96.0%	N	Met Goal
Black or African American	92.0%	83.3%	100.0%	87.1%	100.0%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	95.3%	92.8%	98.7%	94.4%	97.4%			96.7%		
Male	87.9%	88.5%	95.1%	90.8%	92.9%			98.0%		
Economically Disadvantaged Students	91.4%	84.0%	98.1%	87.3%	98.1%	N	Met Goal	97.8%	N	Met Goal
Students with Disabilities	83.3%	79.2%	94.7%	83.8%	94.7%	**	**	100.0%	**	**
English Learners	100.0%	75.4%	100.0%	80.1%	100.0%	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

Dropout Rate Trends

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	61.9%	23.7%
Substitute Competency Test	28.8%	69.1%
Portfolio Appeals Process	0.7%	0.0%
Alternate Requirements specified in IEP	8.6%	7.2%
Unknown	0.0%	0.0%

School Year	School Rate	State Rate
2018-2019	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%



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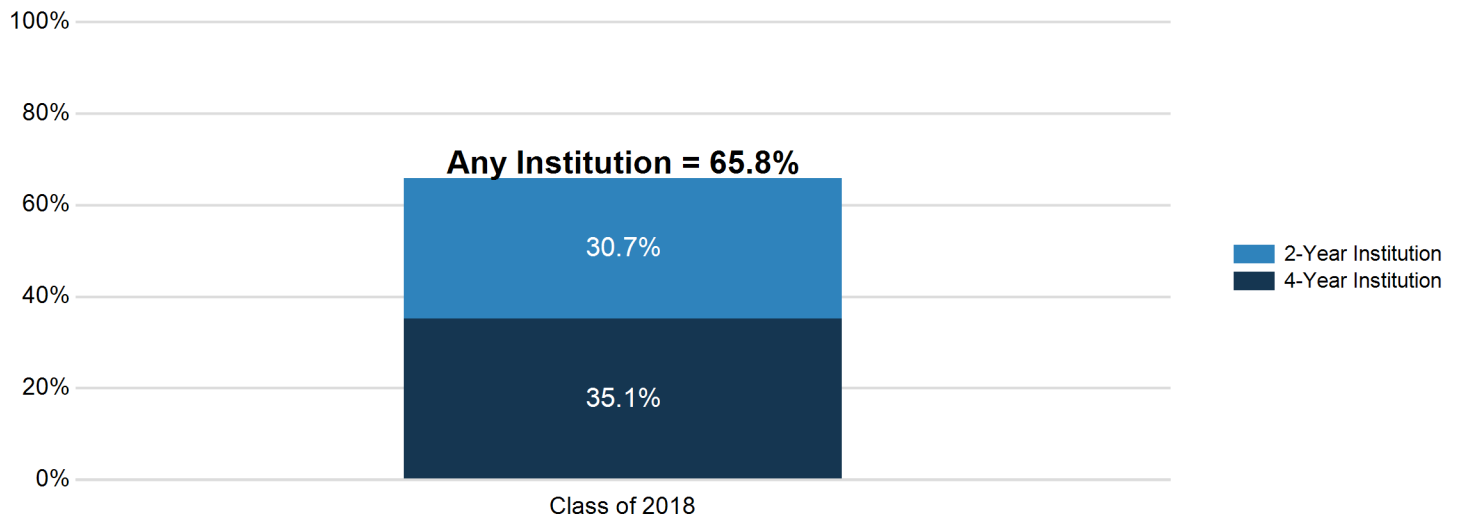
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	30.7%
% Enrolled in 4-Year Institution	35.1%
% Enrolled in Any Postsecondary Institution	65.8%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	53.2%	28.4%	71.6%
White	N	N	N
Hispanic	50.4%	24.1%	75.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	52.8%	25.4%	74.6%
Students with Disabilities	44.4%	62.5%	37.5%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	65.8%	46.7%	53.3%	100%	0%	98.7%	1.3%
White	N	N	N	N	N	N	N
Hispanic	63.8%	46.7%	53.3%	100%	0%	98.3%	1.7%
Black or African American	75%	46.7%	53.3%	100%	0%	100%	0%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	63.9%	48.4%	51.6%	100%	0%	98.4%	1.6%
Students with Disabilities	50%	85.7%	14.3%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

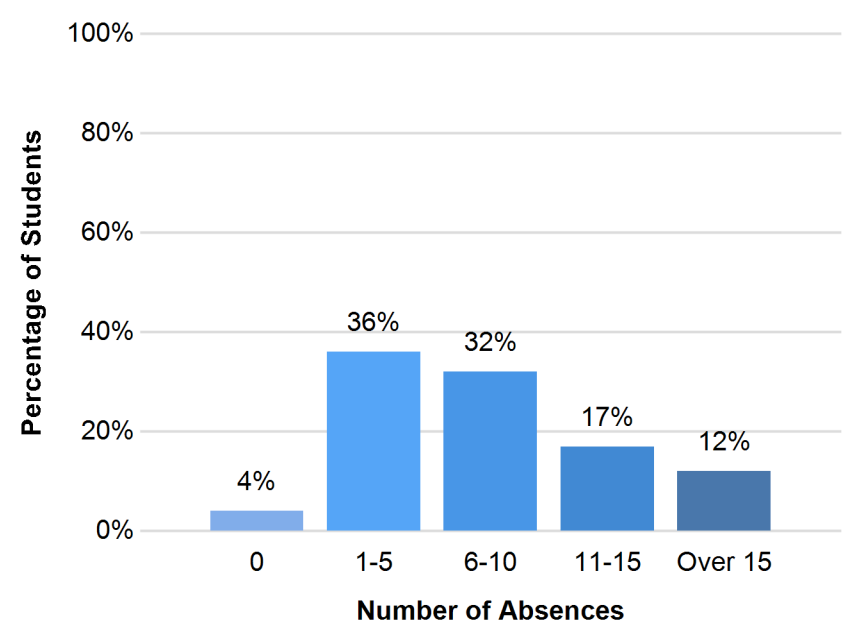
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	166	7.7	10.6	Met
White	N	N	N	N
Hispanic	136	7.7	10.6	Met
Black or African American	28	7.5	10.6	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	82	7.2		
Male	84	8.3		
Economically Disadvantaged Students	151	8.0	10.6	Met
Students with Disabilities	33	15.7	10.6	Not Met
English Learners	8	7.2	10.6	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





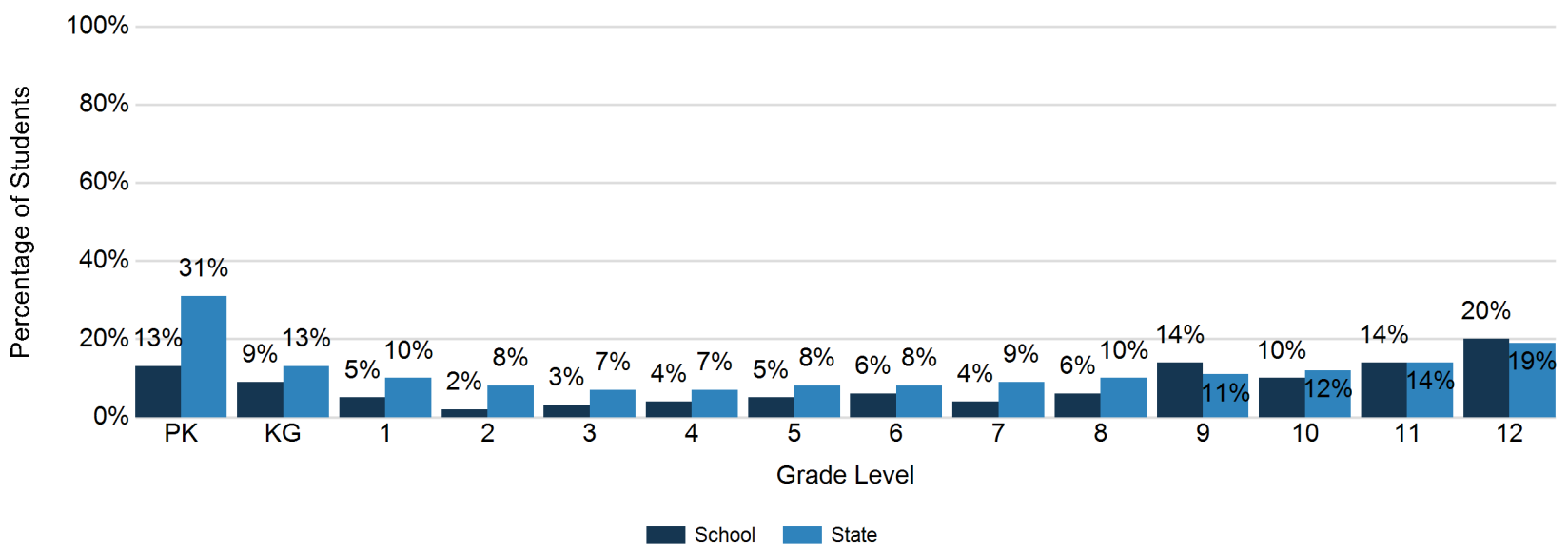
Camden's Promise Charter School
 (80-6107-998)
 Grades Offered: PK-12
 2018-2019

Report Key:
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	52
Weapons	1
Vandalism	4
Substances	6
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	72
Incidents Per 100 Students Enrolled	3.27

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	2	2	4
Disability	0	1	1
Other	4	7	11
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	328	14.9%
Any Suspension	331	15.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1325



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:30 AM
Typical End Time	4:00 PM
Length of School Day	8 Hrs 30 Mins
Full Time - Instructional Time	7 Hrs 0 Mins
Shared Time - Instructional Time	7 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	200	118,214
Average years experience in public schools	8.4	12.1
Average years experience in district	5.7	10.8
Percentage of Teachers with 4 or more years experience in the district	56.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	15.2	12.0
Percentage of Administrators with 4 or more years experience in the district	92.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	169:1	169:1
Teachers to Administrators	15:1	15:1
Students to Librarians/Media Specialists		2201:1
Students to Nurses		1101:1
Students to Counselors		550:1
Students to Child Study Team Members		183:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.8%	71.0%	76.9%	48.4%	77.1%	54.9%
Male	47.2%	29.0%	23.1%	51.6%	22.9%	45.1%
White	0.0%	70.5%	61.5%	42.4%	83.6%	77.4%
Hispanic	82.1%	11.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.2%	13.5%	38.5%	15.0%	6.6%	13.9%
Asian	0.3%	2.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	2.5%	0.0%	2.1%	0.2%	0.2%



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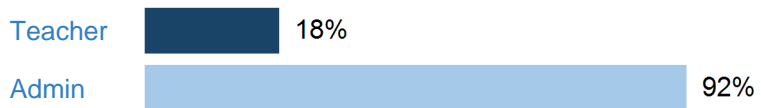
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

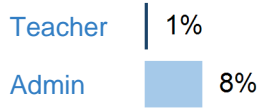
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	73.3%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.1%	46.1%	46.2%
Math Proficiency	28.4%	29.7%	26.4%
ELA Growth	48	50	47
Math Growth	36	50	43
4-Year Graduation Rate†	97.3%	95.8%	92.1%
5-Year Graduation Rate†	98.0%	97.3%	97.4%
Progress toward English Language Proficiency		36.6%	26.0%
Chronic Absenteeism	6.3%	8.8%	7.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	Met Target†	Met	No
White	**	**	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Not Met	Met Goal	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	**	**	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Met Target†	**	**	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <p align="center">Highlights:</p>	<ul style="list-style-type: none"> • Camden's Promise Charter School is the number one choice in Camden year after year. It offers a technology state of art curriculum. It has the largest after school program in Camden.
 <p align="center">Mission, Vision, Theme:</p>	<p>The purpose of Camden's Promise Charter School is to provide a nurturing learning environment that instills foundation skills and character attributes necessary for the development of educated, forward-thinking and responsible young adults. The school acknowledges that both family and community involvement are integral to the student's academic achievement level and will therefore focus on fostering strong partnerships between the school, family and community. Camden's Promise Charter School's curriculum will be anchored by the New Jersey Student Learning Standards and will be delivered in a digitally enhanced environment. Digital learning is fully integrated into the classroom to deliver a dynamic program that meets the needs of incoming classes. A special focus is placed on enhancing our students' skills in science technology, engineering and mathematics. Literacy will be a fundamental program to enhance comprehension and learning.</p>
 <p align="center">Awards, Recognition, Accomplishments:</p>	<p>Camden's Promise Charter School is the number one choice in Camden year after year. It has Alumni that have become faculty members as well.</p>






Camden's Promise Charter School
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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our network's curriculum is anchored by the New Jersey Learning Standards and delivered in holistic, hands-on style to meet the needs of our classroom and students. It incorporates a STEAM program for our K-8 students and a College Pathways program for our 9th -12th. 1:1 Chromebooks for grades 5th-12th; AP Classes (Calculus, Statistics, Language Comp, Literature Comp, Chemistry, Environmental Science, US History, Spanish, Art Studio). Students can also earn dual college credit in many of their courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Volleyball (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>The Mission of our After School Programs is to provide a safe, enriching, supportive environment for students of all ages to achieve their highest potential. There are variety of clubs - Performing Arts, Chorus, Band, Art, Science, STEM, Homework Help, Test Prep, Community Service.</p>






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 <p>Before and After School Programs:</p>	<p>There is After School Programming that is free for grades K-12. The Mission of our After School Programs is to provide a safe, enriching, supportive environment for students of all ages to achieve their highest potential. There are variety of clubs - Performing Arts, Chorus, Band, Art, Science, STEM, Homework Help, Test Prep, and Sports. Dinner is provided during the after school programming. There is Before School Programming for grades PreK-12th. Breakfast is provided during this time.</p>
 <p>Staff and Professional Learning:</p>	<p>There is a two week Summer Insitute for all staff members, in addition to three professional development days throughout the year. PLCs occur in all grade levels for analyzing data and curriculum planning. Course -Reimbursement is offered for outside professional development and graduate work. Mentoring Program for New Staff members.</p>
 <p>Postsecondary Information:</p>	<p>Camdens Promise Charter School boasts a college acceptance rate of all of its students either gaining entrance into college or joining the armed services in support of our country. There is a 96% graduation rate, with 92% of the student going to a 2 year or 4 year college.</p>





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 <p>Student Supports and Services:</p>	<p>Intervention & Referral Services, Support Services for students with IEPs, ELL Programming and Support, Social Worker, Guidance</p>
 <p>Student Health and Wellness:</p>	<p>There is a a guidance and social work driven school model. Taking care of acadmic and emotional well being of all its learners is of utmost important. Social Workers for Elementary, Middle, and High School, along with Guidance; Breakfast, Lunch, and Dinner Program Free, Nutrition Programs and local Partnerships with cooking and healthy eating demonstrations, recess and physical education classes, sports; Health and Wellness Day with 5K run.</p>
 <p>Parent and Community Involvement:</p>	<p>Monthly PTO Meetings, Annual Parent Orientations, Parent Teacher Conferences each marking period, Family Nights, Saturday Programming, Special Education Advisory Group, Parent Portal through Realtime. Community Partnerships</p>






Camden's Promise Charter School
 (80-6107-998)
 Grades Offered: PK-12
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The Climate Survey is given out once a year. Parents complete the survey during annual Parent Orientation. Some highlights include: Parents feel that their students are a part of a strong learning community and enjoy the school wide events that are provided for students and family. Parents feel that the school provides a safe learning environment for their students for learning to occur. Staff complete the survey at the end of the school year. Staff feels there is an atmosphere of trust and mutual respect within the school and feel that school leadership communicates clear expectations to students and parents. They have sufficient access to technology.</p>
 <p>Facilities:</p>	<p>Camden's Promise offers schooling across different campuses throughout the city. It boasts over 200,000 square feet of educational space, with two basketball courts and full indoor swimming pool. There is a school library and open space with a playground for the students.</p>
 <p>School Safety:</p>	<p>School Fire Drills and Safety Trainings for Staff and Students; HIB Prevention and School Community Programming</p>





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 <p>Technology and STEM:</p>	<p>Technology Curriculum-Centric; High Speed Content Delivery Network Infrastructure, One to One Tablets, Smart Boards, 24/7 Virtual Library, STEM learning Lab, STEM family programming Nights and Saturday ,Forward Thinkers and STEAM Thinkers Programming</p>
 <p>Early Childhood Education:</p>	<p>Pre K 3 and Pre K4 programming began during the 2018-2019 school year.</p>




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 <p>Other Information</p>	<p>Lottery for admission; Online Application; School Uniform for all grades; Transportation available for those that qualify.</p>
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