



GREAT OAKS LEGACY CHARTER SCHOOL
(80-6053-917)
Grades Offered: PK-12
2017-2018

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

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



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School Contact Info

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	GREAT OAKS LEGACY CHARTER SCHOOL
Principal Name	MR. TAILLEFER
Address	24 MAIDEN LANE NEWARK, NJ 07102
Phone Number	(973)565-9170
Email Address	JTAILLEFER@GREATOAKSLEGACY.ORG
Website	https://greatoakslegacy.org/
Facebook	https://www.facebook.com/GreatOaksLegacyCharterSchool/
Twitter	https://twitter.com/GOCSNewark



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	0	0	0
KG	0	5	3
1	0	60	60
2	0	87	75
3	0	92	84
4	0	82	86
5	0	81	78
6	87	163	136
7	76	150	161
8	67	128	139
9	117	92	109
10	66	111	95
11	44	61	102
12	0	37	52
Total	457	1,149	1,180

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	55.4%	55.8%	53.9%
Male	44.6%	44.2%	46.1%
Economically Disadvantaged Students	79.9%	87.2%	84.9%
Students with Disabilities	15.3%	15.1%	14.7%
English Learners	3.3%	1.7%	2.5%
Homeless Students		0.0%	0.2%
Students in Foster Care		0.5%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	0.2%	0.3%	0.4%
Hispanic	18.4%	11.4%	11.4%
Black or African American	81.0%	87.4%	87.6%
Asian	0.4%	0.2%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.0%
Two or More Races	0.0%	0.4%	0.2%

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	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	5	3

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	2015-16	2016-17	2017-18
Full Time Students	457	1,149	1,180
Shared Time Students	0	0	0
Full Time Equivalent	457	1,149	1,180

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 is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (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/Literacy (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	44	44	50	Met Standard	53	53	50	Met Standard
White	*	*	50	**	*	*	51	**
Hispanic	44.5	44.5	49	Met Standard	49	49	48	Met Standard
Black or African American	44.5	44.5	44	Met Standard	53	53	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	N	61	**	N	N	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	44.5	44.5	48	Met Standard	53	53	47	Met Standard
Students with Disabilities	35	35	41	Not Met	28	28	43	Not Met
English Learners	52	52	54	**	*	*	51	**



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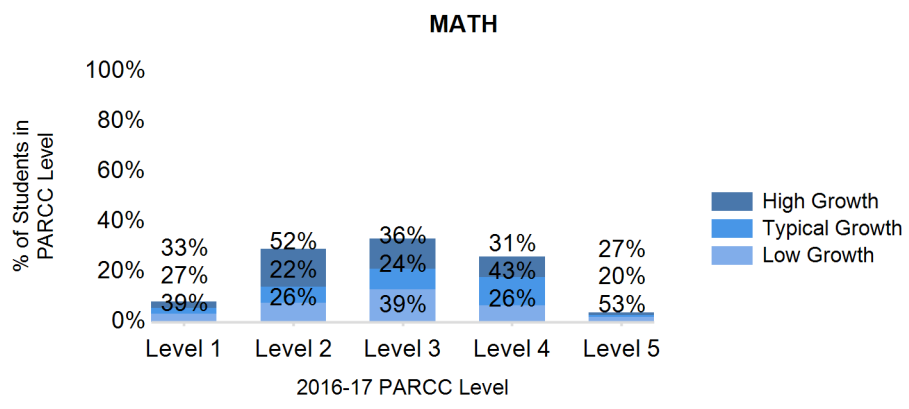
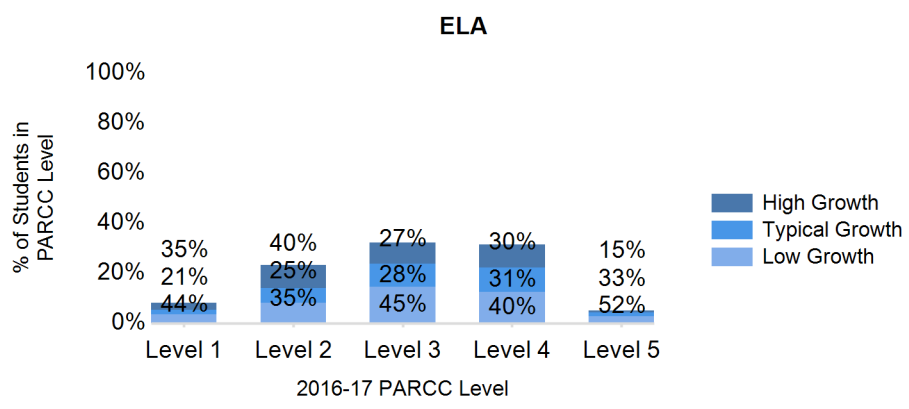
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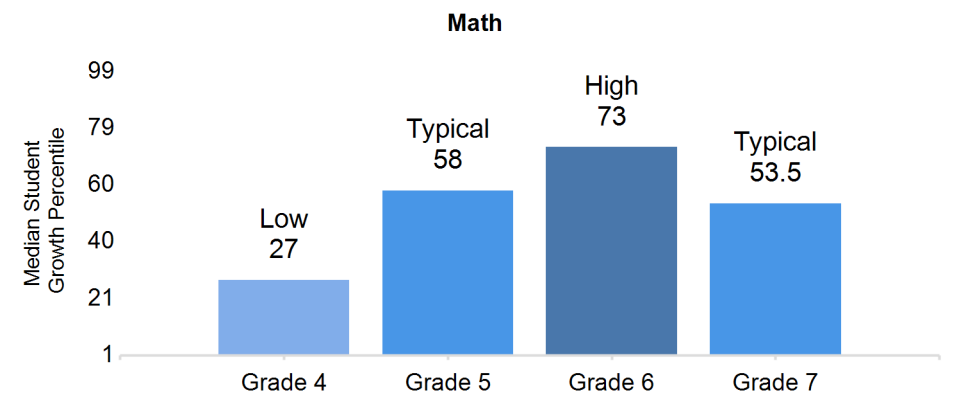
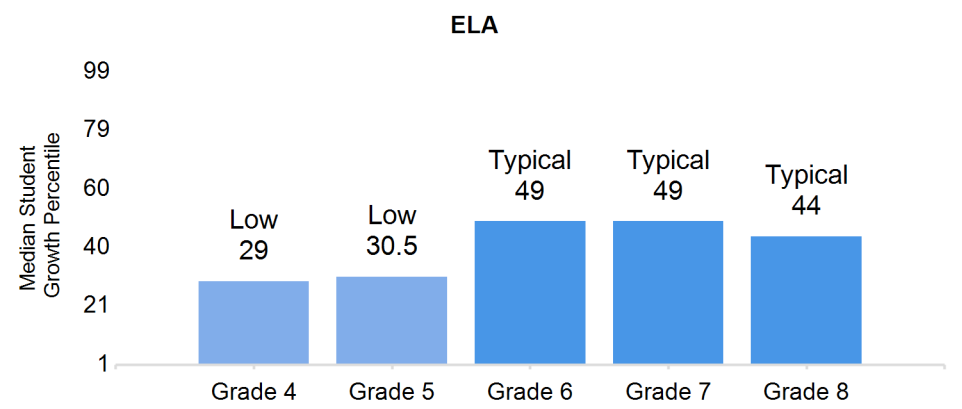
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	873	98.5	41.9	41.9	56.7	41.9	45.8	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	100	100.0	36.0	36.0	42.5	36.0	47.8	Not Met
Black or African American	764	98.3	42.5	42.5	37.3	42.5	45.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	484	98.4	44.0	44.0	64.5	44.0		
Male	389	98.7	39.4	39.4	49.4	39.4		
Economically Disadvantaged Students	736	98.5	41.5	41.5	38.5	41.5	53.5	Not Met
Non-Economically Disadvantaged Students	137	98.6	44.5	44.5	67.5	44.5		
Students with Disabilities	146	98.0	12.3	12.3	21.6	12.3	16.5	Met Target†
Students without Disabilities	727	98.7	47.9	47.9	63.9	47.9		
English Learners	26	100.0	30.7	30.7	27.3	30.7	61	Not Met
Non-English Learners	847	98.5	42.3	42.3	59.4	42.3		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	81	741	741	750	14%	20%	33%	*	*	33%	52%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	45	736	736	756	*	*	27%	*	*	27%	57%
Male	36	748	748	744	*	*	42%	*	*	42%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	83	733	733	756	12%	36%	20%	*	*	31%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	81	732	732	739	12%	37%	20%	*	*	31%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	43	736	736	762	*	28%	*	*	*	35%	63%
Male	40	730	730	751	*	45%	*	*	*	28%	53%
Economically Disadvantaged Students	66	731	731	740	*	*	*	*	*	30%	40%
Non-Economically Disadvantaged Students	17	743	743	767	*	*	*	*	*	35%	70%
Students with Disabilities	10	698	698	726	*	*	*	*	*	*	25%
Students without Disabilities	73	738	738	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	76	729	729	755	14%	32%	28%	26%	0%	26%	58%
White	N	N	N	763	N	N	N	N	N	N	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	43	727	727	762	*	28%	*	*	*	23%	66%
Male	33	731	731	749	*	36%	*	*	*	30%	51%
Economically Disadvantaged Students	62	729	729	739	*	*	*	*	*	26%	39%
Non-Economically Disadvantaged Students	14	728	728	766	*	*	*	*	*	29%	71%
Students with Disabilities	18	712	712	724	*	*	*	*	*	11%	22%
Students without Disabilities	58	734	734	762	*	*	*	*	*	31%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	129	742	742	754	9%	14%	40%	27%	9%	36%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	115	742	742	737	10%	13%	40%	29%	9%	37%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	67	749	749	761	*	*	45%	*	*	42%	64%
Male	62	734	734	748	*	*	35%	*	*	31%	48%
Economically Disadvantaged Students	113	741	741	739	*	*	*	*	*	35%	37%
Non-Economically Disadvantaged Students	16	745	745	764	*	*	*	*	*	50%	68%
Students with Disabilities	24	705	705	723	*	*	*	*	*	*	18%
Students without Disabilities	105	750	750	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	751	751	760	7%	13%	26%	37%	18%	55%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	22	749	749	746	*	*	*	*	*	55%	49%
Black or African American	135	751	751	740	*	*	26%	37%	17%	54%	42%
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	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	88	757	757	769	*	*	25%	*	*	60%	72%
Male	72	743	743	752	*	*	26%	*	*	49%	54%
Economically Disadvantaged Students	133	752	752	742	*	*	*	*	*	57%	44%
Non-Economically Disadvantaged Students	27	745	745	771	*	*	*	*	*	44%	73%
Students with Disabilities	23	714	714	721	*	*	*	*	*	17%	22%
Students without Disabilities	137	757	757	768	*	*	*	*	*	61%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



GREAT OAKS LEGACY CHARTER SCHOOL
 (80-6053-917)
 Grades Offered: PK-12
 2017-2018

Report Key:
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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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	136	750	750	759	7%	12%	33%	38%	10%	48%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	14	753	753	744	0%	*	*	*	*	36%	45%
Black or African American	122	750	750	739	8%	11%	32%	41%	8%	49%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	85	754	754	768	*	*	33%	*	*	52%	69%
Male	51	744	744	751	*	*	33%	*	*	41%	52%
Economically Disadvantaged Students	111	750	750	740	*	*	*	*	*	48%	42%
Non-Economically Disadvantaged Students	25	752	752	769	*	*	*	*	*	48%	71%
Students with Disabilities	26	716	716	719	*	*	*	*	*	12%	19%
Students without Disabilities	110	758	758	766	*	*	*	*	*	56%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



GREAT OAKS LEGACY CHARTER SCHOOL
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	108	748	748	752	*	16%	32%	*	*	48%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	24	744	744	735	*	*	46%	*	*	38%	38%
Black or African American	82	749	749	734	*	17%	27%	*	*	52%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	57	751	751	759	*	*	33%	*	*	53%	63%
Male	51	744	744	744	*	*	31%	*	*	43%	46%
Economically Disadvantaged Students	93	750	750	733	*	*	*	*	*	49%	34%
Non-Economically Disadvantaged Students	15	733	733	761	*	*	*	*	*	40%	65%
Students with Disabilities	18	721	721	716	*	*	*	*	*	*	15%
Students without Disabilities	90	753	753	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	96	738	738	749	17%	15%	33%	*	*	35%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	15	718	718	733	*	*	*	*	*	20%	38%
Black or African American	79	741	741	728	14%	15%	33%	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	54	735	735	759	*	*	37%	*	*	33%	60%
Male	42	741	741	739	*	*	29%	*	*	38%	42%
Economically Disadvantaged Students	77	737	737	730	*	*	*	*	*	35%	34%
Non-Economically Disadvantaged Students	19	742	742	758	*	*	*	*	*	37%	59%
Students with Disabilities	11	699	699	707	*	*	*	*	*	*	15%
Students without Disabilities	85	743	743	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	98	748	748	736	11%	15%	24%	*	*	49%	39%
White	N	N	N	737	N	N	N	N	N	N	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	83	747	747	729	*	18%	28%	*	*	45%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	56	753	753	745	*	*	25%	*	*	54%	48%
Male	42	740	740	728	*	*	24%	*	*	43%	31%
Economically Disadvantaged Students	86	745	745	730	13%	*	*	*	*	45%	33%
Non-Economically Disadvantaged Students	12	766	766	739	0%	*	*	*	*	75%	42%
Students with Disabilities	18	717	717	708	*	*	*	*	*	17%	13%
Students without Disabilities	80	755	755	742	*	*	*	*	*	56%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

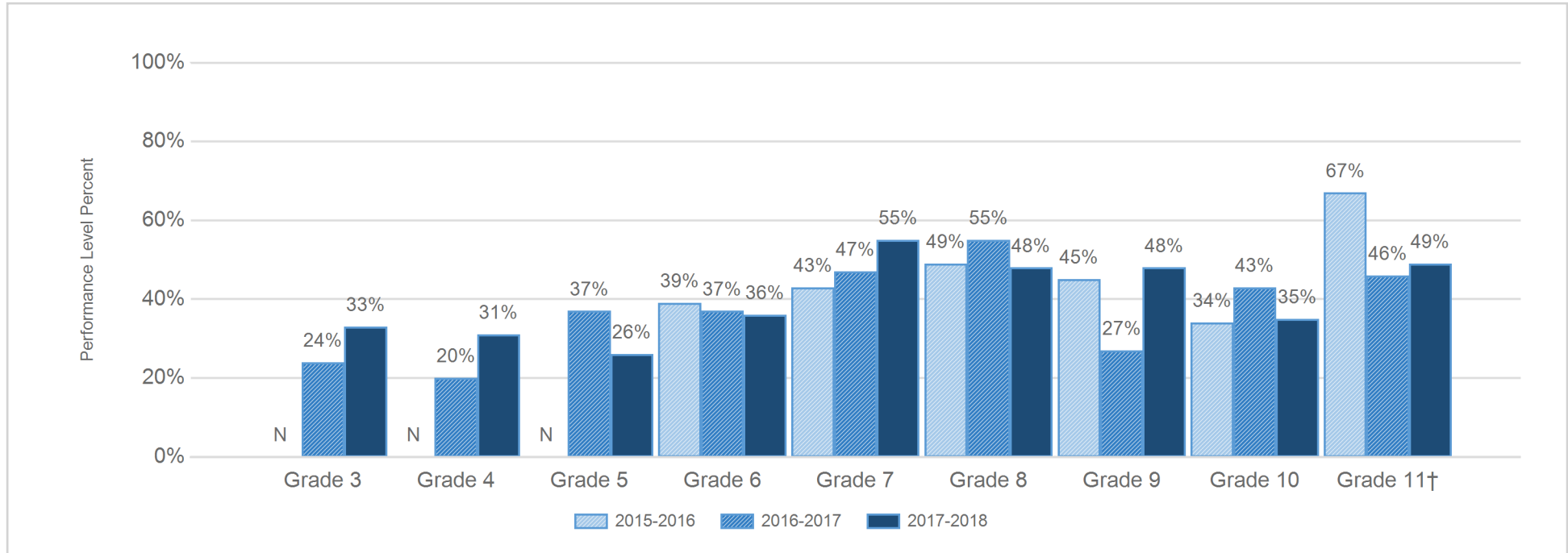


GREAT OAKS LEGACY CHARTER SCHOOL
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	871	98.4	34.0	34.0	45.0	34.0	48.7	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	100	100.0	28.0	28.0	29.2	28.0	45.8	Not Met
Black or African American	762	98.2	34.4	34.4	23.4	34.4	49.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	482	98.2	32.6	32.6	46.0	32.6		
Male	389	98.7	35.7	35.7	43.9	35.7		
Economically Disadvantaged Students	735	98.4	34.6	34.6	26.6	34.6	57.7	Not Met
Non-Economically Disadvantaged Students	136	98.6	30.9	30.9	55.9	30.9		
Students with Disabilities	144	97.3	*	*	17.1	*	23	Not Met
Students without Disabilities	727	98.7	*	*	50.5	*		
English Learners	26	100.0	15.4	15.4	24.6	15.4	35.6	Not Met
Non-English Learners	845	98.4	34.5	34.5	46.9	34.5		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	81	744	744	752	*	17%	28%	*	*	46%	53%
White	N	N	N	760	N	N	N	N	N	N	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
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	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	45	740	740	752	*	*	27%	*	*	42%	53%
Male	36	748	748	751	*	*	31%	*	*	50%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	82	735	735	748	*	33%	22%	*	*	37%	49%
White	N	N	N	755	N	N	N	N	N	N	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	80	735	735	730	*	33%	23%	*	*	36%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	42	737	737	748	*	36%	*	*	*	40%	50%
Male	40	733	733	748	*	30%	*	*	*	33%	49%
Economically Disadvantaged Students	65	733	733	733	*	*	*	*	*	35%	30%
Non-Economically Disadvantaged Students	17	742	742	758	*	*	*	*	*	41%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%



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 2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	76	734	734	748	*	*	42%	26%	0%	26%	49%
White	N	N	N	756	N	N	N	N	N	N	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	43	733	733	749	*	*	49%	*	*	19%	50%
Male	33	734	734	747	*	*	33%	*	*	36%	48%
Economically Disadvantaged Students	62	734	734	733	*	*	*	*	*	24%	29%
Non-Economically Disadvantaged Students	14	733	733	758	*	*	*	*	*	36%	62%
Students with Disabilities	18	713	713	726	*	*	*	*	*	11%	20%
Students without Disabilities	58	740	740	752	*	*	*	*	*	31%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	129	738	738	744	9%	21%	36%	*	*	34%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	115	739	739	726	9%	21%	37%	*	*	34%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	67	743	743	745	*	16%	46%	*	*	33%	45%
Male	62	733	733	742	*	26%	24%	*	*	35%	42%
Economically Disadvantaged Students	113	739	739	729	*	*	*	*	*	34%	24%
Non-Economically Disadvantaged Students	16	735	735	753	*	*	*	*	*	38%	56%
Students with Disabilities	24	701	701	717	*	*	*	*	*	*	13%
Students without Disabilities	105	747	747	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



GREAT OAKS LEGACY CHARTER SCHOOL
 (80-6053-917)
 Grades Offered: PK-12
 2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	160	740	740	743	*	23%	40%	*	*	33%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	22	736	736	732	*	*	*	*	*	32%	27%
Black or African American	135	740	740	727	*	23%	41%	*	*	33%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	88	743	743	745	*	23%	40%	*	*	35%	45%
Male	72	736	736	741	*	22%	40%	*	*	31%	42%
Economically Disadvantaged Students	133	742	742	730	*	*	40%	*	*	35%	24%
Non-Economically Disadvantaged Students	27	732	732	751	*	*	41%	*	*	26%	55%
Students with Disabilities	23	712	712	717	*	*	*	*	*	*	12%
Students without Disabilities	137	745	745	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	14	693	693	728	*	*	*	*	*	*	28%
White	N	N	N	736	N	N	N	N	N	N	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	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	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	14	693	693	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	735	N	N	N	N	N	N	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	14	693	693	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	247	742	742	746	6%	26%	28%	*	*	39%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	40	744	744	730	*	25%	33%	*	*	35%	27%
Black or African American	205	741	741	727	6%	26%	28%	*	*	40%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	143	741	741	748	*	22%	31%	*	*	39%	48%
Male	104	742	742	745	*	31%	25%	*	*	39%	44%
Economically Disadvantaged Students	206	744	744	729	*	23%	29%	*	*	42%	25%
Non-Economically Disadvantaged Students	41	731	731	756	*	39%	24%	*	*	27%	57%
Students with Disabilities	33	709	709	716	*	*	*	*	*	*	13%
Students without Disabilities	214	747	747	752	*	*	*	*	*	*	52%
English Learners	12	725	725	710	*	*	*	*	*	17%	*
Non-English Learners	235	742	742	749	*	*	*	*	*	40%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	99	722	722	735	11%	49%	29%	10%	0%	10%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	14	713	713	723	*	*	*	*	*	*	14%
Black or African American	83	722	722	719	*	48%	31%	*	*	11%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	56	718	718	736	*	*	*	*	*	*	30%
Male	43	727	727	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	85	720	720	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	14	730	730	741	*	*	*	*	*	*	38%
Students with Disabilities	19	707	707	713	*	*	*	*	*	*	*
Students without Disabilities	80	725	725	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	721	721	727	30%	28%	28%	*	*	14%	30%
White	N	N	N	733	N	N	N	N	N	N	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	45	718	718	705	36%	24%	24%	*	*	16%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	29	714	714	728	*	*	*	*	*	*	30%
Male	28	727	727	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

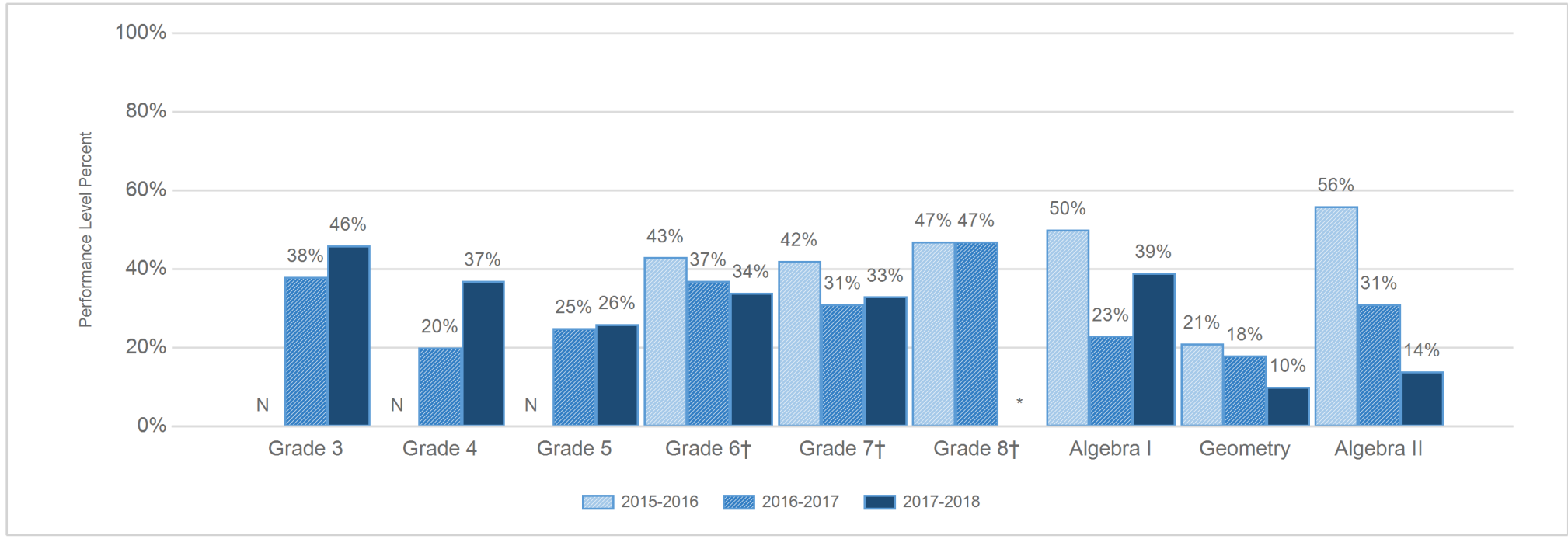


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps 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	*	*
4	N	N
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	47.6%	46.8%	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	15	86.7%	13.3%
3-4	11	81.8%	18.2%
5 or more	N	N	N



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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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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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 2017-18. 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 2017-18	*	85.0%
12th graders taking SAT in 2017-18 or prior years	90.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	100.0%	24.6%

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	*	478	Grade 10: 430 Grade 11: 460	*	62%
PSAT 10/NMSQT - Math	*	478	Grade 10: 480 Grade 11: 510	*	42%
SAT - Reading and Writing	466	542	480	43%	72%
SAT - Math	518	543	530	49%	54%
ACT - Reading	16	24	22	10%	62%
ACT - English	16	24	18	35%	78%
ACT - Math	19	24	22	25%	62%
ACT - Science	16	23	23	*	53%



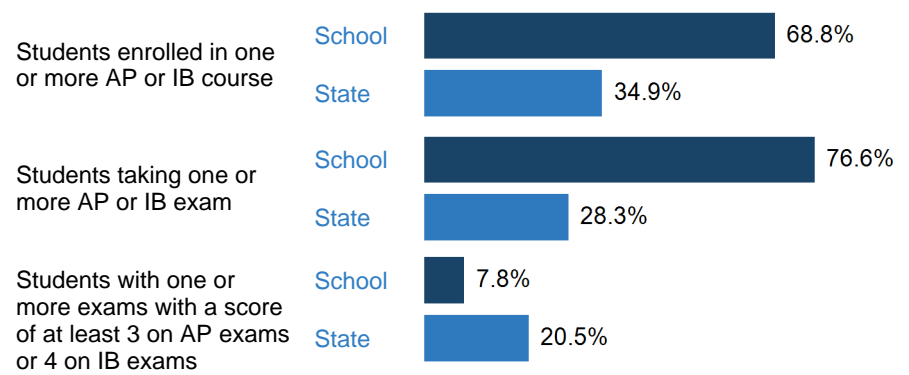
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



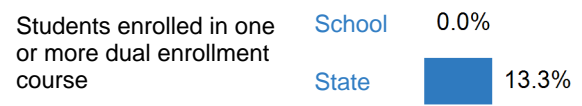
AP/ IB Courses Offered

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	15	14
AP Chemistry	15	14
AP English Language and Composition	91	84
AP Environmental Science	34	22
AP Seminar	10	9
AP U.S. History	0	83
AP World History	0	26
Total Exams taken		252
Exams with scores of at least 3 on AP exams or 4 on IB exams		20

Dual Enrollment Coursework - Participation

This graph shows the percentage students 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.





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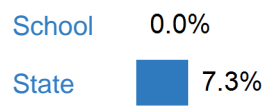
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students 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.

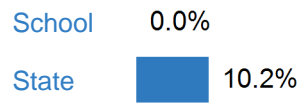
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

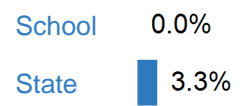
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students 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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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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



GREAT OAKS LEGACY CHARTER SCHOOL

(80-6053-917)

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2017-2018

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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	145
7	0	0	0	0	0	0	163
8	0	0	0	0	0	0	90
9	105	1	0	0	0	0	14
10	19	78	2	0	0	0	9
11	1	15	63	21	0	0	10
12	0	0	7	20	15	0	9
Total	125	94	72	41	15	0	440
Enrolled in AP/IB Course					15	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	0	114	0	0	0	0
10	94	9	0	0	0	0
11	3	98	0	1	5	0
12	0	15	0	36	0	0
Total	97	236	0	37	5	0
Enrolled in AP/IB Course	0	15		34	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



GREAT OAKS LEGACY CHARTER SCHOOL

(80-6053-917)

Grades Offered: PK-12

2017-2018

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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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.

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	0	0	0	0	113
10	102	0	0	0	0	1
11	1	106	0	0	0	0
12	0	0	0	0	0	51
Total	103	106	0	0	0	165
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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	1	0	0	0	0	0	0
10	103	0	0	0	0	0	0
11	103	0	0	0	0	0	0
12	51	0	0	0	0	0	0
Total	258	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	51	0	0	0	0	0	0



GREAT OAKS LEGACY CHARTER SCHOOL
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 2017-2018

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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



GREAT OAKS LEGACY CHARTER SCHOOL
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 Grades Offered: PK-12
 2017-2018

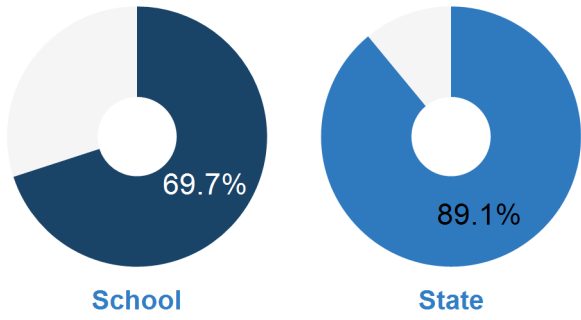
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Visual and Performing Arts – Course Participation

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.

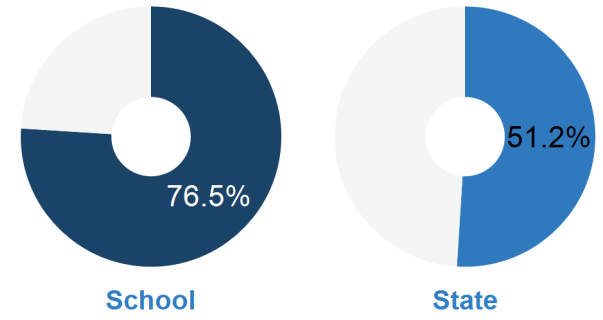
Grades 6-8:

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

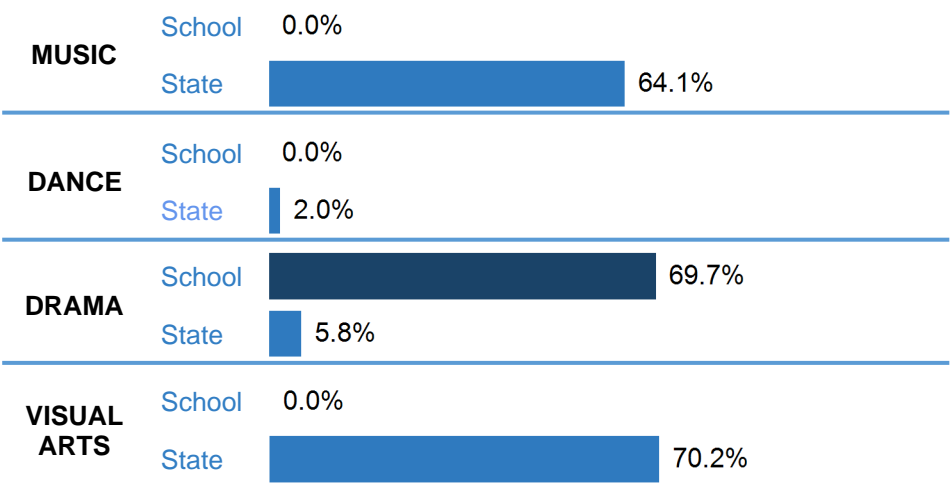


Grades 9-12:

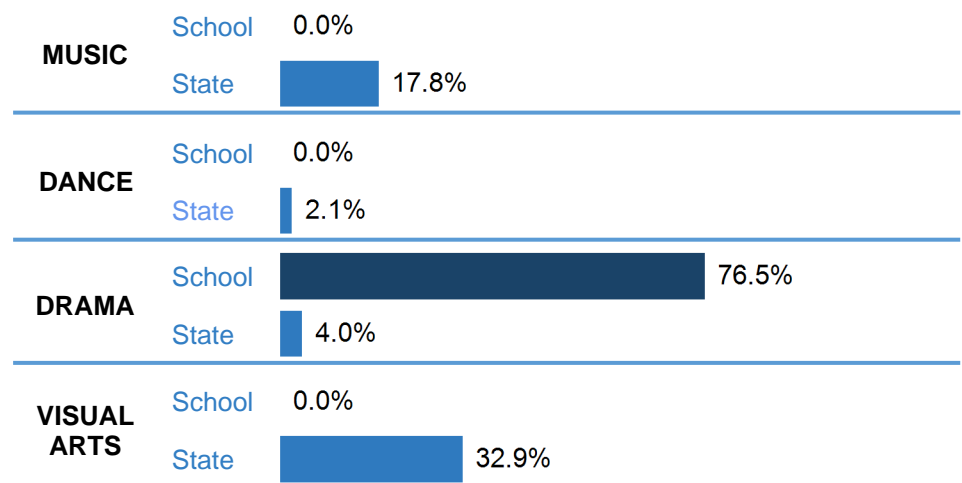
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





GREAT OAKS LEGACY CHARTER SCHOOL
 (80-6053-917)
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 2017-2018

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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 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 2017 4-year rate and the Class of 2016 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 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	68.3%	90.9%	91.1%	92.4%	71.4%	N	N	*	**	**
White	N	95.0%	N	95.7%	N	N	N	*	**	**
Hispanic	*	84.8%	*	87.3%	*	**	**	N	N	N
Black or African American	62.8%	84.2%	*	86.8%	70.7%	N	N	N	N	N
Asian, Native Hawaiian or Pacific Islander	*	97.0%	N	97.7%	N	N	N	N	N	N
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	66.0%	84.6%	96.4%	87.0%	80.0%	N	N	*	**	**
Students with Disabilities	*	80.1%	*	83.5%	*	**	**	N	N	N
English Learners	*	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	79.1%	76.7%
Substitute Competency Test	14.0%	16.3%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	7.0%	7.0%
Unknown	0.0%	0.0%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	68.3%	-
2017	71.4%	91.1%
2016	N	*

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.3%	1.2%
2016-2017	1.0%	1.1%
2015-2016	0.9%	1.2%



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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 Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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
Statewide	72.8%	27.6%	72.4%
Schoolwide	79.1%	2.9%	97.1%
White	N	N	N
Hispanic	*	*	*
Black or African American	77.8%	0%	100%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	81.3%	3.8%	96.2%
Students with Disabilities	*	*	*
English Learners	*	*	*

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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	88.6%	0%	100%	51.6%	48.4%	90.3%	9.7%
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
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	84.6%	0%	100%	40.9%	59.1%	86.4%	13.6%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



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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.

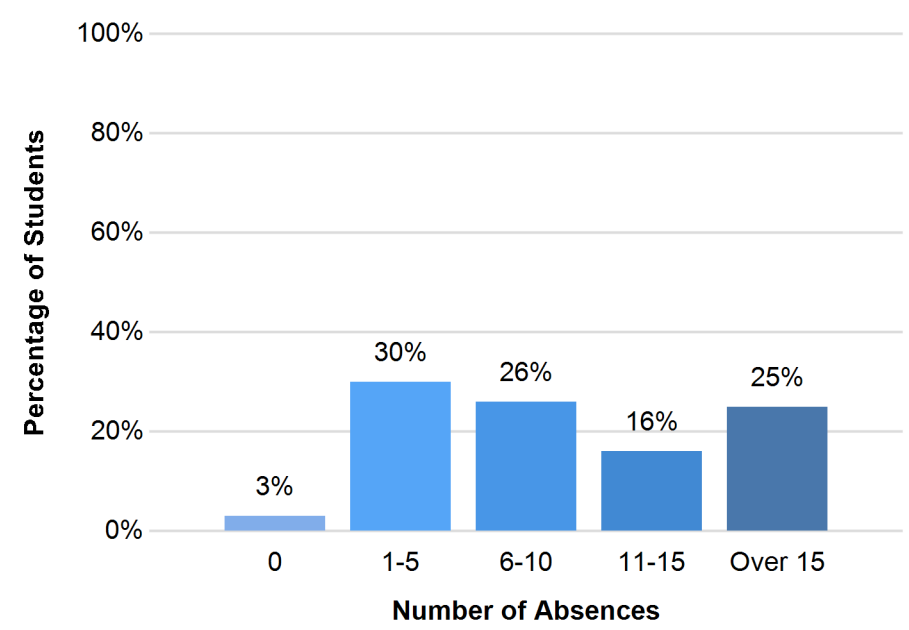
Chronic Absenteeism

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	245	18.4	10.9	Not Met
White	*	*	**	**
Hispanic	25	16.8	10.9	Not Met
Black or African American	218	18.7	10.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	230	20.4	10.9	Not Met
Students with Disabilities	43	24.4	10.9	Not Met
English Learners	4	13.8	10.9	Not Met

Days Absent

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





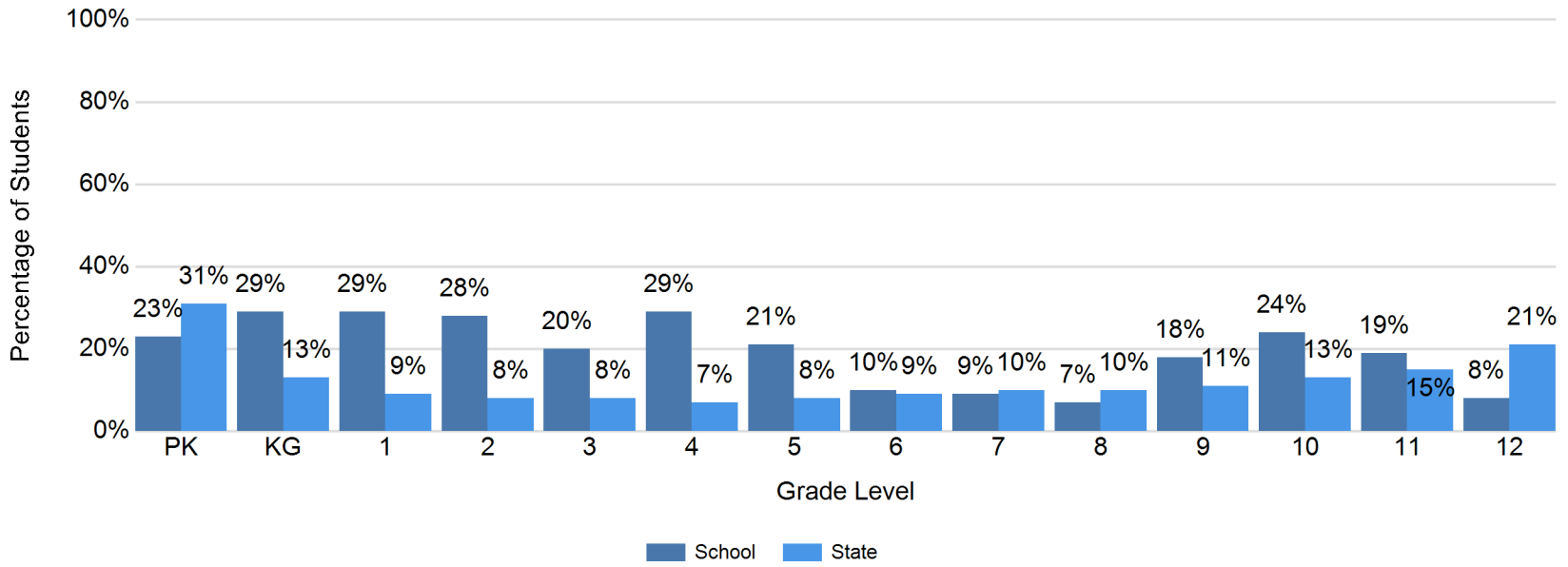
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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.

Police Notifications

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

Incident Type	Number of Incidents
Violence	2
Weapons	5
Vandalism	3
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.44

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	268	22.7%
Any Suspension	268	22.7%
Removal to other education program	0	0.0%
Expulsion	*	*
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
1113



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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	3:55 PM
Length of School Day	7 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 40 Mins
Shared Time - Instructional Time	6 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	9.4:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$941	\$13,559	\$14,500



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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 experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	70	117,464
Average years experience in public schools	4.3	12.0
Average years experience in district	0.9	10.7
Teachers in district for 4 or more years	9.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,374
Average years experience in public schools	6.4	16.0
Average years experience in district	3.3	12.0
Administrators in district for 4 or more years	62.5%	76.2%

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	17:1	17:1
Students to Administrators	107:1	107:1
Teachers to Administrators	6:1	6:1
Students to Librarians/Media Specialists		N
Students to Nurses		1180:1
Students to Counselors		1180:1
Students to Child Study Team		197:1



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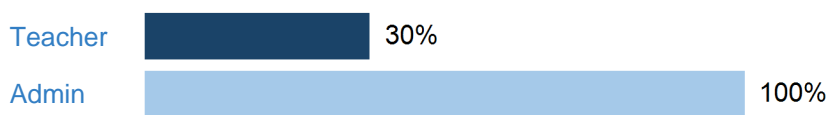
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the 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 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	50.0%	90.2%
2016-17 Administrators: Same district 2017-18	71.4%	86.2%

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
2017-18	97.2%



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	71.4%	90.9%
Male	28.6%	9.1%
White	41.4%	36.4%
Hispanic	7.1%	9.1%
Black or African American	35.7%	54.5%
Asian	15.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



GREAT OAKS LEGACY CHARTER SCHOOL
 (80-6053-917)
 Grades Offered: PK-12
 2017-2018

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note, see note below table

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). 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](#).

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has 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. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	33.33	12.2%†
Mathematics Proficiency	64.58	12.2%†
Graduation Rate - 4-Year	0.00	15.2%†
Graduation Rate - 5-Year	**	**
English Language Arts Growth	45.83	15.2%†
Mathematics Growth	66.67	15.2%†
Progress Towards English Language Proficiency	44.44	20.0%†
Chronic Absenteeism	29.55	10.0%†
Summative Score: Sum of all indicator scores multiplied by indicator weights	40.89	n/a
Summative Rating: Percentile Rank of Summative Score	43.75	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	No	Not Met	Not Met	N	**	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	No	**	**	N	**	**	**	n/a	**	No
Hispanic	34.64	14.08	No	Not Met	Not Met	**	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	47.96	21.20	No	Met Target†	Not Met	N	N	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	N	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	**	**	n/a	**	No
Economically Disadvantaged Students	49.81	21.20	No	Not Met	Not Met	N	**	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	20.33	14.08	No	Met Target†	Not Met	**	N	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Not Met	Not Met	N	**	**	**	**	Not 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 your school directly.

 Highlights:	<ul style="list-style-type: none"> • Our program focuses on academic scholarship combined with mastery of discipline and development of character. The rigor of our academic program equips scholars with the tools they need to excel. • At Great Oaks Legacy Charter School, we use a data-driven approach to plan and implement lessons, and employ a variety of customized daily scholar supports.
 Mission, Vision, Theme:	<p>The mission of the Great Oaks Legacy Charter School is to prepare students for success in college. Great Oaks Legacy strives for a complex, multi-faceted approach to raise the bar and close the achievement gap in all subject areas through various instructional techniques. Every middle and high school student at Great Oaks Legacy Charter School receives two hours of tutoring daily during the school day from a member of the Great Oaks Legacy Tutor Corps. Tutor Corps members are recent college graduates who commit to a year of service at Great Oaks Legacy and tutor the same students each day at the school from September to June. Students receive one hour of tutoring in English Language Arts and one hour of tutoring in Mathematics with one or two other students in their grade from the same tutor each day. Tutors work with staff members to create study materials for students in each grade, plan interventions for their students, and communicate with parents.</p>
 Awards, Recognition, Accomplishments:	<p>Our first two high school graduating classes boast a 100% college acceptance rate, with 92% of seniors enrolling in 2- or 4-year colleges following graduation, dramatically beating out the national and Newark statistics. In additions, the Class of 2017 and Class of 2018 were collectively awarded almost \$8 million in first-year scholarships.</p>





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 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Football (Boys), Soccer (Boys), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Great Oaks Legacy Charter School offers a variety of sports and athletic opportunities for our middle school and high school students. We are a member of the Charter School Athletic League and compete in a variety of sports throughout the year. We also have competitive cheerleading and step dance teams, as well as opportunities for sports-based enrichment such as our popular skiing program in the winter.</p>
 <p>Clubs and Activities:</p>	<p>Extra-curricular activities are an important part of the school experience at any age. Starting with our youngest scholars, Great Oaks Legacy Charter School offers opportunities to engage in music and art programs both during the school day and afterschool. From our karate program, which continues to be one of our most popular options at the elementary level, to our HS African Student Alliance and so many program in between, we strive to provide our students with a variety of ways to expand their knowledge and interact with their peers and teachers in a more informal and social setting.</p>






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 Before and After School Programs:	<p>Across grade levels, Great Oaks Legacy Charter School provides academic programming before and after school hours to support students with individual learning needs - from Online Instruction to small group tutoring to homework help. Great Oaks Legacy Charter School offers Before Care for our younger scholars at parent request to meet the needs of different family schedules and ensure student safety. For After Care, we are proud to partner with the Boys and Girls Club of Newark at both of our elementary locations to provide transportation and access to their extensive programming.</p>
 Staff and Professional Learning:	<p>The Great Oaks Legacy Charter School provides staff members with high quality professional development in order to improve instructional quality and student achievement. Teachers participate in various forms of professional development such as weekly coaching sessions, data and curriculum planning meetings with a content based coach. Additionally, ELA, Math and Science teachers participate in content based professional development workshops from NMSI (National Math Science Initiative) that supports with vertical and horizontal curriculum alignment. School leaders participate in monthly network professional learning communities and engage in learning walks to enhance their instructional leadership skills.</p>
 Postsecondary Information:	<p>The College & Alumni team has worked consistently with our Class of 2019 regarding college applications, financial aid applications, EOF/EOP applications and scholarship research. Currently, 98% of the Class of 2019 have applied to either and/or both 2-year and 4-year colleges - submission of these applications were in by November 16, 2018. As of January 23, there are 367 college acceptances. Programming events coordinated and implemented to help in achieving 72% of FAFSA applications being complete by October 4th was due to a two-night family financial aid workshop.</p>






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 <p>Student Supports and Services:</p>	<p>GOLCS provides our students with disabilities with multiple modalities of learning tailored to their individual needs. We follow our 2nd guiding principle of differentiated instruction by catering to our students learning styles, providing various opportunities to learn, and by incorporating assistive technology to increase student engagement and retention. In addition, provide a positive school culture and climate conducive to learning. We also encourage family and community involvement through multiple means of communication on a weekly basis.</p>
 <p>Student Health and Wellness:</p>	<p>All Great Oaks Legacy students receive nutritious meals, including breakfast, lunch, and snacks, free of charge, regardless of family income. Our nutritional program includes meals cooked on-site and hot meals delivered by our healthy food vendor. All GOLCS students participate in physical education and health classes, and are given the opportunity to join enrichment classes, including karate, yoga, kickboxing, and more. In addition, we offer soccer, track, basketball, volleyball, and flag football as part of the Charter School Athletic League. We encourage family health and wellness via campus-based health & wellness days and events. GOLCS has partnered with local fitness providers including Newark Yoga and Brick City Strength to offer fitness classes to students.</p>
 <p>Parent and Community Involvement:</p>	<p>Each Great Oaks Legacy campus has a Parent Action Committee (PAC) comprised of parents and families who meet semi-monthly or monthly to discuss relevant topics, plan events, and support school efforts. Great Oaks Legacy has an open door policy to encourage parents and families to be actively involved in their students' education. Our campus leaders encourage parent involvement through curriculum nights, parent potlucks, family dances, and many other parent and family events. We set a goal of 10 involvement hours for every family, every school year. This school year Great Oaks Legacy has employed a Parent Liaison to support our parent involvement, coordination, and advocacy efforts.</p>






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 <p>Climate Surveys:</p>	<p>Great Oaks Legacy participates in the national semi-annual teacher Insight Survey which is designed to measure our school's instructional culture and is benchmarked against high performing schools across the country. GOLCS also administers an internal semi-annual Big Picture Survey, which is designed to collect feedback from all staff regarding instructional quality and student and staff culture. Annually, our staff participate in focus groups facilitated by a third party consultant who provides summary responses, themes, and key focus areas to school leadership. Traditionally, we have also administered both student and staff surveys at least once per school year to elicit student, parent, and family feedback regarding the quality of our academic and character development programs. Our leaders use the data from all surveys and focus groups to help guide strategic (short and long-term) planning.</p>
 <p>Facilities:</p>	<p>The Great Oaks Legacy Charter School operates 4 buildings throughout Newark. Our largest, home of our Legacy Elementary School and Legacy Middle School, was formerly operated by the Newark Public Schools as the Madison Avenue School. In the four years since we partnered with the district to operate the facility, we have invested several million dollars in replacing windows and flooring, modernizing technology and safety systems, improving outdoor recreational spaces and refitting classrooms with modern instructional equipment. Our Downtown Middle School occupies a new, custom-designed space in the Teacher Village mixed-use development in Downtown Newark, while our Downtown Elementary School occupies a converted office building two blocks away. Our High School occupies a campus in the historic Lincoln Park section of Newark and has been extensively renovated to meet our school's needs.</p>
 <p>School Safety:</p>	<p>Great Oaks Legacy Charter School takes the safety of our students, staff and community as our highest priority. We fully comply with all state regulations in regard to Emergency Preparedness and daily school safety, and use a variety of methods to ensure the safety of our students on a daily basis. We maintain security staff at all sites, at all times, and use security cameras to further ensure safety. Finally, we stress school safety from within by building time into our curriculum for events such as our annual Week of Respect.</p>




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 <p>Technology and STEM:</p>	<p>Great Oaks Legacy uses blended learning technology to further individualize ELA and Math instruction. Students work in the ALEKS mathematics program on individual student laptops. ALEKS is a web-based, intelligent assessment and learning system that uses adaptive questioning to determine which math topics a student does or does not know. ALEKS leads students through guided practice on topics that the student is most ready to learn.</p>
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