

**JERSEY CITY GLOBAL CHARTER SCHOOL**

(80-6093-981)

Grades Offered: KG-06

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 at 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](mailto: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	JERSEY CITY GLOBAL CS
Principal Name	DR. RAGHUNANDAN-JACK
Address	255 CONGRESS STREET JERSEY CITY, NJ 07307
Phone Number	(201)912-5298
Email Address	<a href="mailto:NADIRAR@JCGCS.ORG">NADIRAR@JCGCS.ORG</a>
Website	<a href="https://jcgcs.org">https://jcgcs.org</a>



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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
KG	75	75	73
1	73	72	72
2	56	53	59
3	59	57	39
4	42	59	45
5	0	38	50
6	0	0	28
Total	305	354	366

### 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	49.2%	49.4%	48.9%
Male	50.8%	50.6%	51.1%
Economically Disadvantaged Students	26.2%	23.2%	44.3%
Students with Disabilities	4.3%	4.5%	4.4%
English Learners	3.3%	0.0%	0.3%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.5%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.3%	0.5%

### 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	9.8%	5.4%	4.9%
Hispanic	37.4%	38.1%	40.7%
Black or African American	16.1%	12.4%	11.2%
Asian	35.7%	43.5%	42.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.7%	0.3%	0.3%
Two or More Races	0.3%	0.3%	0.0%

### 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
KG - Half Day	0	0	0
KG - Full Day	75	75	73

### 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	52.5%
Spanish	15.8%
Telugu	9.6%
Hindi	6.0%
Arabic	4.9%
Other Languages	11.2%



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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	53	53	50	Met Standard	37	37	50	Not Met
White	*	*	50	**	*	*	51	**
Hispanic	54	54	49	Met Standard	32	32	48	Not Met
Black or African American	45.5	45.5	44	**	39.5	39.5	44	**
Asian, Native Hawaiian, or Pacific Islander	53	53	61	Met Standard	42	42	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	53	53	48	Met Standard	33	33	47	Not Met
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	*	*	54	**	*	*	51	**



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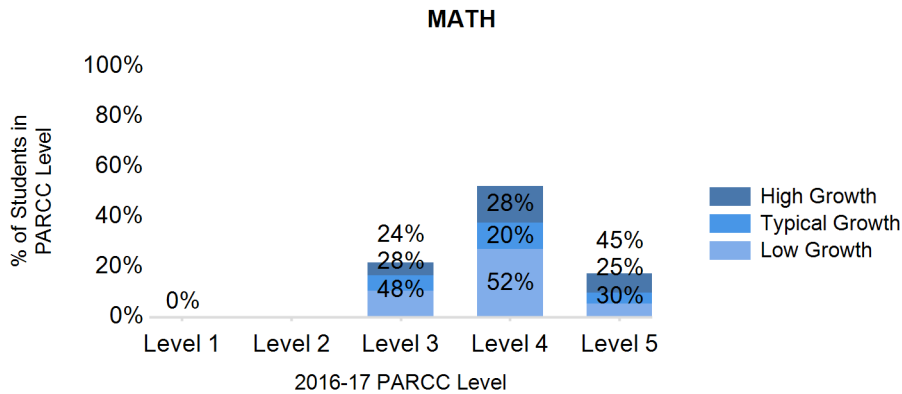
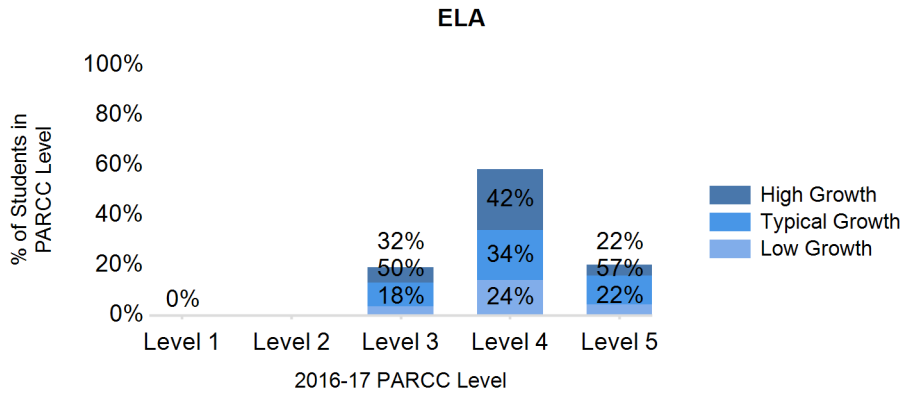
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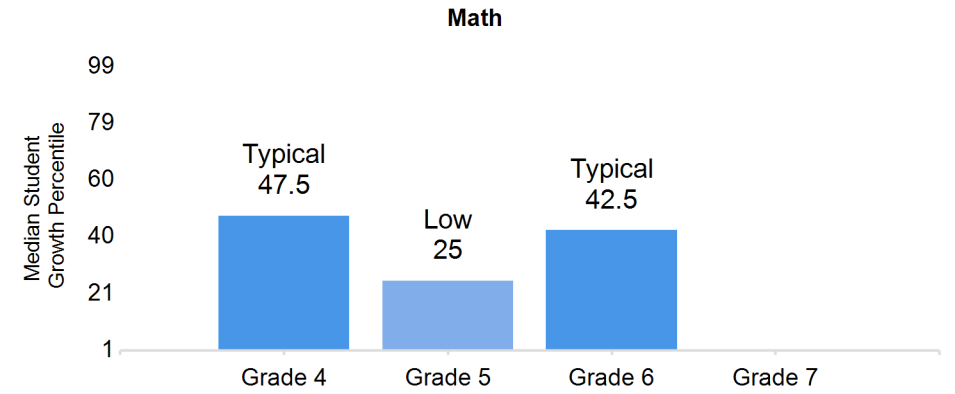
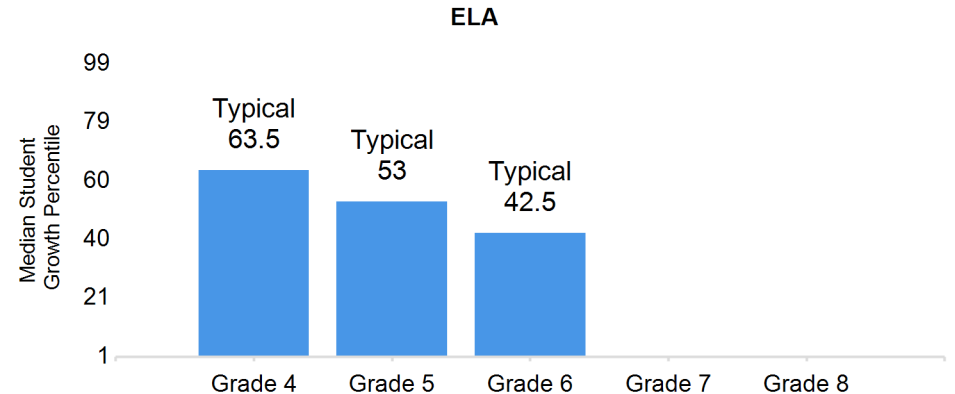
**Student Growth by Performance Level**

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	163	100.0	73.6	73.6	56.7	73.6	67.7	Met Target
White	*	*	*	*	65.6	*	**	**
Hispanic	79	100.0	70.9	70.9	42.5	70.9	67	Met Target
Black or African American	19	100.0	57.9	57.9	37.3	57.9	**	**
Asian, Native Hawaiian, or Pacific Islander	54	100.0	83.3	83.3	82.3	83.3	71.7	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	76	100.0	82.9	82.9	64.5	82.9		
Male	87	100.0	65.5	65.5	49.4	65.5		
Economically Disadvantaged Students	103	100.0	68.9	68.9	38.5	68.9	N	N
Non-Economically Disadvantaged Students	60	100.0	81.6	81.6	67.5	81.6		
Students with Disabilities	17	100.0	29.4	29.4	21.6	29.4	**	**
Students without Disabilities	146	100.0	78.7	78.7	63.9	78.7		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	*	30.1	*		

† 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
<b>Schoolwide</b>	36	791	791	750	*	*	*	53%	31%	83%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	17	781	781	736	*	*	*	*	*	76%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	808	808	777	0%	0%	0%	*	*	100%	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	12	796	796	756	*	*	*	*	*	92%	57%
Male	24	789	789	744	*	*	*	*	*	79%	46%
Economically Disadvantaged Students	21	783	783	733	*	*	*	*	*	76%	34%
Non-Economically Disadvantaged Students	15	803	803	762	*	*	*	*	*	93%	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	*	*	*	722	*	*	*	*	*	*	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
<b>Schoolwide</b>	44	790	790	756	0%	*	*	39%	50%	89%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	19	787	787	744	0%	0%	*	*	*	95%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	801	801	782	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	24	798	798	762	0%	*	*	*	*	96%	63%
Male	20	781	781	751	0%	*	*	*	*	80%	53%
Economically Disadvantaged Students	25	786	786	740	0%	*	*	*	*	88%	40%
Non-Economically Disadvantaged Students	19	795	795	767	0%	*	*	*	*	89%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	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	*	*	*	732	*	*	*	*	*	*	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
<b>Schoolwide</b>	49	770	770	755	0%	*	35%	*	*	59%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	23	761	761	743	0%	*	*	*	*	48%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	16	783	783	780	0%	0%	*	*	*	75%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	23	779	779	762	0%	*	*	*	*	78%	66%
Male	26	762	762	749	0%	*	*	*	*	42%	51%
Economically Disadvantaged Students	35	765	765	739	0%	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	14	781	781	766	0%	*	*	*	*	71%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	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
<b>Schoolwide</b>	27	765	765	754	*	0%	*	*	*	74%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	15	771	771	742	0%	0%	*	*	*	87%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	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	13	777	777	761	*	0%	*	*	*	85%	64%
Male	14	753	753	748	*	0%	*	*	*	64%	48%
Economically Disadvantaged Students	17	770	770	739	*	0%	*	*	*	76%	37%
Non-Economically Disadvantaged Students	10	756	756	764	*	0%	*	*	*	70%	68%
Students with Disabilities	N	N	N	723	N	N	N	N	N	N	18%
Students without Disabilities	27	765	765	760	*	0%	*	*	*	74%	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	N	N	N	729	N	N	N	N	N	N	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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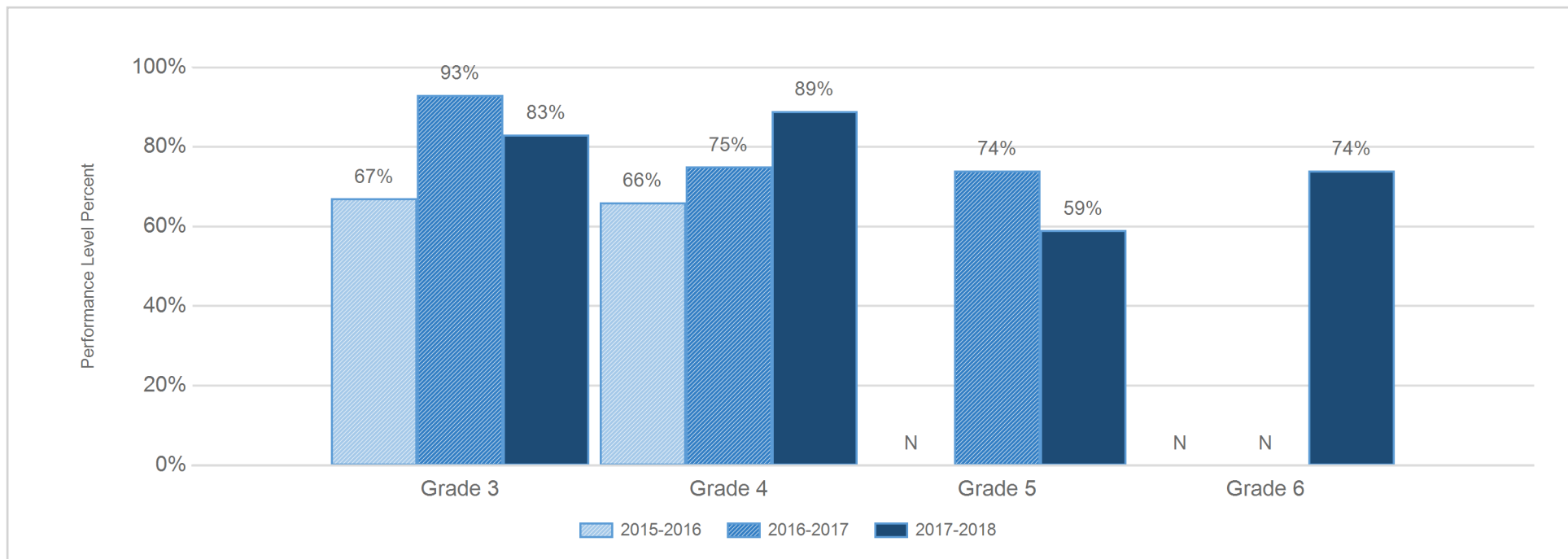
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## English Language Arts/Literacy Assessment - Performance Trends

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.





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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	163	100.0	56.5	56.5	45.0	56.5	55.3	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	79	100.0	49.4	49.4	29.2	49.4	49	Met Target
Black or African American	19	100.0	47.4	47.4	23.4	47.4	**	**
Asian, Native Hawaiian, or Pacific Islander	54	100.0	68.5	68.5	77.0	68.5	75.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	76	100.0	52.6	52.6	46.0	52.6		
Male	87	100.0	59.7	59.7	43.9	59.7		
Economically Disadvantaged Students	103	100.0	48.5	48.5	26.6	48.5	N	N
Non-Economically Disadvantaged Students	60	100.0	70.0	70.0	55.9	70.0		
Students with Disabilities	17	100.0	17.7	17.7	17.1	17.7	**	**
Students without Disabilities	146	100.0	61.0	61.0	50.5	61.0		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

† Target was met within a confidence interval.



## JERSEY CITY GLOBAL CHARTER SCHOOL

(80-6093-981)

Grades Offered: KG-06

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

### 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
<b>Schoolwide</b>	36	774	774	752	*	*	*	44%	33%	78%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	17	763	763	739	*	*	*	*	*	71%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	796	796	780	0%	0%	*	*	*	92%	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	12	772	772	752	*	*	*	*	*	83%	53%
Male	24	775	775	751	*	*	*	*	*	75%	53%
Economically Disadvantaged Students	21	769	769	736	*	*	*	*	*	71%	35%
Non-Economically Disadvantaged Students	15	781	781	762	*	*	*	*	*	87%	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	*	*	*	725	*	*	*	*	*	*	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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2017-2018

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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	44	765	765	748	*	*	*	*	*	68%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	19	761	761	737	*	*	*	*	*	68%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	16	781	781	774	0%	*	*	*	*	81%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	24	768	768	748	*	*	*	*	*	71%	50%
Male	20	762	762	748	*	*	*	*	*	65%	49%
Economically Disadvantaged Students	25	760	760	733	*	*	*	*	*	60%	30%
Non-Economically Disadvantaged Students	19	772	772	758	*	*	*	*	*	79%	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	*	*	*	731	*	*	*	*	*	*	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	49	744	744	748	*	27%	*	*	*	45%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	23	733	733	736	*	*	*	*	*	30%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	16	759	759	777	*	*	*	*	*	56%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	23	744	744	749	*	*	*	*	*	35%	50%
Male	26	743	743	747	*	*	*	*	*	54%	48%
Economically Disadvantaged Students	35	736	736	733	*	*	*	*	*	37%	29%
Non-Economically Disadvantaged Students	14	764	764	758	*	*	*	*	*	64%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	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
<b>Schoolwide</b>	27	746	746	744	*	*	*	*	*	41%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	15	749	749	731	0%	*	*	*	*	40%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	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	13	751	751	745	*	*	*	*	*	38%	45%
Male	14	742	742	742	*	*	*	*	*	43%	42%
Economically Disadvantaged Students	17	749	749	729	*	*	*	*	*	41%	24%
Non-Economically Disadvantaged Students	10	742	742	753	*	*	*	*	*	40%	56%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	13%
Students without Disabilities	27	746	746	748	*	*	*	*	*	41%	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	N	N	N	718	N	N	N	N	N	N	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%



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(80-6093-981)

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2017-2018

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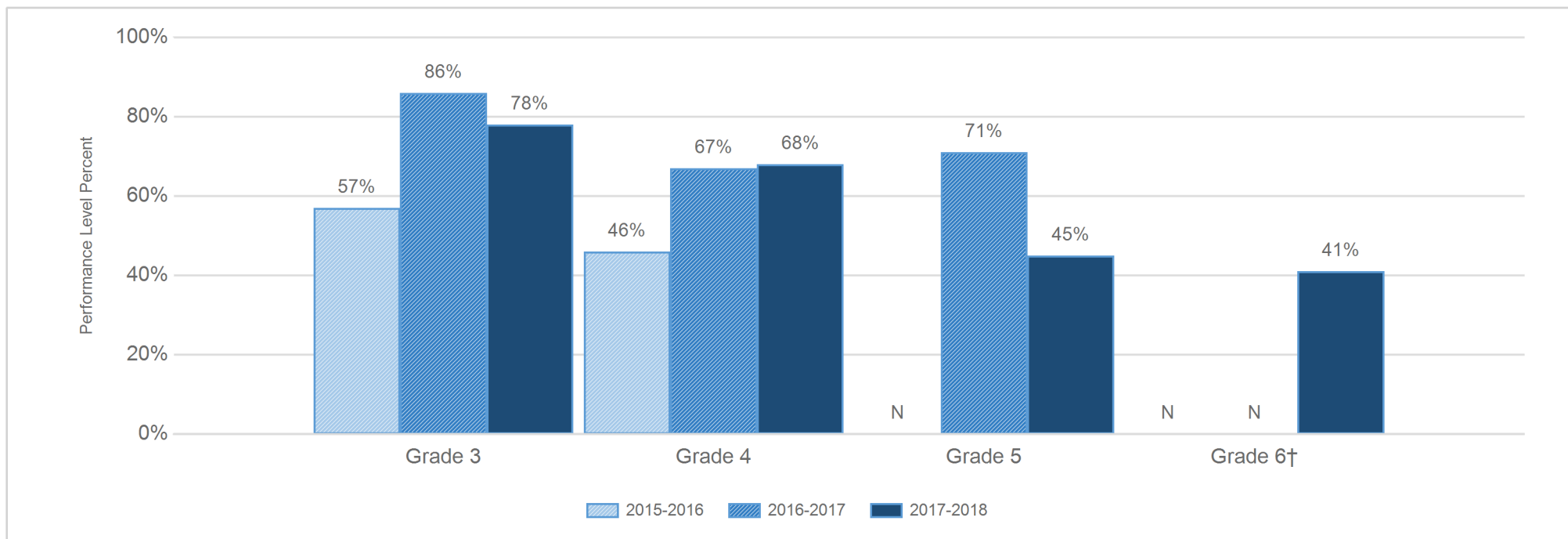
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the 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	*	*
5	*	*
6	*	*

### 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	*	*	*

† 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	12	*	*
3-4	*	*	*
5 or more	*	*	*



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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.



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

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	2
Total	0	0	2

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



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 2017-2018

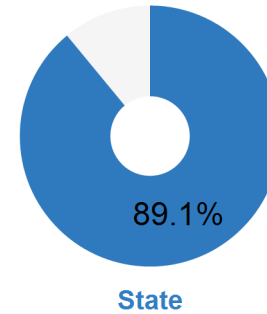
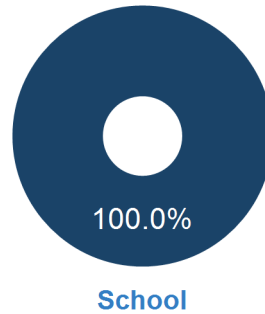
**Report Key:**  
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**Visual and Performing Arts – Course Participation**

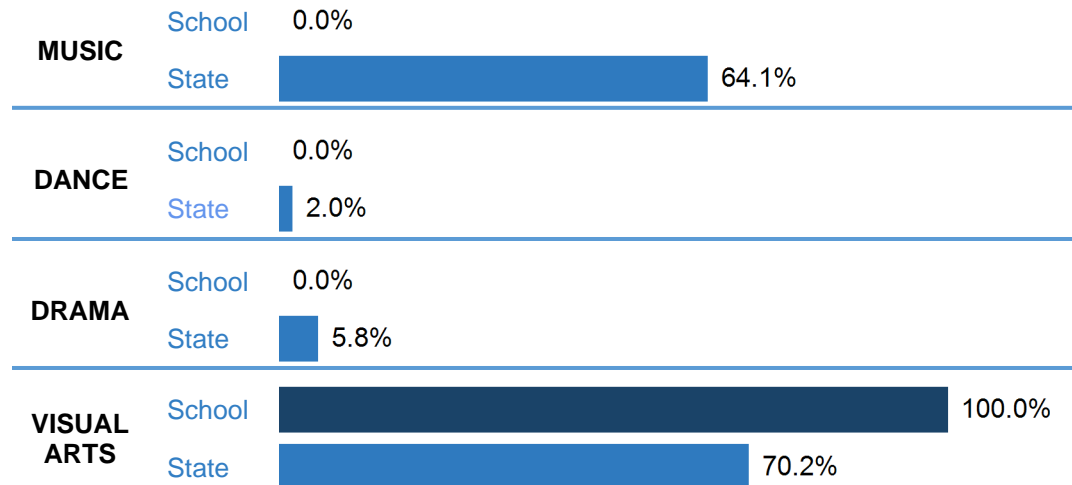
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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



Students enrolled in one or more classes by discipline:





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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.

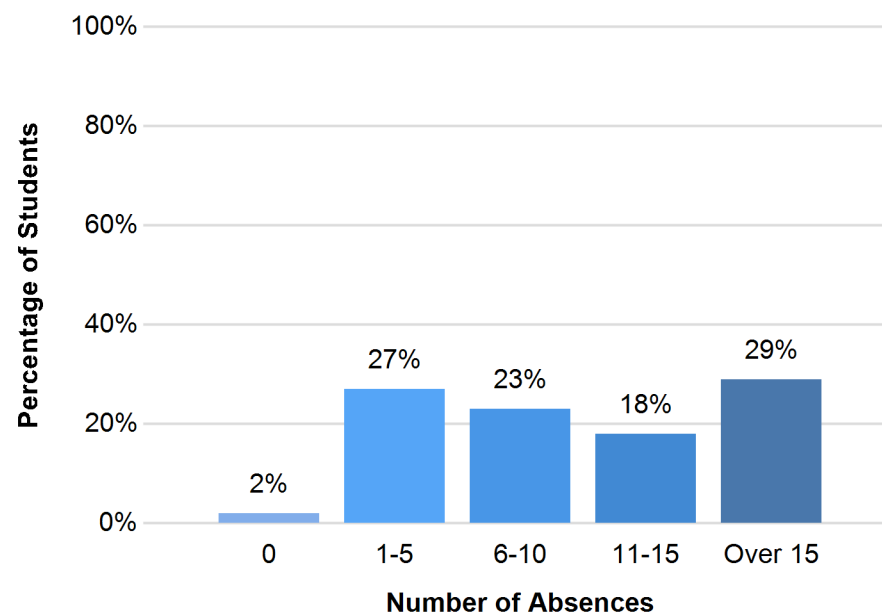
### Chronic Absenteeism

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	67	18.4	8.9	Not Met
White	*	*	**	**
Hispanic	31	20.9	8.9	Not Met
Black or African American	5	12.2	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	17.2	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	37	22.8	8.9	Not Met
Students with Disabilities	7	43.8	**	**
English Learners	*	*	**	**

### 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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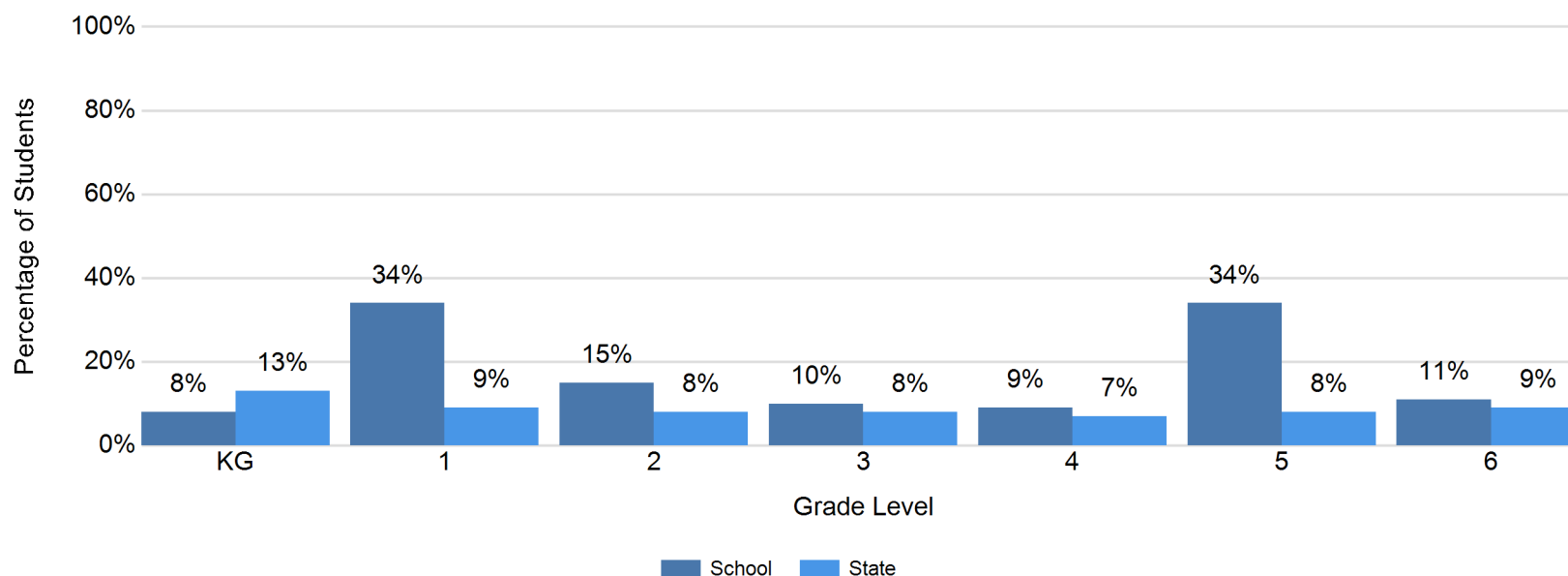
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### Chronic Absenteeism by Grade

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.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Police Notifications

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

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



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

School Days Missed due to Out-of-School Suspensions
0



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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	3:30 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 45 Mins
Shared Time - Instructional Time	N

### 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	N

### 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)	\$1,276	\$8,831	\$10,107



## JERSEY CITY GLOBAL CHARTER SCHOOL

(80-6093-981)

Grades Offered: KG-06

2017-2018

### Report Key:

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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	29	117,464
Average years experience in public schools	5.7	12.0
Average years experience in district	1.6	10.7
Teachers in district for 4 or more years	20.7%	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	3	9,374
Average years experience in public schools	10.0	16.0
Average years experience in district	3.0	12.0
Administrators in district for 4 or more years	66.7%	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	13:1	13:1
Students to Administrators	122:1	122:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team		N



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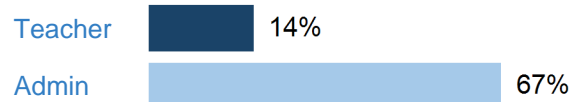
### Teachers and Administrators - Level of Education

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.

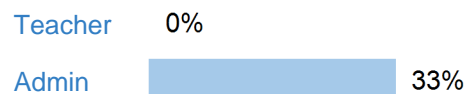
#### Bachelor's Degree



#### 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	66.7%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	11.0%



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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	89.7%	66.7%
Male	10.3%	33.3%
White	37.9%	0.0%
Hispanic	34.5%	66.7%
Black or African American	6.9%	0.0%
Asian	20.7%	33.3%
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%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). 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	82.11	17.5%
Mathematics Proficiency	63.51	17.5%
English Language Arts Growth	55.39	25.0%
Mathematics Growth	8.31	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	6.71	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	42.41	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	35.66	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	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 Support 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	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	Met Target	Met Target	Met Standard	Not Met	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	51.25	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	19.45	14.08	No	Met Goal	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	55.49	14.08	No	N	N	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	**	No
English Learners	**	**	No	**	**	**	**	**	**	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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• JCGCS is an award winning MicroSociety school. A MicroSociety School is an innovative design where children create a microcosm of the real world inside the school.</li> <li>• At JCGCS, students are empowered to express voice and choice in all aspects of their learning. Citizens lead report card conferences, maintain digital portfolios, reflect on challenges and set goals.</li> <li>• The school offers students an innovative curriculum, has a high level of parents involvement and offers individualized PD tailored to meet staff needs.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>JCGCS mission is to provide students with the skills and exploratory experiences that enable them to reach their fullest potential as independent thinkers. The key factors of the mission are, A rigorous academic core curriculum aligned to the NJ Core Curriculum Content Standards, and Core Content Standards; An instructional delivery system that includes differentiated instruction, student empowerment, teaming, and learning centers supplemented with classroom based technology; Supporting entrepreneurial endeavors integrated into the curriculum; Providing learning opportunities that are embedded in meeting the needs of real life situations; Supporting a high level of parental and community involvement; Integration of a web based student information system that allows parents to communicate with the school and track their child's progress; Implementing a decentralization of services and shared decision making by all professionals within the school.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Awards &amp; Recognition- JCGCS has been awarded the 4 Star School Success MicroSociety award for 4 consecutive years in a row. Students have also been recognized by the NJ Commissioner Education for their leadership. Additionally, our students' art work is displayed in NJ PAC &amp; Liberty House. Scholastic has awarded students for their innovative writing skills.</p>



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#### Courses, Curriculum, Instruction:

JCGCS offers innovative learning experiences in MicroSociety, ELA, Mathematics, Science, Social Studies, PE Health, Art, Music and World Languages. JCGCS has developed an innovative curriculum that integrates student and teacher voice and choice. Our curriculum is based upon the NJ Learning Standards and provides innovative learning experiences for our students.



#### Clubs and Activities:

JCGCS has begun hosting Premier Chess courses for students in Grades K to 4 that have not only shown masterful chess skills to students, but empower students to participate in competitions. We also partnered with a local Martial Arts Dojo for students interested in learning martial arts. Members of the NJ and NY Port Authority have met with students to discuss safety in their local community. JCGCS has partnered with Shoprite to highlight nutritional education for students, shakes to make, and participate in the Health and Wellness Fair. The New Jersey Dental Association has presented dental health and prevention for students in Kindergarten through Sixth Grade.



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Before and After  
School Programs:

Apollo Aftercare assists with after school services from 3:30PM 6:00PM. Apollo Aftercare provides homework assistance and engaging activities for students.



Staff and Professional  
Learning:

JCGCS offers a multi faceted professional development program to staff members, based upon personal and professional goals. Staff members are invited to pursue professional development opportunities outside of the school and share information with their colleagues. In addition all staff members actively participate in a mandatory two week professional development training at the end of August prior to the beginning of the school year. Topic areas focus on MicroSociety, Curriculum and Instruction Models, Data Driven Instructional Practices, Research Based Practices, Integrating Technology and Innovative Instruction among other areas as well. Additionally professional development is embedded within the school calendar based upon student academic performance from the previous year and annual goals.



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### Student Supports and Services:

JCGCS offers various student support services to students with needs. Below is a sample of services we provide, ELL Classes, Behavioral Counseling Services, Speech Therapy, Occupational Therapy, Push In/Pull Out Program, Self Contained Class for Multiple Disabled Students. In addition, students struggling to master content are invited attend our Saturday Academy Program, which provides students with small group extra tutoring sessions in ELA and Mathematics. During the regular school day students were serviced in Basic Skills Instruction in small intervention groups for ELA and Math twice a week. The school also has Intervention and Referral Services designed to assist students who are experiencing learning, behavior, or health difficulties. We also hosts a Kindergarten Jumpstart Program for incoming kindergarteners. We also hosted Summer STEM Academy for students to explore STEM related concepts and use PBL models to engage in innovative activities and tasks.



### Student Health and Wellness:

JCGCS has partnered with Shoprite to highlight nutritional education for students, shakes to make, and participate in the Health and Wellness Fair. The New Jersey Dental Association has presented dental health and prevention for students in Kindergarten through Sixth Grade.



### Parent and Community Involvement:

JCGCS supports a high level of parent community involvement. Parents and community members are invited to join the Parent Advisory Council PAC, which works closely with members of the administrative team to connect parents and students to community resources, provide resources for families in need and participate in ongoing volunteering opportunities and learning experiences for students. The major activities or events the school offered to parents/guardians during the 2017 2018 school year are as follows, Curriculum Night, Peace Week, Diwali Celebration, Math Game Nights, Parent Academy PARCC Sessions, Celebrating National School Choice Week, Health and Wellness Fair, Youth Summit Week, Data, Night, Parent Teacher Conferences, Winter Concert, African American Festival, MicroSociety Market Days, PARCC Academy for Parents, World Culture Festival, Mother's Day Celebration, Father's Day Celebration, Field Day, all grade level Field Trips.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Y</p>
 <p>Facilities:</p>	<p>JCGCS leases its building from the Archdiocese of Newark. The main school building is located at 255 Congress St. and serves students in grades K through 7. All classrooms are equipped with SmartBoard technology and an air conditioning unit. The school also has a Gymnasium, Art Room, Music Room and a Multi Purpose Room.</p>
 <p>School Safety:</p>	<p>School safety is a priority at JCGCS. The school has worked with the NJDOE Office of Safety and Security to implement programs and policies to maintain a safe school environment. The school contracts with Strikeforce Security Services to ensure safety on a daily basis. A security guard is present in the building every day and assists arriving visitors with the sign in process. Visitors that do not have a pre-scheduled appointment are not permitted entry in the building.</p>



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#### Technology and STEM:

JCGCS provide a plethora of technology resources to teachers and students. Each classroom is equipped with a SmartBoard and there is a 1 to 1 ratio of Google Chromebooks. The school also has Samsung Tablets and Apple iPads for student use as well. Educators deliver instruction using multiple technology tools and implement Google Classroom. Technology is integrated all academic components of the curriculum in an engaging manner that allows students to think both creatively and thoughtfully. Our technology tools also allows students to collaborate with each other and educators in a manner that promotes critical thinking skills and academic progress.



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Other Information:

Jersey City Global Charter School had an increase of parental involvement with Parent Advisory Council hosting student and community events. With monthly meetings, parents planned Family Zumba on Saturdays, Monthly Bake Sales, Coat, Food, and Toy Drives, Valentine's Day Festival, Meet and Greet the PAC event, welcome back to school, and many other volunteer efforts in the school. Additionally, JCGCS parents and community members participate in Career Day, MicroSociety Youth Summit Week, Toy Drive, Valentine's Friendship Dance, Read Across America Week, Teacher's Appreciation Week, Scholastic Book Fair, Petting Zoo, Science Laboratory Experiments, Zumba Saturdays and Clothing and Uniform Drive. JCGCS also has an online portal in which parents can access student grades, absences and other information regarding their child's performance. The school has partnered with several community organization including the Jersey City Police Department, Jersey City Book Mobile, Hudson County Sheriff's Department, Bistate Coalition of Officers, St. Johns Community Food Pantry, Premier Chess.