

**PRIDE ACADEMY CHARTER SCHOOL**

(80-6020-985)

Grades Offered: 05-08

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

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How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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 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	PRIDE ACADEMY CHARTER SCHOOL
Principal Name	MRS. THOMAS
Address	117 ELMWOOD AVE EAST ORANGE, NJ 07018
Phone Number	(973)672-3200
Email Address	ETHOMAS@PRIDEACS.ORG
Website	https://www.facebook.com/Pride-Academy-Charter-School-575909675810558
Facebook	https://www.facebook.com/Pride-Academy-Charter-School-575909675810558/
Twitter	https://twitter.com/PrideAcademyCS



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

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	61.3%	60.8%	57.5%
Male	38.7%	39.2%	42.5%
Economically Disadvantaged Students	82.9%	82.3%	79.8%
Students with Disabilities	9.4%	10.8%	8.7%
English Learners	0.0%	0.3%	0.0%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.0%	0.7%
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	0.0%	0.0%	0.0%
Hispanic	2.8%	3.8%	4.2%
Black or African American	97.2%	96.2%	95.8%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	97.6%
Spanish	1.4%
Other Languages	1.0%



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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	47	47	50	Met Standard	74	74	50	Exceeds Standard
White	N	N	50	**	N	N	51	**
Hispanic	76	76	49	**	87	87	48	**
Black or African American	47	47	44	Met Standard	72	72	44	Exceeds 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	N	N	49	**	N	N	51	**
Economically Disadvantaged	47	47	48	Met Standard	74	74	47	Exceeds Standard
Students with Disabilities	67.5	67.5	41	Exceeds Standard	77	77	43	**
English Learners	N	N	54	**	N	N	51	**



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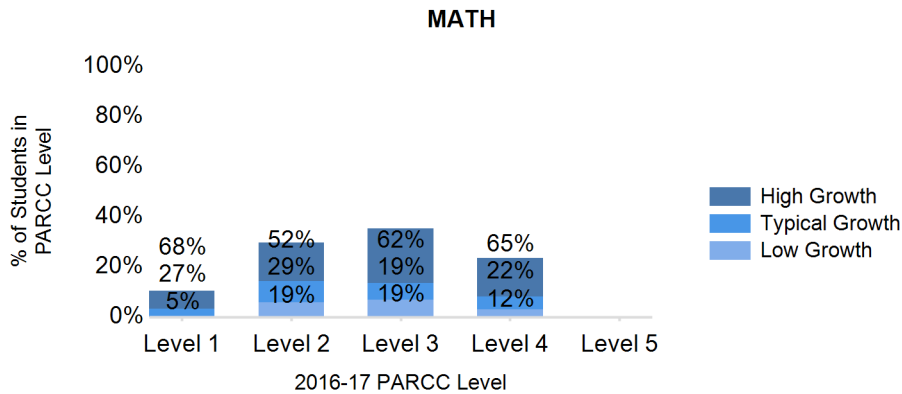
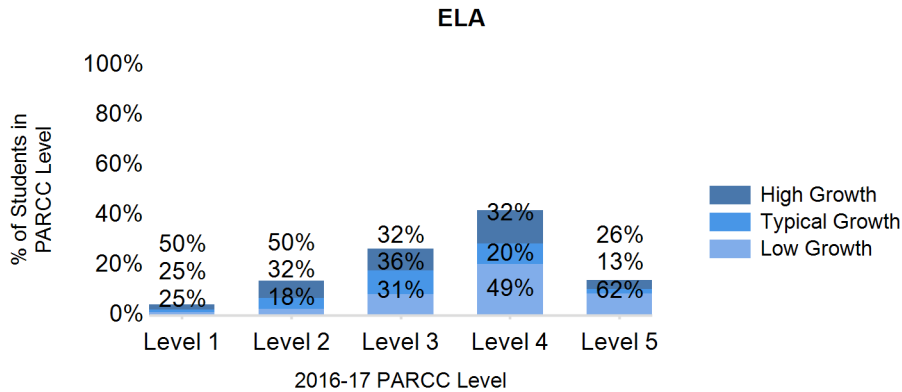
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

A student's SGP falls between 1 and 99 and can be grouped into three level **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.

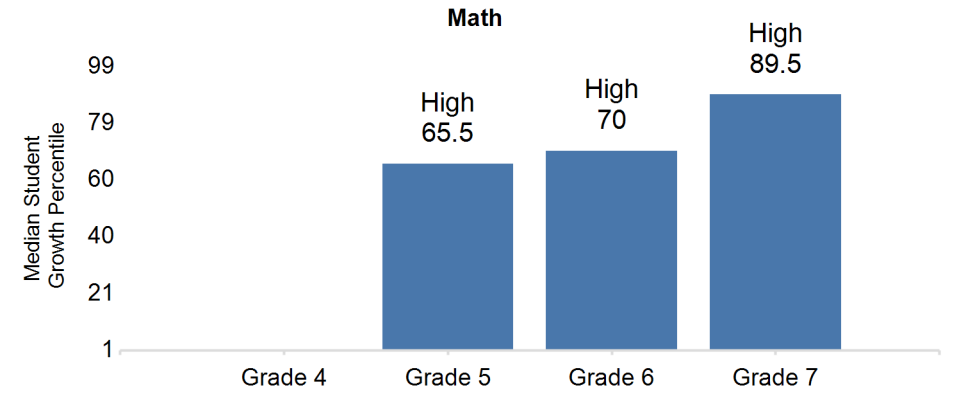
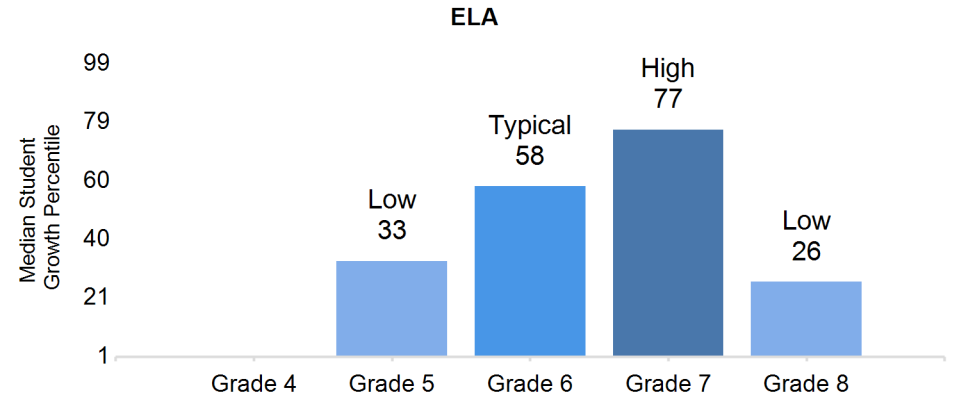
Student Growth by Performance Level

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	280	100.0	56.8	56.8	56.7	56.8	66.7	Not Met
White	N	N	N	N	65.6	N	**	**
Hispanic	11	100.0	36.4	36.4	42.5	36.4	**	**
Black or African American	269	100.0	57.6	57.6	37.3	57.6	67.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	82.3	N	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	162	100.0	63.6	63.6	64.5	63.6		
Male	118	100.0	47.4	47.4	49.4	47.4		
Economically Disadvantaged Students	224	100.0	55.4	55.4	38.5	55.4	66.6	Not Met
Non-Economically Disadvantaged Students	56	100.0	62.5	62.5	67.5	62.5		
Students with Disabilities	24	100.0	20.8	20.8	21.6	20.8	21.3	Met Target†
Students without Disabilities	256	100.0	60.2	60.2	63.9	60.2		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	280	100.0	56.8	56.8	59.4	56.8		
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 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	71	747	747	755	*	15%	30%	*	*	48%	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	37	753	753	762	*	*	*	*	*	54%	66%
Male	34	740	740	749	*	*	*	*	*	41%	51%
Economically Disadvantaged Students	57	746	746	739	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	14	750	750	766	*	*	*	*	*	50%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	71	747	747	757	*	15%	30%	*	*	48%	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	72	747	747	754	0%	18%	36%	*	*	46%	56%
White	N	N	N	761	N	N	N	N	N	N	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	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	44	750	750	761	0%	*	*	*	*	57%	64%
Male	28	743	743	748	0%	*	*	*	*	29%	48%
Economically Disadvantaged Students	60	746	746	739	0%	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	12	753	753	764	0%	*	*	*	*	58%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	72	747	747	755	0%	18%	36%	*	*	46%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	72	766	766	760	0%	*	*	43%	25%	68%	63%
White	N	N	N	768	N	N	N	N	N	N	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	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	N	N	N	767	N	N	N	N	N	N	68%
Female	39	769	769	769	0%	*	*	*	*	72%	72%
Male	33	762	762	752	0%	*	*	*	*	64%	54%
Economically Disadvantaged Students	54	765	765	742	0%	*	*	*	*	69%	44%
Non-Economically Disadvantaged Students	18	768	768	771	0%	*	*	*	*	67%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	72	766	766	762	0%	*	*	43%	25%	68%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	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%



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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	70	764	764	759	0%	*	31%	*	*	63%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	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	45	765	765	768	0%	*	24%	*	*	69%	69%
Male	25	762	762	751	0%	*	44%	*	*	52%	52%
Economically Disadvantaged Students	57	763	763	740	0%	*	*	*	*	61%	42%
Non-Economically Disadvantaged Students	13	769	769	769	0%	*	*	*	*	69%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	70	764	764	761	0%	*	31%	*	*	63%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	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%



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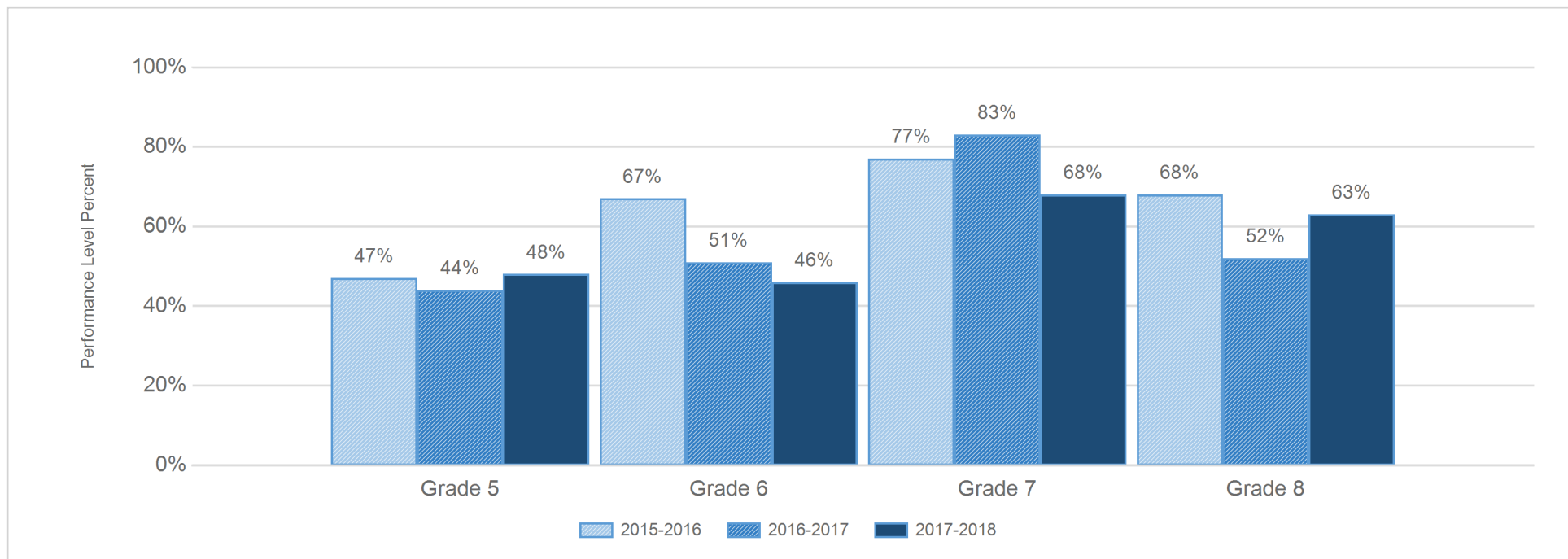
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English Language Arts/Literacy Assessment - Performance Trends

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	280	100.0	40.4	40.4	45.0	40.4	44.2	Met Target†
White	N	N	N	N	54.1	N	**	**
Hispanic	11	100.0	27.3	27.3	29.2	27.3	**	**
Black or African American	269	100.0	40.8	40.8	23.4	40.8	44.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	77.0	N	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	162	100.0	41.9	41.9	46.0	41.9		
Male	118	100.0	38.1	38.1	43.9	38.1		
Economically Disadvantaged Students	224	100.0	40.6	40.6	26.6	40.6	43.5	Met Target†
Non-Economically Disadvantaged Students	56	100.0	39.3	39.3	55.9	39.3		
Students with Disabilities	24	100.0	16.7	16.7	17.1	16.7	14.7	Met Target
Students without Disabilities	256	100.0	42.6	42.6	50.5	42.6		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	280	100.0	40.4	40.4	46.9	40.4		
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.



PRIDE ACADEMY CHARTER SCHOOL

(80-6020-985)

Grades Offered: 05-08

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 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	71	737	737	748	*	27%	34%	*	*	32%	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	37	743	743	749	*	*	35%	*	*	38%	50%
Male	34	730	730	747	*	*	32%	*	*	26%	48%
Economically Disadvantaged Students	57	738	738	733	*	*	*	*	*	35%	29%
Non-Economically Disadvantaged Students	14	733	733	758	*	*	*	*	*	21%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	71	737	737	750	*	27%	34%	*	*	32%	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%



PRIDE ACADEMY CHARTER SCHOOL

(80-6020-985)

Grades Offered: 05-08

2017-2018

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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	72	733	733	744	*	29%	40%	*	*	22%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	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	44	734	734	745	*	*	41%	*	*	23%	45%
Male	28	732	732	742	*	*	39%	*	*	21%	42%
Economically Disadvantaged Students	60	734	734	729	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	12	732	732	753	*	*	*	*	*	25%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	72	733	733	745	*	29%	40%	*	*	22%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%



PRIDE ACADEMY CHARTER SCHOOL
(80-6020-985)
Grades Offered: 05-08
2017-2018

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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	72	752	752	743	0%	15%	29%	*	*	56%	43%
White	N	N	N	750	N	N	N	N	N	N	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	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	N	N	N	748	N	N	N	N	N	N	51%
Female	39	751	751	745	0%	*	26%	*	*	56%	45%
Male	33	753	753	741	0%	*	33%	*	*	55%	42%
Economically Disadvantaged Students	54	752	752	730	0%	*	*	*	*	57%	24%
Non-Economically Disadvantaged Students	18	753	753	751	0%	*	*	*	*	50%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	72	752	752	744	0%	15%	29%	*	*	56%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
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%



PRIDE ACADEMY CHARTER SCHOOL

(80-6020-985)

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2017-2018

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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	51	742	742	728	*	*	45%	37%	0%	37%	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	32	739	739	731	*	*	*	*	*	31%	31%
Male	19	746	746	725	*	*	*	*	*	47%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	51	742	742	729	*	*	45%	37%	0%	37%	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	19	764	764	746	0%	*	*	79%	0%	79%	46%
White	N	N	N	755	N	N	N	N	N	N	57%
Hispanic	N	N	N	730	N	N	N	N	N	N	27%
Black or African American	19	764	764	727	0%	*	*	79%	0%	79%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	19	764	764	752	0%	*	*	79%	0%	79%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	19	764	764	749	0%	*	*	79%	0%	79%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	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%



PRIDE ACADEMY CHARTER SCHOOL

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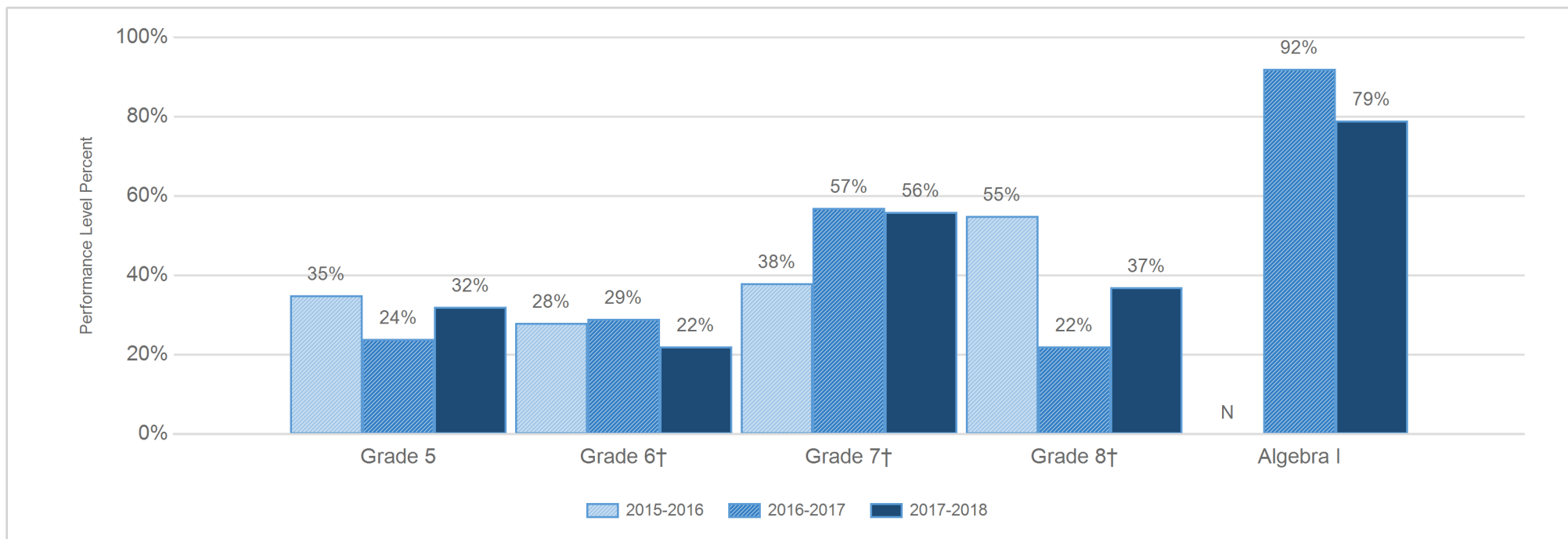
** Accountability calculations require 20 or more students

N No Data is available to display

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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
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



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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	72
7	0	0	72
8	19	0	52
Total	19	0	196

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	69	0	0	0	0	0	0
7	71	0	0	0	0	0	0
8	71	0	0	0	0	0	0
Total	211	0	0	0	0	0	0



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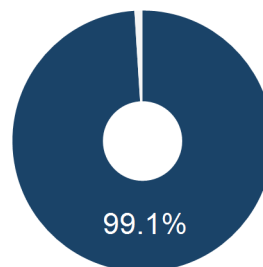
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

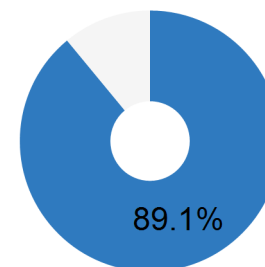
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

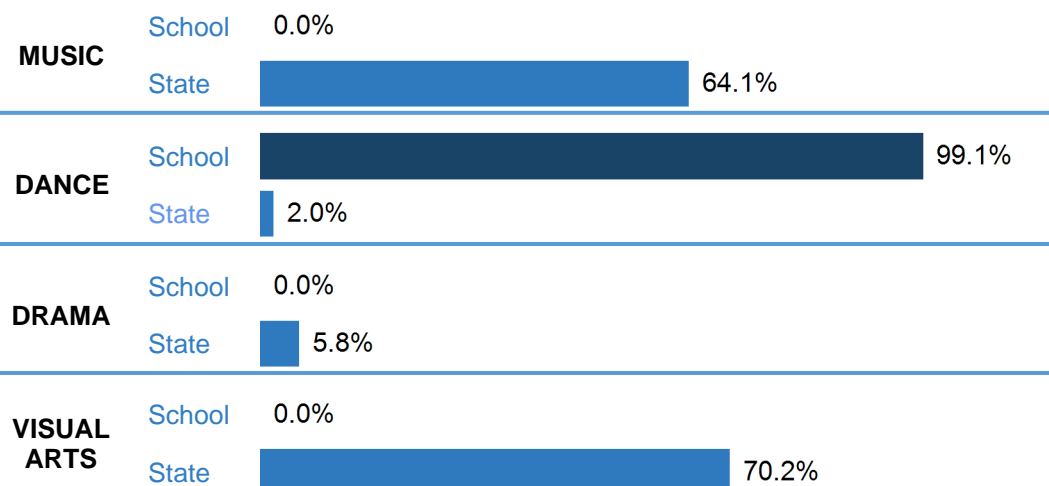


School



State

Students enrolled in one or more classes by discipline:





PRIDE ACADEMY CHARTER SCHOOL

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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.

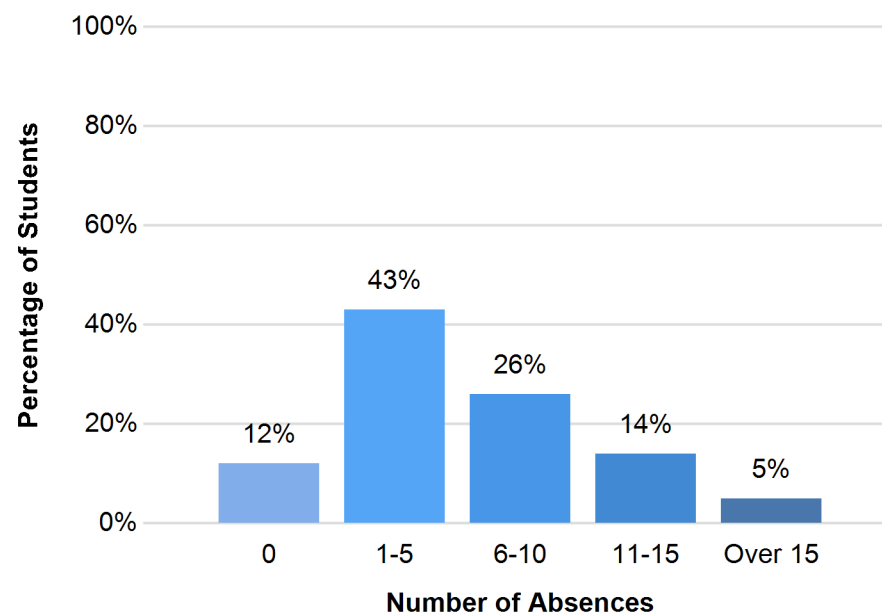
Chronic Absenteeism

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	5	1.8	9.1	Met
White	N	N	N	N
Hispanic	0	0	**	**
Black or African American	5	1.8	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	4	1.8	9.1	Met
Students with Disabilities	0	0	9.1	Met
English Learners	N	N	N	N

Days Absent

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





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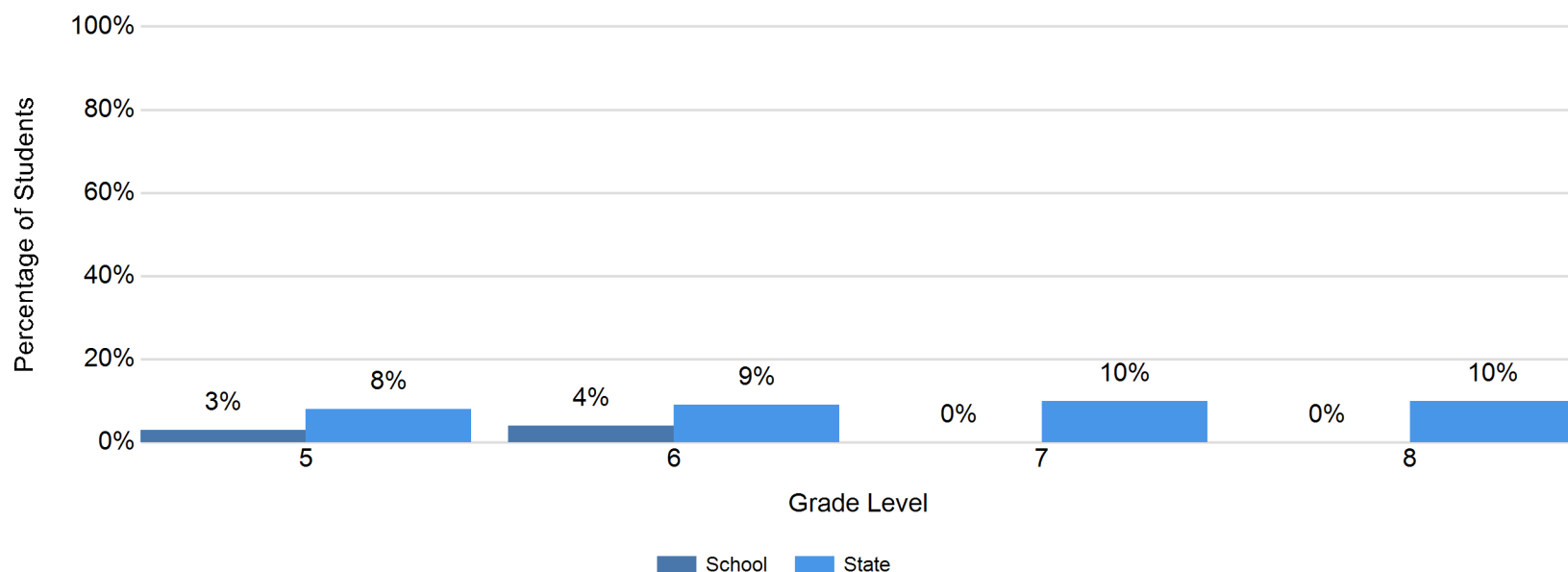
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Chronic Absenteeism by Grade

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	12
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	4.53

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	1	0	1
Sexual Orientation	1	0	1
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	49	17.1%
Any Suspension	49	17.1%
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

118



PRIDE ACADEMY CHARTER SCHOOL

(80-6020-985)

Grades Offered: 05-08

2017-2018

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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	4:00 PM
Length of School Day	8 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 30 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	1.7:1

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)	\$840	\$14,165	\$15,005



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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	25	117,464
Average years experience in public schools	6.1	12.0
Average years experience in district	4.2	10.7
Teachers in district for 4 or more years	56.0%	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	6	9,374
Average years experience in public schools	12.5	16.0
Average years experience in district	8.3	12.0
Administrators in district for 4 or more years	100.0%	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	11:1	11:1
Students to Administrators	48:1	48:1
Teachers to Administrators	4:1	4:1
Students to Librarians/Media Specialists		N
Students to Nurses		287:1
Students to Counselors		287:1
Students to Child Study Team		287:1



PRIDE ACADEMY CHARTER SCHOOL
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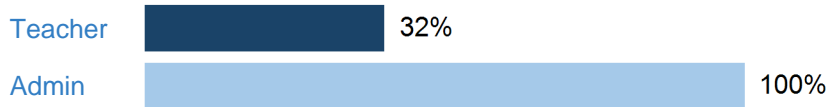
Teachers and Administrators - Level of Education

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	98.5%



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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	68.0%	66.7%
Male	32.0%	33.3%
White	64.0%	33.3%
Hispanic	8.0%	16.7%
Black or African American	20.0%	33.3%
Asian	8.0%	16.7%
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	58.65	17.5%
Mathematics Proficiency	48.87	17.5%
English Language Arts Growth	58.95	25.0%
Mathematics Growth	98.87	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	98.56	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	73.06	n/a
Summative Rating: Percentile Rank of Summative Score	83.47	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th 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	Not Met	Met Target†	Met Standard	Exceeds Standard	N	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	**	**	**	**	n/a	**	No
Black or African American	85.57	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	80.95	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	74.73	14.08	No	Met Target†	Met Target	Exceeds Standard	**	n/a	Met	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"> • Our Project Pride program empowers scholars to be change agents in developing and leading service projects that address social justice issues of health, poverty, violence, or education. • Philanthropy Day is a day that works to fulfill the school's vision by developing philanthropists. This day of service engages all scholars in preparing gifts of necessary items for those in need. • Pride Parent Parties like "Football with the Fellas" are unique opportunities to involve parents in fun learning activities with their children and build community and parent partnerships.
 <p>Mission, Vision, Theme:</p>	<p>Pride Academy's Mission is: "Pride Academy Charter School endeavors to ignite success in middle school students of all abilities through a curriculum rooted in the values of peace, respect, integrity, determination, and empathy. By establishing a community dedicated to academic achievement, mastery of fundamental skills, positive leadership, and active service, Pride Academy Charter School strives to embolden its students to harness their own power to shape their futures and the world." We envision Pride Academy as an integral part of the community we serve, where the power of families and the collective efforts of all members of "our village" are harnessed to support our students as they become critical thinkers, life-long learners, and agents of change in their families, their communities, and our world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>2010 & 2012 New Jersey Charter School Teachers of the Year. 2011 New Jersey Charter School Administrator of the Year. 2011-2012 Silver Gain EPIC Award for Dramatic Student Gains. 2014-2016 Charter Dissemination Grant Recipient for being a High Quality School Tier 1 High Performing Charter School since 2012. 93% student acceptance rate into private, magnet, Catholic, and technical high schools during the 2017-2018 school year and approximately \$300,000 of high school scholarship money awarded to graduating scholars.</p>



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**Courses, Curriculum,
Instruction:**

Our curriculum aligns with the NJSLS and its focus on 21st Century skills and habits. Courses of ELA, Math, Algebra I, Science, Social Studies, Physical Education, Spanish, Technology, and Dance are offered. Rigorous instruction engages scholars with culturally relevant content through methodologies that foster student agency in their learning and behavioral self-regulation. Key instructional practices include use of standards-based objectives, formative assessments and performance exhibitions; timely feedback on student progress; differentiated and tiered instruction, co-teaching models, and school-wide practices to create a learning culture that promotes critical thinking, resilience, problem solving, and collaborative work; engagement in data-driven instruction and goal-setting; culturally responsive and restorative justice pedagogy to create student-centered classroom environments; and varied pathways to involve parents in their children's academic and social-emotional development.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Coed)

Pride Academy is a member of the Charter School Athletic league and invites all students to try out for and participate in the following sports: Flag Football, Boys and Girls Basketball, and Soccer.



Clubs and Activities:

In addition to the athletic and cheerleading opportunities, Pride Academy offered a range of extra-curricular activities during the 2017-2018 school year that included the following: League of Leaders; Chess, Art, Speech and Drama; Sister-to-Sister; Boys and Girls mentoring groups, Intramural Basketball, Young Directors Club, Choir, Culture Club, and African Dance. All students across grades participate in annual Philanthropy activities and Project Pride Social Justice leadership and service projects.



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Staff and Professional Learning:

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



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Student Supports and Services:

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



Student Health and Wellness:

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



Parent and Community Involvement:

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



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers</p> <p>Reflective practice on the part of all stakeholders is integral to our growth and strengthening of performance and results. Annually, school climate and culture surveys are administered, analyzed and used to create actionable goals and implementation of best practices by Board members, administrators, staff and teachers, and parents. Students across all grade levels are provided opportunities to provide feedback to each of their teachers at least once a year. Teachers and staff are provided opportunities to evaluate the Principal twice a year through a Teacher/Staff Survey administered in December and a Principal Evaluation that is collected and reviewed by the Board of Trustees in June. For the 2017-2018 school year, the percent of staff who expressed satisfaction with the school leadership or with the overall environment was 95%. For the 2017-2018 school year, the percent of parents who expressed satisfaction with the overall school environment was 96%.</p>
 <p>Facilities:</p>	<p>Pride Academy's facility comprises a campus that was originally a Catholic School and newly constructed and renovated areas. Over the course of the past 3 years, we have continued to take steps to maintain high standards of safety, security, cleanliness and the creation of new learning spaces that promote health and wellbeing and increase school programming opportunities for all members of our school community. The final phase of new construction involved the installation of an elevator and opening of a new wing containing centrally air-conditioned and heated classrooms, a health suite, a large second multipurpose room, and classroom. The addition of the new multipurpose room provides a designated space for Gym use, indoor recess, and school wide events. All classroom spaces and offices are air-conditioned and students have the opportunity to use a Computer Lab in addition to access to Mobile Laptop labs that are shared between classrooms.</p>
 <p>School Safety:</p>	<p>Pride Academy Charter School provides a safe, structured environment where students flourish as learners. The core values of peace, respect, integrity, determination and empathy are the bedrock upon which we have built and maintained a culture of high academic and behavior expectations. We reinforce these values daily in our Morning Assembly. Student safety is fostered by maintaining strong school-wide operational procedures, growing and strengthening parent and community partnerships, and making safety a priority whether concerns arise at school, off-grounds, or online. Pride Academy has conscientiously implemented the requirements outlined in the Anti-Bullying Bill of Rights Act, including the appointment of a school Anti-Bullying Specialist and District Anti-Bullying Coordinator. Our efforts have yielded positive results that continue to improve yearly. Our annual survey results indicate that our parents, guardians and students rate Pride Academy Charter School a safe school.</p>



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**Technology and
STEM:**

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