



Pride Academy Charter School
 (80-6020-985)
 Grades Offered: 05-08
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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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	Pride Academy Charter School District
Principal Name	Mrs. Fiona Thomas
Address	117 ELMWOOD AVE EAST ORANGE, NJ 07018
Phone Number	973-672-3200
Email Address	ftthomas@prideacs.org
Website	https://www.facebook.com/Pride-Academy-Charter-School-575909675810558/
Facebook	https://www.facebook.com/Pride-Academy-Charter-School-575909675810558/
Twitter	https://twitter.com/PrideAcademyCS



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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
5	72	72	72
6	72	72	72
7	72	72	72
8	72	71	71
Total	288	287	287

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	60.8%	57.5%	53.0%
Male	39.2%	42.5%	47.0%
Economically Disadvantaged Students	82.3%	79.8%	81.9%
Students with Disabilities	10.8%	8.7%	11.1%
English Learners	0.3%	0.0%	0.0%
Homeless Students	0.0%	0.3%	0.0%
Students in Foster Care	0.0%	0.7%	0.3%
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	3.8%	4.2%	4.2%
Black or African American	96.2%	95.8%	95.5%
Asian	0.0%	0.0%	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	0.0%	0.0%	0.0%

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	98.3%
Spanish	1.4%
Other Languages	0.3%

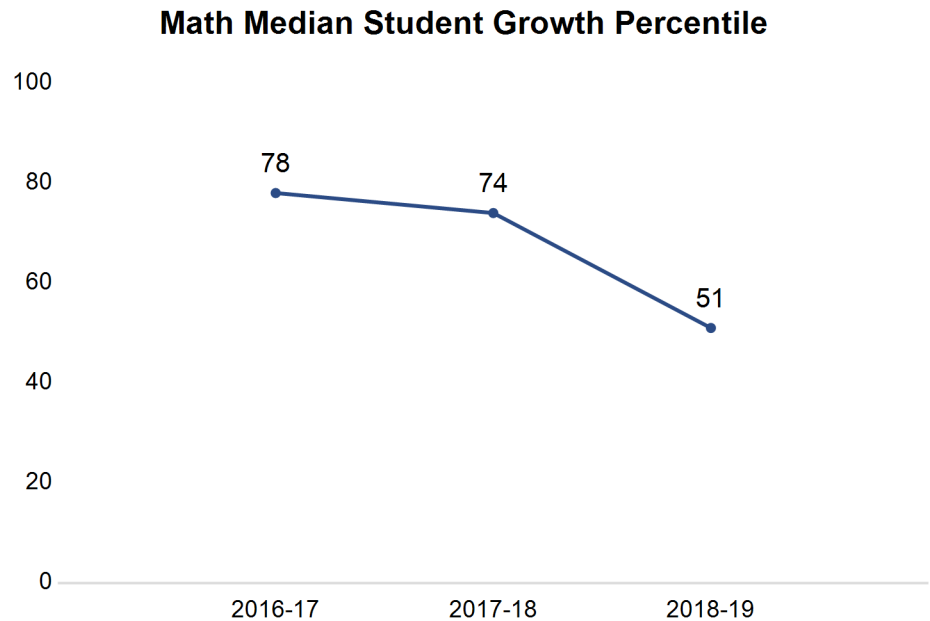
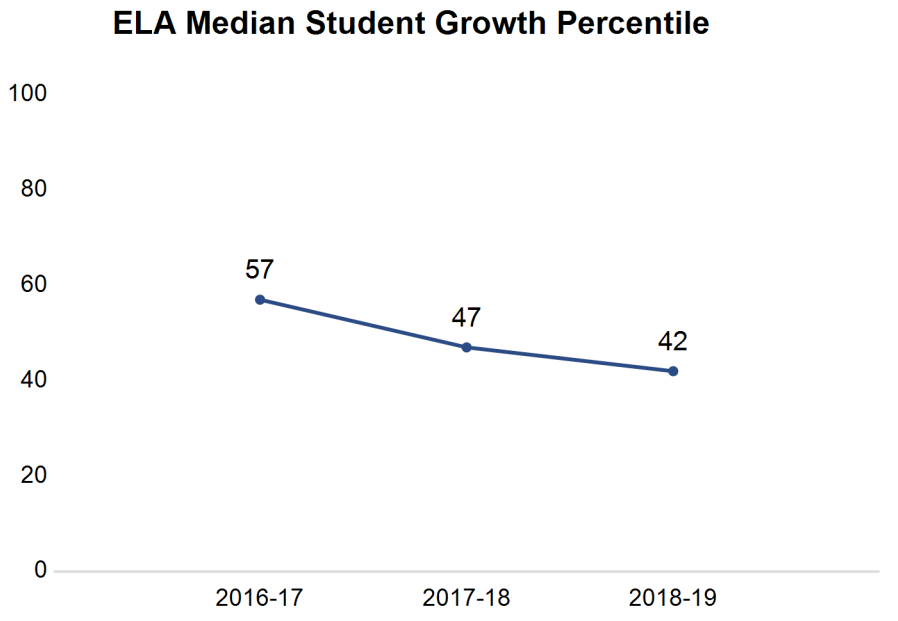


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Student Growth Trends and Progress

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	57	47	42	78	74	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds 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	42	42	50	Met Standard	51	51	50	Met Standard
White	N	N	50	**	N	N	52	**
Hispanic	55.5	55.5	49	**	*	*	47	**
Black or African American	42	42	45	Met Standard	52	52	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	N	N	49	**	N	N	52	**
Female	40	40	53	N	56.5	56.5	50	N
Male	46	46	47	N	44	44	51	N
Economically Disadvantaged Students	40	40	48	Met Standard	54.5	54.5	46	Met Standard
Students with Disabilities	42.5	42.5	43	Met Standard	46	46	45	Met Standard
English Learners	N	N	52	**	N	N	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	*	*	42	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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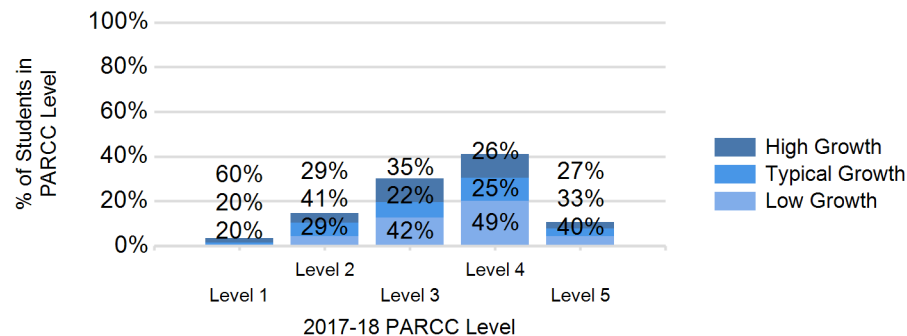
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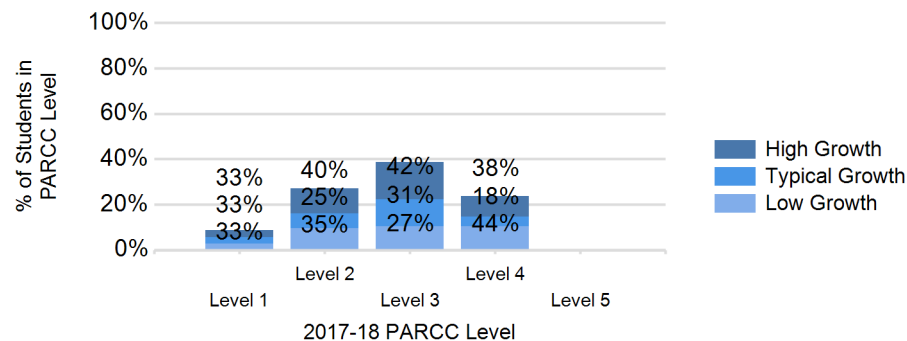
Student Growth by Performance Level

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.

ELA



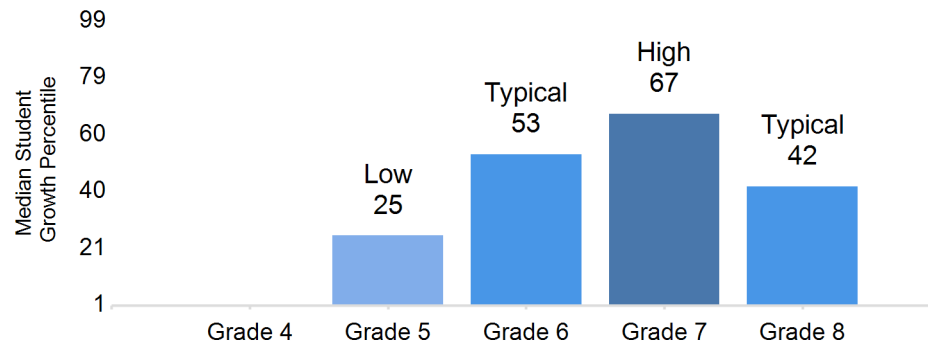
Math



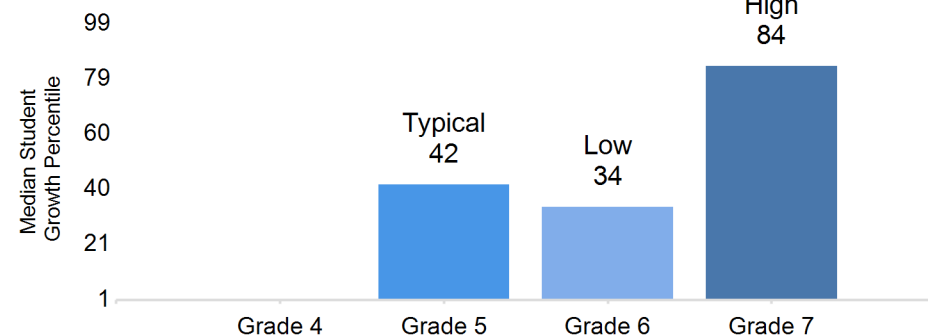
Student Growth by Grade

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

ELA



Math





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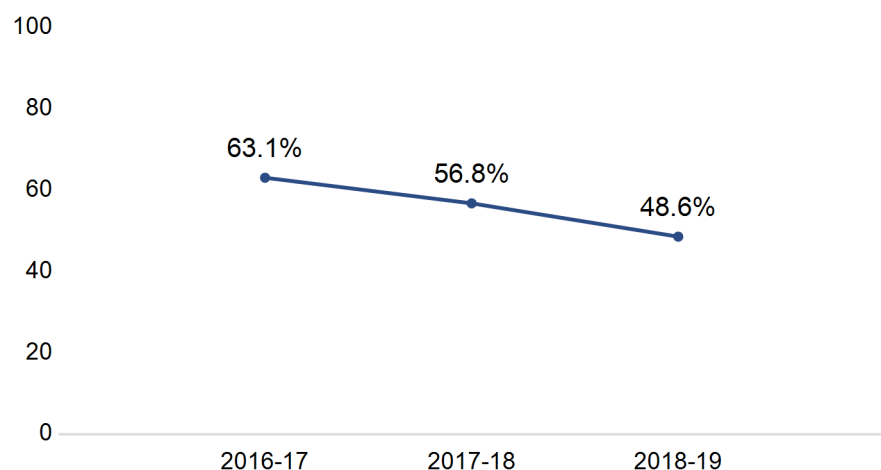
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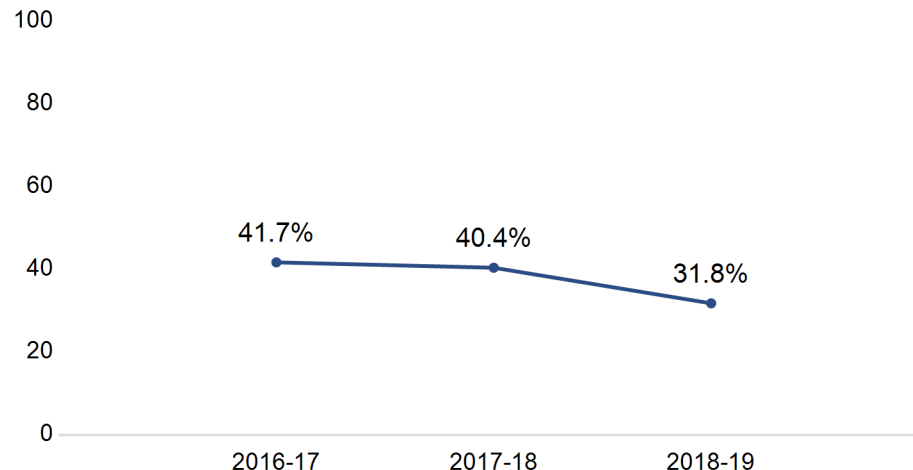
English Language Arts and Mathematics Performance Trends

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	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	63.1%	56.8%	48.6%	41.7%	40.4%	31.8%
Annual Target	65.9%	66.7%	67.4%	42.2%	44.2%	46.2%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	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	286	100.0	48.6	48.6	57.9	48.6	67.4	Not Met
White	N	N	N	N	66.9	N	**	**
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	273	100.0	49.5	49.5	38.5	49.5	67.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	N	64.4	N	**	**
Female	152	100.0	53.3	53.3	64.8	53.3		
Male	134	100.0	43.3	43.3	51.3	43.3		
Economically Disadvantaged Students	234	100.0	44.4	44.4	40.0	44.4	67.3	Not Met
Non-Economically Disadvantaged Students	52	100.0	67.3	67.3	67.9	67.3		
Students with Disabilities	32	100.0	12.5	12.5	22.7	12.5	24.6	Not Met
Students without Disabilities	254	100.0	53.1	53.1	65.1	53.1		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	286	100.0	48.6	48.6	60.6	48.6		
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.

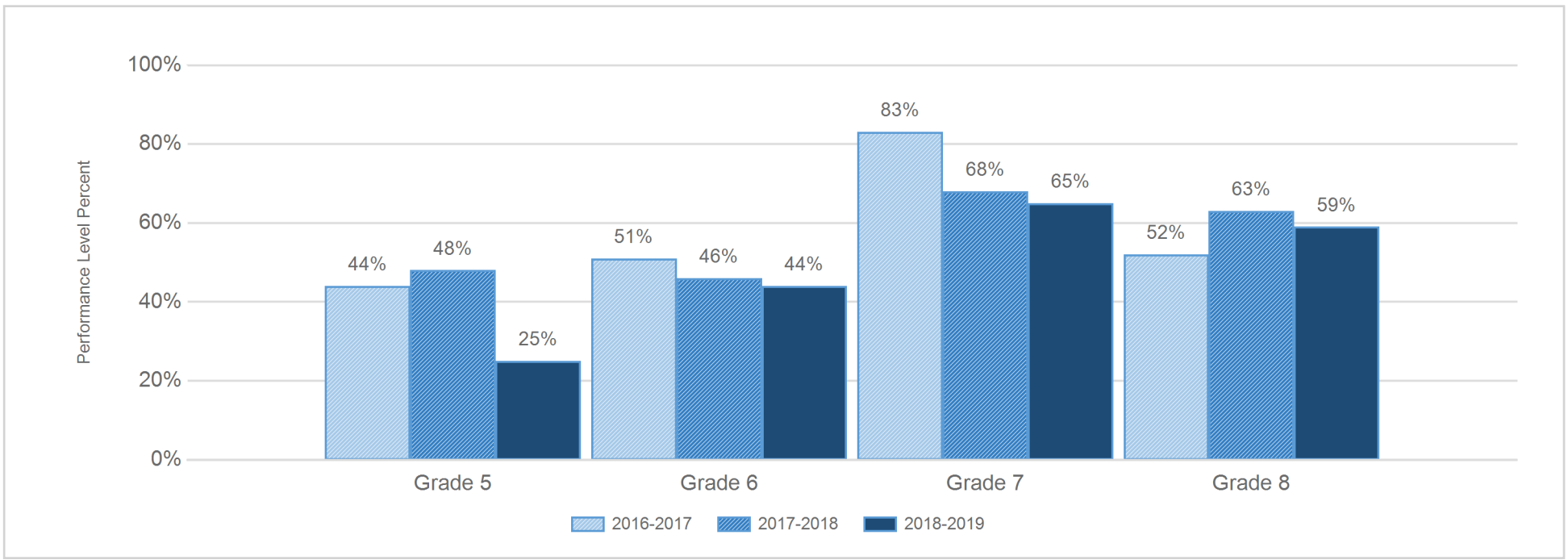


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English Language Arts Assessment - Performance Trends

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 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	72	734	734	756	*	*	44%	25%	0%	25%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	69	733	733	739	*	*	45%	25%	0%	25%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	34	735	735	761	*	*	44%	*	*	29%	64%
Male	38	733	733	750	*	*	45%	*	*	21%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	72	734	734	758	*	*	44%	25%	0%	25%	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	72	748	748	754	*	24%	29%	*	*	44%	56%
White	N	N	N	762	N	N	N	N	N	N	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	38	756	756	762	*	*	*	*	*	53%	64%
Male	34	739	739	748	*	*	*	*	*	35%	48%
Economically Disadvantaged Students	54	743	743	740	*	*	*	*	*	39%	39%
Non-Economically Disadvantaged Students	18	763	763	763	*	*	*	*	*	61%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	72	748	748	756	*	24%	29%	*	*	44%	*
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%



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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	72	755	755	761	*	18%	*	46%	19%	65%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	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	41	757	757	769	*	*	*	*	*	71%	71%
Male	31	752	752	753	*	*	*	*	*	58%	55%
Economically Disadvantaged Students	62	752	752	743	*	*	*	*	*	63%	45%
Non-Economically Disadvantaged Students	10	772	772	771	*	*	*	*	*	80%	73%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	769	*	*	*	*	*	*	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	72	755	755	763	*	18%	*	46%	19%	65%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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	71	760	760	762	*	*	25%	41%	18%	59%	63%
White	N	N	N	770	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	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	39	759	759	771	*	*	*	*	*	56%	71%
Male	32	760	760	753	*	*	*	*	*	63%	55%
Economically Disadvantaged Students	55	758	758	743	*	18%	*	*	*	53%	45%
Non-Economically Disadvantaged Students	16	766	766	772	*	0%	*	*	*	81%	72%
Students with Disabilities	10	725	725	721	*	*	*	*	*	10%	22%
Students without Disabilities	61	765	765	770	*	*	*	*	*	67%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	71	760	760	764	*	*	25%	41%	18%	59%	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%



Pride Academy Charter School
(80-6020-985)
Grades Offered: 05-08
2018-2019

Report Key:

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- N No Data is available to display
- † This indicates a table specific note, see note below table

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	286	100.0	31.8	31.8	44.5	31.8	46.2	Not Met
White	N	N	N	N	54.1	N	**	**
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	273	100.0	32.2	32.2	23.0	32.2	46.1	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	N	N	N	N	53.3	N	**	**
Female	152	100.0	37.5	37.5	44.9	37.5		
Male	134	100.0	25.4	25.4	44.2	25.4		
Economically Disadvantaged Students	234	100.0	30.8	30.8	26.3	30.8	45.6	Not Met
Non-Economically Disadvantaged Students	52	100.0	36.5	36.5	54.9	36.5		
Students with Disabilities	32	100.0	15.6	15.6	17.4	15.6	18.3	Met Target†
Students without Disabilities	254	100.0	33.9	33.9	50.0	33.9		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	286	100.0	31.8	31.8	46.5	31.8		
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.



Pride Academy Charter School

(80-6020-985)

Grades Offered: 05-08

2018-2019

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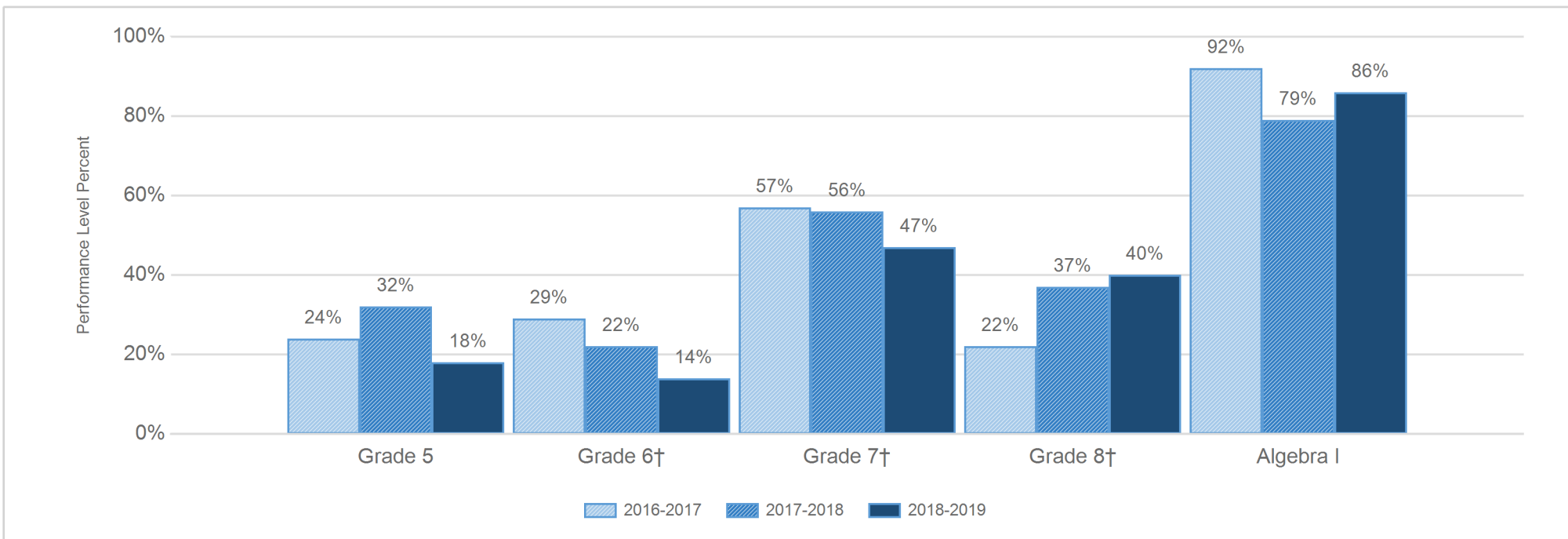
** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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.



Pride Academy Charter School
(80-6020-985)
Grades Offered: 05-08
2018-2019

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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	72	732	732	747	*	39%	39%	*	*	18%	47%
White	N	N	N	755	N	N	N	N	N	N	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	69	732	732	729	*	41%	36%	*	*	19%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	34	735	735	747	*	*	*	*	*	*	47%
Male	38	729	729	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	72	732	732	749	*	39%	39%	*	*	18%	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	72	722	722	741	18%	35%	33%	14%	0%	14%	41%
White	N	N	N	749	N	N	N	N	N	N	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	38	726	726	742	*	*	*	*	*	*	42%
Male	34	718	718	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	54	721	721	726	*	*	*	*	*	13%	21%
Non-Economically Disadvantaged Students	18	726	726	750	*	*	*	*	*	17%	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	72	722	722	743	18%	35%	33%	14%	0%	14%	*
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%



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2018-2019

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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	72	745	745	744	*	19%	28%	*	*	47%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	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	41	747	747	744	*	*	*	*	*	49%	42%
Male	31	743	743	743	*	*	*	*	*	45%	42%
Economically Disadvantaged Students	62	744	744	731	*	*	*	*	*	45%	24%
Non-Economically Disadvantaged Students	10	753	753	751	*	*	*	*	*	60%	53%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	72	745	745	745	*	19%	28%	*	*	47%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	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	57	734	734	728	*	26%	*	40%	0%	40%	29%
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	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	30	729	729	731	*	*	*	40%	0%	40%	31%
Male	27	739	739	726	*	*	*	41%	0%	41%	27%
Economically Disadvantaged Students	45	734	734	719	*	*	*	*	*	40%	20%
Non-Economically Disadvantaged Students	12	731	731	735	*	*	*	*	*	42%	36%
Students with Disabilities	10	715	715	707	*	*	*	*	*	20%	10%
Students without Disabilities	47	738	738	734	*	*	*	*	*	45%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	57	734	734	730	*	26%	*	40%	0%	40%	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	14	781	781	744	0%	0%	*	*	*	86%	42%
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	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	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	14	781	781	748	0%	0%	*	*	*	86%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	14	781	781	745	0%	0%	*	*	*	86%	*
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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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
5	N	N
6	N	N
7	N	N
8	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	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



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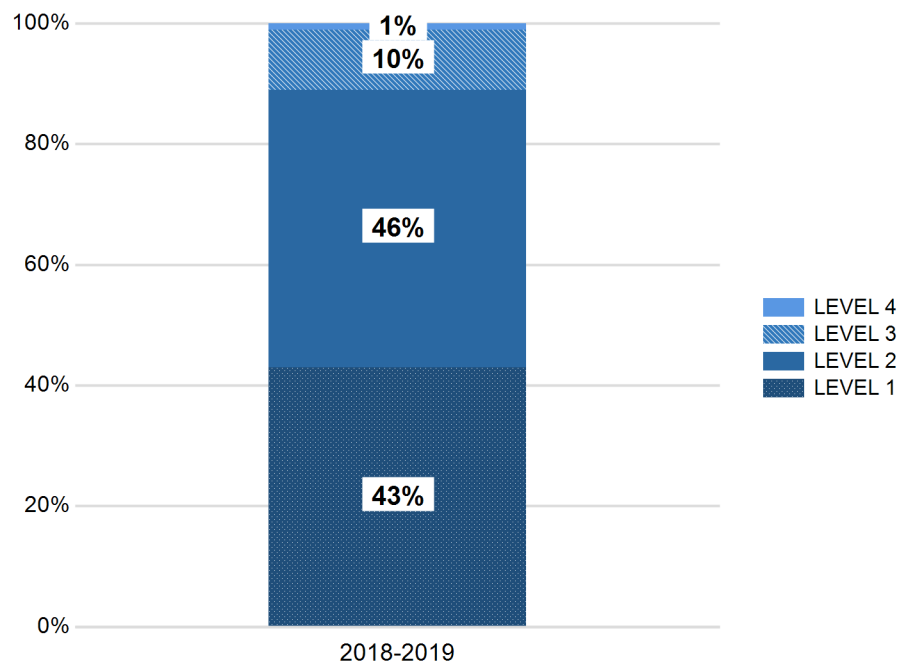
Report Key:

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- N** No Data is available to display
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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	43	46	10	1
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	45	45	9	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	44	47	9	0
Male	42	45	11	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	43	46	10	1
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



Pride Academy Charter School

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2018-2019

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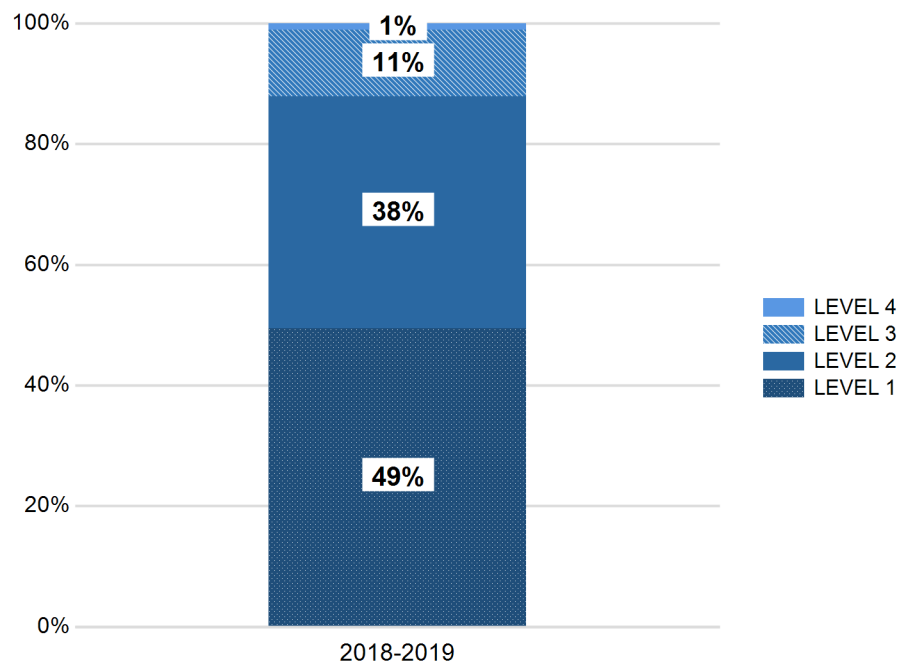
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NJSLA Science Assessment: Grade 8 Summary

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	49	38	11	1
White	N	N	N	N
Hispanic	*	*	*	*
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	N	N	N	N
Female	53	37	11	0
Male	45	39	12	3
Economically Disadvantaged Students	47	44	9	0
Non-Economically Disadvantaged Students	56	19	19	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	49	38	11	1
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



Pride Academy Charter School

(80-6020-985)

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2018-2019

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	72
7	0	0	72
8	14	0	57
Total	14	0	201

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.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	72	0	0	0	0	0	0
7	72	0	0	0	0	0	0
8	71	0	0	0	0	0	0
Total	215	0	0	0	0	0	0



Pride Academy Charter School

(80-6020-985)

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2018-2019

Report Key:

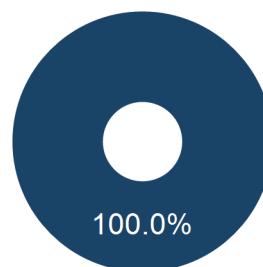
- * Data is not displayed in order to protect student privacy
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Visual and Performing Arts – Course Participation

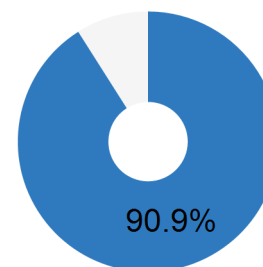
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

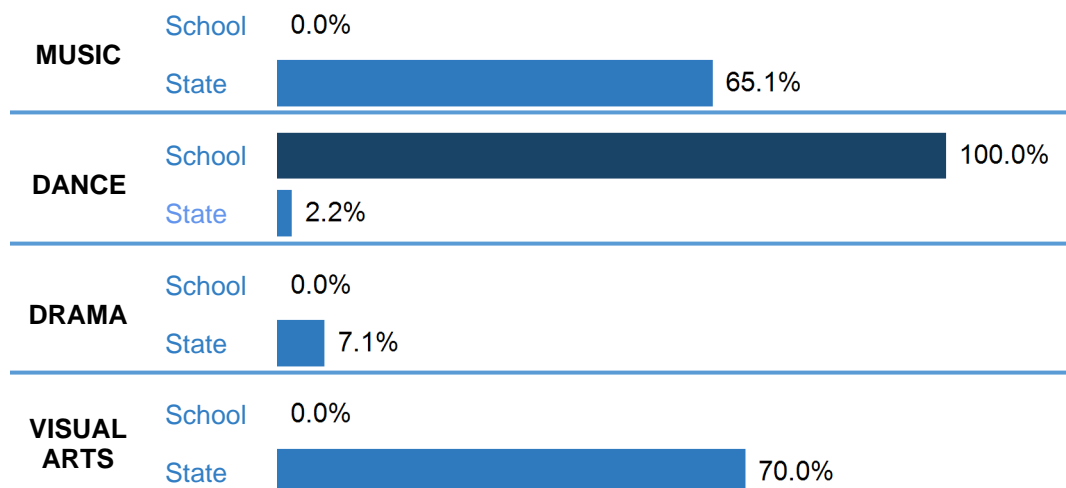


School



State

Students enrolled in one or more classes by discipline:





Pride Academy Charter School

(80-6020-985)

Grades Offered: 05-08

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.

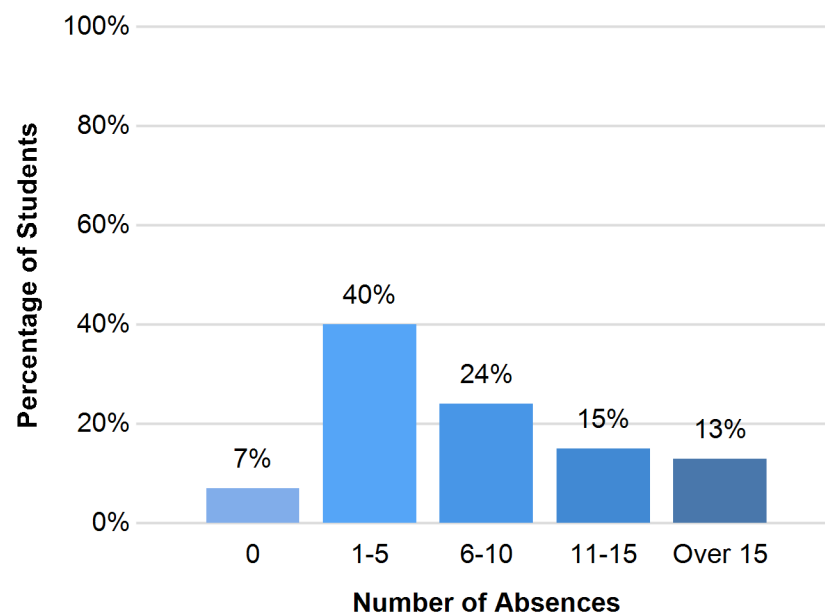
Chronic Absenteeism

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	24	8.4	8.7	Met
White	N	N	N	N
Hispanic	*	*	**	**
Black or African American	24	8.8	8.7	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	11	7.2		
Male	13	9.6		
Economically Disadvantaged Students	17	7.2	8.7	Met
Students with Disabilities	2	6.3	8.7	Met
English Learners	N	N	N	N
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.





Pride Academy Charter School

(80-6020-985)

Grades Offered: 05-08

2018-2019

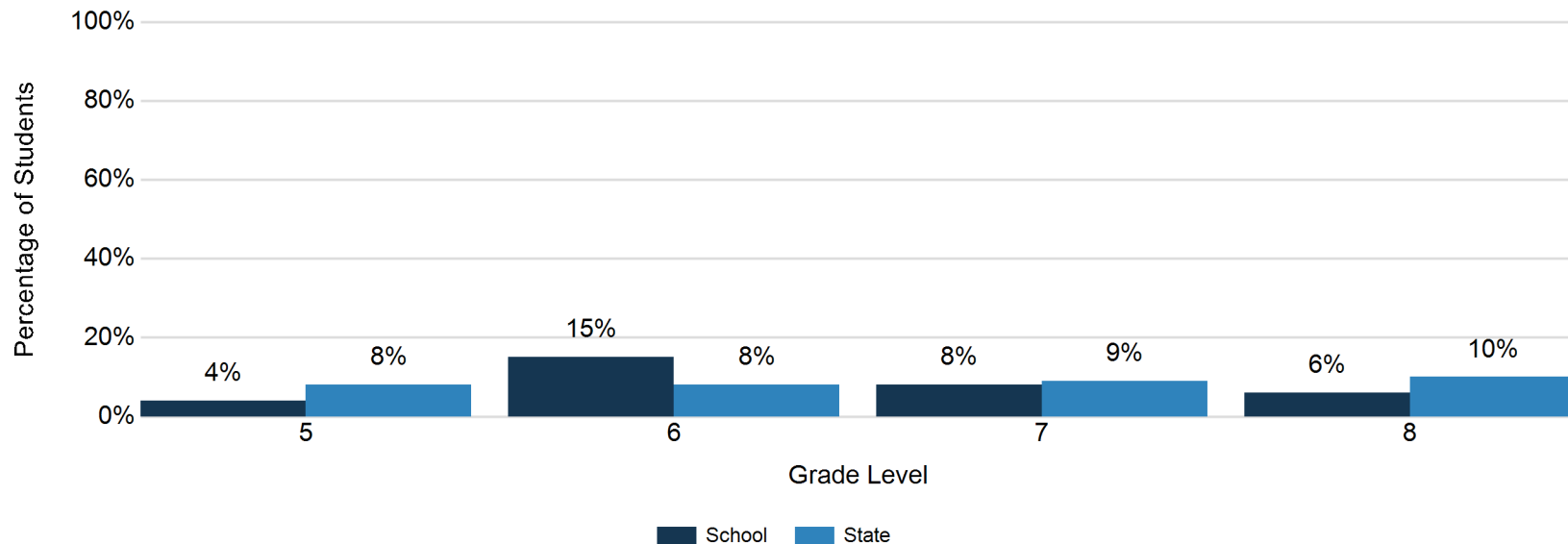
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Chronic Absenteeism by Grade

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





Pride Academy Charter School

(80-6020-985)

Grades Offered: 05-08

2018-2019

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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	16
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	5.57

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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	2	0	2
Religion	0	0	0
Ancestry	2	0	2
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	1		1

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	0	0.0%
Out-of-School Suspensions	57	19.9%
Any Suspension	57	19.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
132



Pride Academy Charter School

(80-6020-985)

Grades Offered: 05-08

2018-2019

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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	8:00 AM
Typical End Time	3:20 PM
Length of School Day	7 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 56 Mins
Shared Time - Instructional Time	5 Hrs. 56 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	1.5:1



Pride Academy Charter School

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2018-2019

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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	27	118,214
Average years experience in public schools	4.6	12.1
Average years experience in district	3.8	10.8
Percentage of Teachers with 4 or more years experience in the district	40.7%	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	5	9,530
Average years experience in public schools	13.8	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	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	57:1	57:1
Teachers to Administrators	5:1	5:1
Students to Librarians/Media Specialists		N
Students to Nurses		287:1
Students to Counselors		287:1
Students to Child Study Team Members		287:1



Pride Academy Charter School
(80-6020-985)
Grades Offered: 05-08
2018-2019

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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	53.0%	66.7%	60.0%	48.4%	77.1%	54.9%
Male	47.0%	33.3%	40.0%	51.6%	22.9%	45.1%
White	0.0%	51.9%	40.0%	42.4%	83.6%	77.4%
Hispanic	4.2%	14.8%	20.0%	29.9%	7.3%	7.2%
Black or African American	95.5%	25.9%	20.0%	15.0%	6.6%	13.9%
Asian	0.3%	7.4%	20.0%	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	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Pride Academy Charter School

(80-6020-985)

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2018-2019

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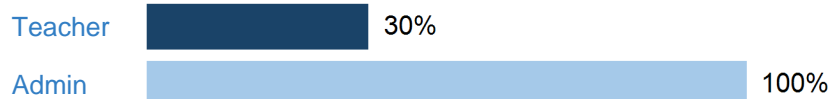
Teachers and Administrators - Level of Education

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	68.0%	90.5%
2017-18 Administrators: Same district 2018-19	83.3%	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	96.0%



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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.



Pride Academy Charter School

(80-6020-985)

Grades Offered: 05-08

2018-2019

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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.



Pride Academy Charter School

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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 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	63.1%	56.8%	48.6%
Math Proficiency	41.7%	40.4%	31.8%
ELA Growth	57	47	42
Math Growth	78	74	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	2.1%	1.8%	8.4%

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

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

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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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2018-2019

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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	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 Standard	Met Standard	N	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	**	**	**	**	n/a	**	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Not 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 Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	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.



Highlights:

- Our Project Pride program empowers scholars to be change agents in developing and leading service projects that address social justice issues of health, poverty, violence, or education.
- Philanthropy Day is a day that works to fulfill the school vision by developing philanthropists. This day of service engages all scholars in preparing gifts of necessary items for those in need.
- Pride Parent Parties like Football with the Fellas are unique opportunities to involve parents in fun learning activities with their children and build community and parent partnerships.



Mission, Vision, Theme:

Mission and Vision: Pride Academy Charter School endeavors to ignite success in middle school students of all abilities through a curriculum rooted in the values of peace, respect, integrity, determination, and empathy. By establishing a community dedicated to academic achievement, mastery of fundamental skills, positive leadership, and active service, Pride Academy Charter School strives to embolden its students to harness their own power to shape their futures and the world. We envision Pride Academy as an integral part of the community we serve, where the power of families and the collective efforts of all members of our village are harnessed to support our students as they become critical thinkers, life-long learners, and agents of change in their families, their communities, and our world.



Awards, Recognition, Accomplishments:

2010 & 2012 New Jersey Charter School Teachers of the Year. 2011 New Jersey Charter School Administrator of the Year. 2011-2012 Silver Gain EPIC Award for Dramatic Student Gains. 2014-2016 Charter Dissemination Grant Recipient for being a High Quality School Tier 1 High Performing Charter School since 2012. 93% student acceptance rate into private, magnet, Catholic, and technical high schools during the 2018-2019 school year and approximately \$400,000 of high school scholarship money awarded to graduating scholars. Through the results of fundraising and grant applications, we were able to install a portable stage and sound system in our Multipurpose Room to support our performing arts programs.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Our curriculum aligns with the NJSLS and its focus on 21st Century skills and habits. Courses of ELA, Math, Algebra I, Science, Social Studies, Physical Education, Spanish, Technology, and Dance are offered. Rigorous instruction engages scholars with culturally relevant content through methodologies that foster student agency in their learning and behavioral self-regulation. Key instructional practices include use of standards-based objectives, formative assessments and performance exhibitions; timely feedback on student progress; differentiated and tiered instruction, co-teaching models, and school-wide practices to create a learning culture that promotes critical thinking, resilience, problem solving, and collaborative work; engagement in data-driven instruction and goal-setting; culturally responsive and restorative justice pedagogy to create student-centered classroom environments; and varied pathways to involve parents in their childrens academic and social-emotional development.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Coed)</p> <p>Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Coed) Pride Academy is a member of the Charter School Athletic league and invites all students to try out for and participate in the following sports: Flag Football, Boys and Girls Basketball, and Soccer.</p>
 <p>Clubs and Activities:</p>	<p>In addition to the athletic and cheerleading opportunities, Pride Academy offered a range of extra-curricular activities during the 2018-2019 school year that included the following: Student Council; Chess, Art, Speech and Drama; Sister-to-Sister; Boys and Girls mentoring groups; Badminton Club; Intramural Basketball; Young Directors Club; Choir; Sports Club; Mathletes; Science Olympiad; and African Dance. All students across grades participate in annual Philanthropy activities and Project Pride Social Justice leadership and service projects.</p>




Pride Academy Charter School
 (80-6020-985)
 Grades Offered: 05-08
 2018-2019

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 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note, see note below table

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"> Staff and Professional Learning: </p>	<p> Delivery of professional development is based on an annual reflection cycle and analysis of prior year needs assessment data across multiple dimensions to develop a menu of relevant experiences and training platforms to amplify strengths and address growth areas. This is overlaid with actions to get to know our staff, listen to their input, and partner with them to create relevant and differentiated PDP plans to support their goals. Examples of activities include personalized instructional planning sessions; lesson plan review feedback; access to webinars and online resources; partnering with on-site mentors and coaches to build efficacy; turn-key and guest expert led workshops during a 10 day August Orientation; peer observation and video analysis sessions; attendance at off-site workshops; time for data-analysis and action planning, consultation with specialists, and sharing of research-based resources and training to support our teachers in meeting the needs of all our students. </p>
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Student Supports and Services:

Interventions support scholars at all levels of achievement. For example, 7th graders take an Algebra I placement exam that can result in them being selected to attend an Algebra I summer program to build foundational skills prior to enrolling in Algebra I during 8th grade. The addition of a period each day allows for tutoring 3 days a week in core classes and higher needs scholars receive small group mentoring and motivational support. Our Saturday School offers enrichment and supplemental study in Math and ELA and training in effective study habits, organizational skills, and resilience building. The I&RS process supports scholars recommended by teachers for academic or behavioral support. Child Study Team services are provided when warranted or requested by parents. Additionally, our 2 Social Workers offer peer mentoring, counseling and social-emotional resources and homeroom advisors meet with their advisees and collaborate with parents and support staff to meet student needs.



Student Health and Wellness:

We provide School Nutrition Programs that offer eligible students breakfast and lunch according to the State Department of Agriculture guidelines and regulations. Students in all grades are provided with a daily recess period, weekly Physical Education classes, and a trimester of Dance classes. Additionally, our on-site School Nurse partners with our School Physician to provide emergent care, proactive screenings, and in support of our Health Education classes, training in health, hygiene and wellness education.



Parent and Community Involvement:

The Parent Council is made up of parents and family members. Its mission is to support Pride Academy in its goals toward providing children with an exceptional educational experience. The Parent Council does not have an executive board, and instead functions as a committee as a whole. The Parent Council sets yearly goals, including the creation of a Parent Council Scholarships for graduates, as well as an annual Generations Dance. Currently, they are working to raise the funds needed to rebuild a playground for the school. With family schedules encumbered with work, school, homework, activities and more, it is essential that workshops and meetings are more than just information settings, but also opportunities for quality Family Time. Parent Parties such as Bingo for Books provides family fun time, as well as literacy tips for scholars and parents. Additionally, parents are active on the schools' social media platforms and work with local businesses in meeting fundraising goals.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Reflective practice on the part of all stakeholders is integral to our growth and strengthening of performance and results. Annually, school climate and culture surveys are administered, analyzed and used to create actionable goals and implementation of best practices by Board members, administrators, staff and teachers, and parents. Students across all grade levels are provided opportunities to provide feedback to each of their teachers at least once a year. Teachers and staff are provided opportunities to evaluate the Principal twice a year through a Teacher/Staff Survey administered in December and a Principal Evaluation that is collected and reviewed by the Board of Trustees in June. For the 2018-2019 school year, the percent of staff who expressed satisfaction with the school leadership or with the overall environment was 92%. For the 2018-2019 school year, the percent of parents who expressed satisfaction with the overall school environment was 96%.</p>
 <p>Facilities:</p>	<p>Our school facility comprises a campus that was originally a Catholic School and newly constructed and renovated areas. Over the course of the past 4 years, we have continued to take steps to maintain high standards of safety, security, cleanliness and the creation of new learning spaces that promote health and well-being and increase school programming opportunities for all members of our school community. The final phase of new construction involved the installation of an elevator and opening of a new wing containing centrally air-conditioned and heated classrooms, a health suite, a large second multipurpose room, and a classroom. The addition of the new multipurpose room provides a designated space for Gym use, indoor recess, performing arts programs and school wide events. All classroom spaces and offices are air-conditioned and students have the opportunity to use a Computer Lab in addition to access to Mobile Laptop labs that are shared between classrooms.</p>
 <p>School Safety:</p>	<p>Pride Academy Charter School provides a safe, structured environment where students flourish as learners. The core values of peace, respect, integrity, determination and empathy are the bedrock upon which we have built and maintained a culture of high academic and behavior expectations. We reinforce these values daily in our daily Morning Assemblies. Student safety is fostered by maintaining strong school-wide operational procedures, growing and strengthening parent and community partnerships, and making safety a priority whether concerns arise at school, off-grounds, or online. Pride Academy has conscientiously implemented the requirements outlined in the Anti-Bullying Bill of Rights Act, including the appointment of a school Anti-Bullying Specialist and District Anti-Bullying Coordinator. Our efforts have yielded positive results that continue to improve yearly. Our annual survey results indicate that our stakeholders rate Pride Academy Charter School a safe school.</p>



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Technology and STEM:

Pride Academy teachers fully integrate technology into the curriculum using the following tools that are readily available: interactive white boards and projectors in every classroom; 7 student mobile labs; a Computer Lab; and a Mini lab for Special Education needs. Teachers and students all have school-based accounts on Google Suites and student computers are filtered with GoGuardian. Students use the following online curricula: TenMarks and MobyMax to improve their math skills, both as in-class and homework assignments; iReady to improve their ELA skills, both as in-class and homework assignments; CK-12 online curriculum to improve their science skills. In addition to technology available to students, all teachers have Apple Mac computers and access to Hapara and Google Classroom used to organize and supervise student online activity and assignments, and Google Suites which is used to review student work in progress and give active and timely feedback.