



**Jersey City Golden Door Charter School**  
(80-6915-950)  
Grades Offered: PK-08  
2018-2019

**Report Key:**

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- \*\* 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 as the top left of the screen to move between pages of the report

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Charters
District	Jersey City Golden Door Charter School
Principal Name	Mr. Brian Stiles
Address	3044 Kennedy Blvd JERSEY CITY, NJ 07306
Phone Number	201-795-4400
Email Address	<a href="mailto:bstiles@goldendoorschool.org">bstiles@goldendoorschool.org</a>
Website	<a href="http://goldendoorschool.org">http://goldendoorschool.org</a>
Facebook	<a href="https://www.facebook.com/pages/category/School/Golden-Door-Charter-School-177401795689289/">https://www.facebook.com/pages/category/School/Golden-Door-Charter-School-177401795689289/</a>
Twitter	<a href="https://twitter.com/goldendoorcs?lang=en">https://twitter.com/goldendoorcs?lang=en</a>



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

**Enrollment Trends by Grade**

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

Grade	2016-17	2017-18	2018-19
PK	45	44	45
KG	67	72	66
1	71	69	67
2	68	75	66
3	48	69	73
4	49	49	70
5	45	44	50
6	40	48	39
7	46	45	46
8	45	39	41
Total	524	554	563

**Enrollment Trends by Student Group**

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

Student Group	2016-17	2017-18	2018-19
Female	51.3%	52.3%	51.3%
Male	48.7%	47.7%	48.7%
Economically Disadvantaged Students	61.1%	55.2%	53.8%
Students with Disabilities	10.9%	8.8%	9.2%
English Learners	2.9%	2.3%	2.1%
Homeless Students	0.2%	0.0%	0.0%
Students in Foster Care	0.2%	0.4%	0.0%
Military-Connected Students	0.0%	0.4%	0.5%
Migrant Students	0.0%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	8.8%	8.8%	9.4%
Hispanic	28.6%	27.1%	22.9%
Black or African American	27.1%	25.1%	23.1%
Asian	34.4%	37.7%	41.9%
Native Hawaiian or Pacific Islander	0.6%	0.7%	1.2%
American Indian or Alaska Native	0.2%	0.2%	0.4%
Two or More Races	0.4%	0.4%	1.1%

**Enrollment Trends by Full/Half Day PK and KG**

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	45	44	45
KG - Half Day	0	0	0
KG - Full Day	67	72	66

**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	94.3%
Arabic	1.4%
Spanish	1.4%
Other Languages	2.8%



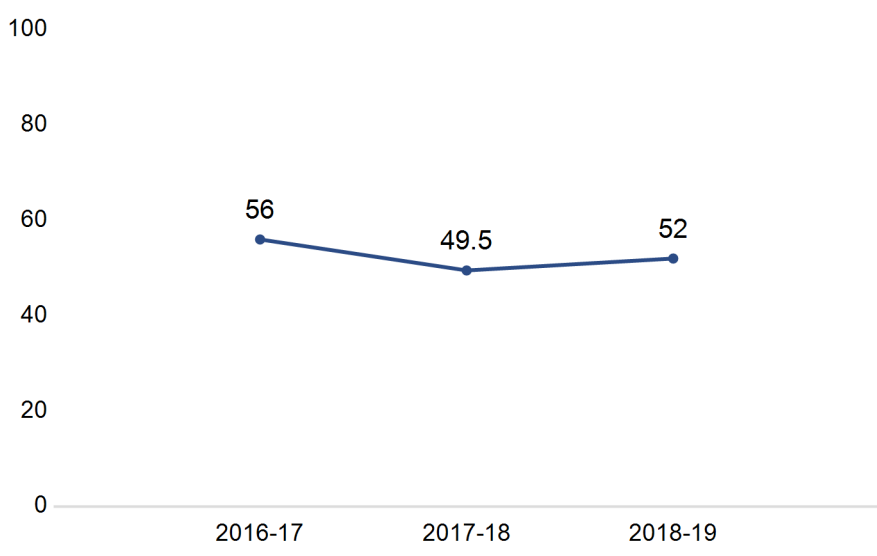
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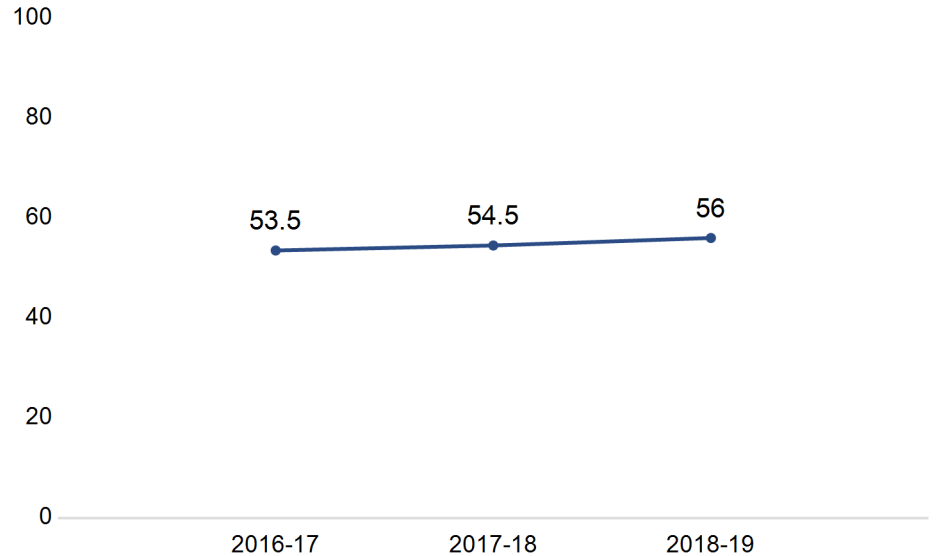
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	49.5	52	53.5	54.5	56
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	52	50	Met Standard	56	56	50	Met Standard
White	51.5	51.5	50	**	64	64	52	**
Hispanic	58	58	49	Met Standard	54	54	47	Met Standard
Black or African American	39	39	45	Not Met	49	49	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	57	59	Met Standard	57	57	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	57.5	57.5	53	N	52.5	52.5	50	N
Male	48.5	48.5	47	N	57	57	51	N
Economically Disadvantaged Students	52	52	48	Met Standard	55	55	46	Met Standard
Students with Disabilities	48	48	43	Met Standard	57.5	57.5	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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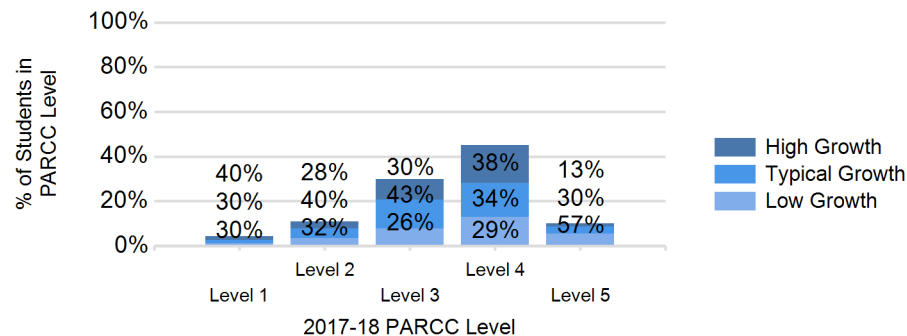
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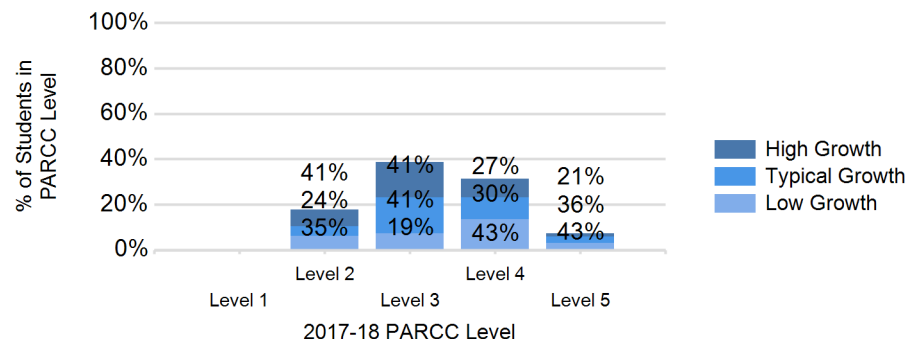
**Student Growth by Performance Level**

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

**ELA**



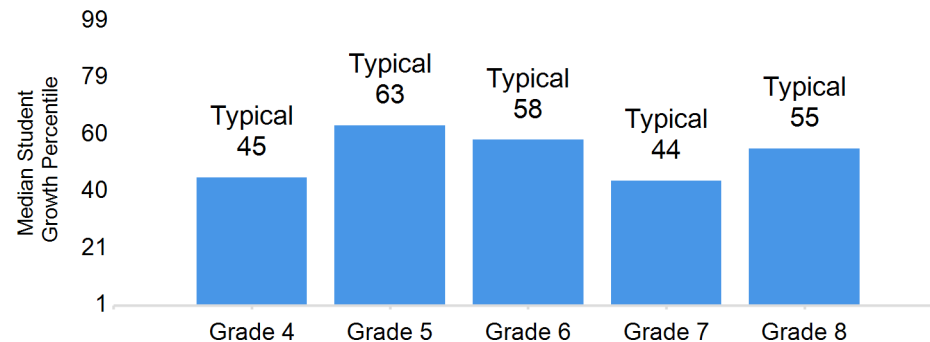
**Math**



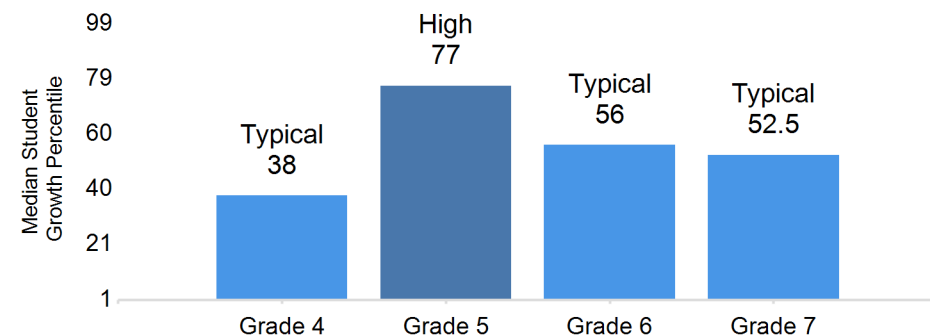
**Student Growth by Grade**

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

**ELA**



**Math**





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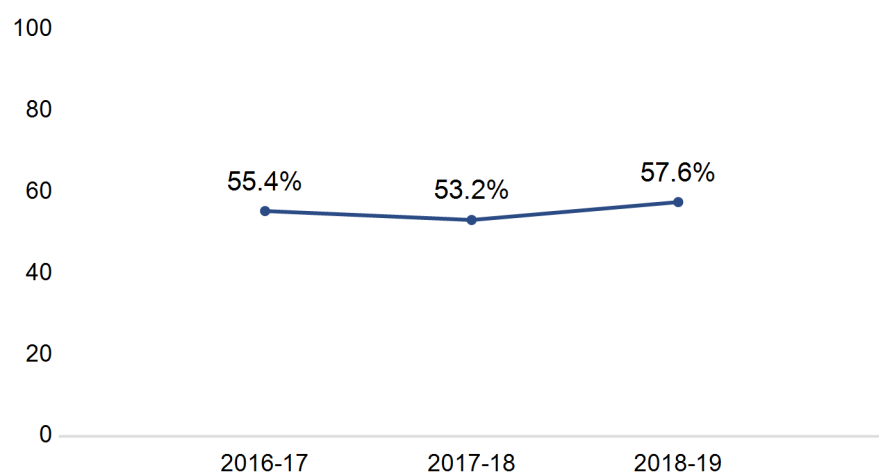
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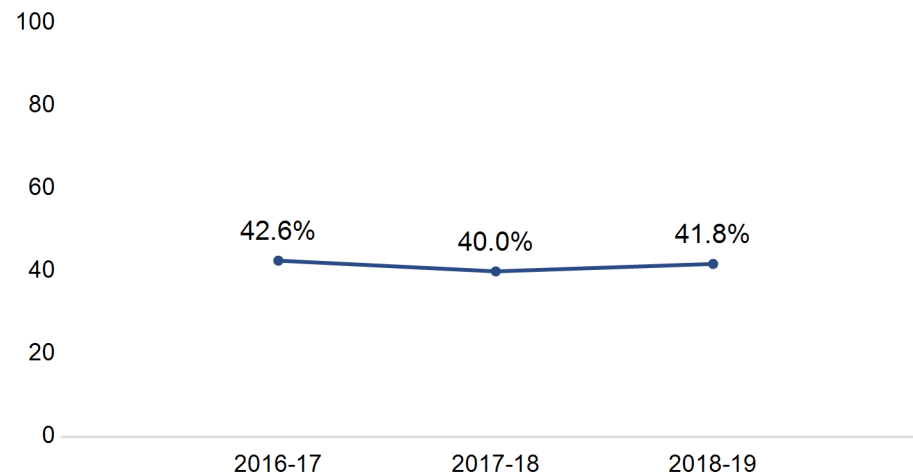
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	98.0%	98.4%	98.9%	98.0%	98.4%
Proficiency Rate for Federal Accountability	55.4%	53.2%	57.6%	42.6%	40.0%	41.8%
Annual Target	48.9%	50.6%	52.2%	40.2%	42.3%	44.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	311	98.4	57.6	57.6	57.9	57.6	52.2	Met Target
White	23	100.0	56.5	56.5	66.9	56.5	53	Met Target
Hispanic	91	98.9	54.9	54.9	43.9	54.9	46.3	Met Target
Black or African American	82	96.5	30.5	30.5	38.5	30.5	45.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	108	99.1	80.6	80.6	82.9	80.6	74.2	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	171	97.8	68.4	68.4	64.8	68.4		
Male	140	99.3	44.3	44.3	51.3	44.3		
Economically Disadvantaged Students	179	98.9	48.0	48.0	40.0	48.0	44.9	Met Target
Non-Economically Disadvantaged Students	132	97.8	70.5	70.5	67.9	70.5		
Students with Disabilities	38	100.0	13.2	13.2	22.7	13.2	15.9	Met Target†
Students without Disabilities	273	98.2	63.7	63.7	65.1	63.7		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

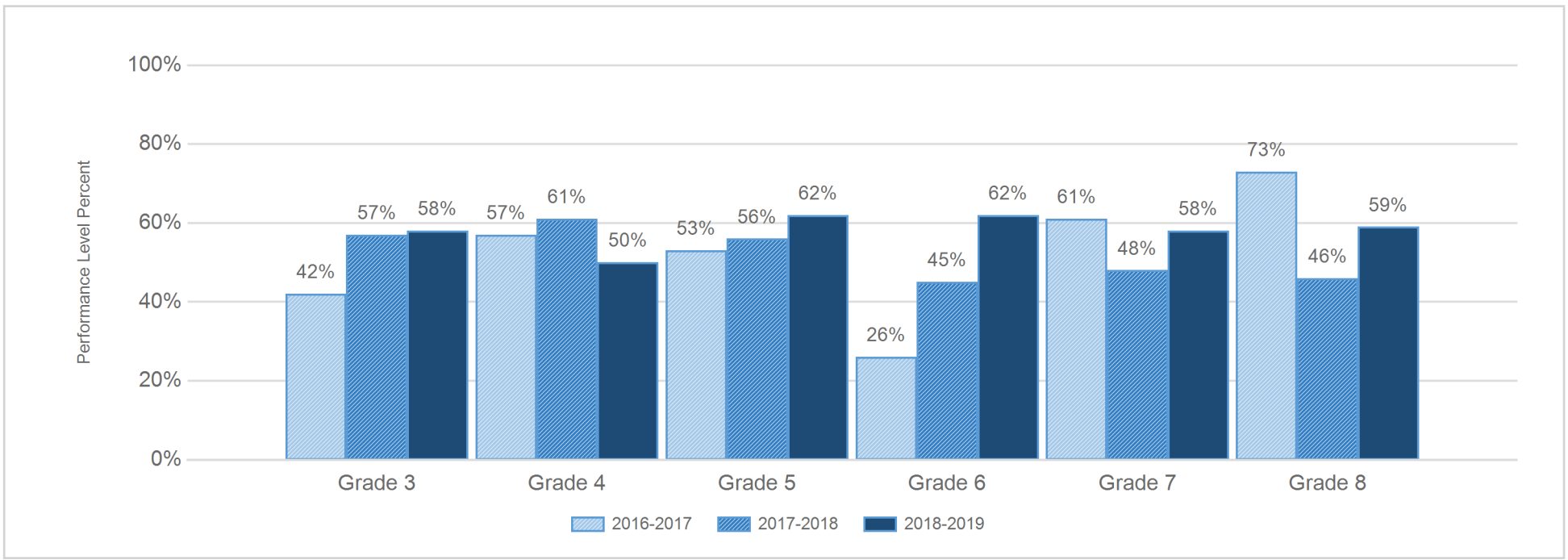


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**English Language Arts Assessment - Performance Trends**

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	74	752	752	748	*	26%	*	*	*	58%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	23	734	734	734	*	48%	*	*	*	30%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	36	775	775	773	0%	*	*	*	*	89%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	43	752	752	753	*	*	*	*	*	58%	55%
Male	31	752	752	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	35	734	734	731	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	39	768	768	759	*	*	*	*	*	82%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	752	752	755	*	*	35%	*	*	50%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	19	724	724	739	*	*	*	*	*	21%	39%
Asian, Native Hawaiian, or Pacific Islander	35	767	767	779	*	0%	31%	*	*	66%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	32	764	764	760	*	*	31%	*	*	63%	62%
Male	36	742	742	750	*	*	39%	*	*	39%	53%
Economically Disadvantaged Students	41	747	747	740	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	27	761	761	765	*	*	*	*	*	56%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	760	760	756	*	*	28%	*	*	62%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	16	756	756	743	0%	*	*	63%	0%	63%	44%
Black or African American	12	742	742	739	*	0%	*	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	15	776	776	781	0%	0%	*	*	*	87%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	27	767	767	761	*	*	*	*	*	74%	64%
Male	23	752	752	750	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	29	749	749	740	*	*	*	*	*	48%	39%
Non-Economically Disadvantaged Students	21	776	776	766	*	*	*	*	*	81%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	50	760	760	758	*	*	28%	*	*	62%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Jersey City Golden Door Charter School**  
(80-6915-950)  
Grades Offered: PK-08  
2018-2019

**Report Key:**

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### English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	39	752	752	754	*	*	*	*	*	62%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	12	752	752	743	0%	*	*	*	*	58%	43%
Black or African American	12	739	739	738	*	*	*	*	*	42%	36%
Asian, Native Hawaiian, or Pacific Islander	10	771	771	780	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	29	754	754	762	*	*	*	*	*	72%	64%
Male	10	749	749	748	*	*	*	*	*	30%	48%
Economically Disadvantaged Students	22	748	748	740	*	*	*	*	*	59%	39%
Non-Economically Disadvantaged Students	17	758	758	763	*	*	*	*	*	65%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	39	752	752	756	*	*	*	*	*	62%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	45	759	759	761	*	*	33%	31%	27%	58%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	20	768	768	747	*	0%	*	*	*	75%	50%
Black or African American	17	747	747	741	0%	*	*	*	*	35%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	23	771	771	769	*	*	*	*	*	74%	71%
Male	22	747	747	753	*	*	*	*	*	41%	55%
Economically Disadvantaged Students	33	758	758	743	*	*	*	*	*	61%	45%
Non-Economically Disadvantaged Students	12	762	762	771	*	*	*	*	*	50%	73%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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### English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	41	754	754	762	*	*	32%	*	*	59%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	13	756	756	747	*	0%	*	*	*	62%	49%
Black or African American	17	743	743	741	*	*	*	*	*	35%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	21	762	762	771	*	*	*	*	*	76%	71%
Male	20	746	746	753	*	*	*	*	*	40%	55%
Economically Disadvantaged Students	21	751	751	743	*	*	*	*	*	52%	45%
Non-Economically Disadvantaged Students	20	758	758	772	*	*	*	*	*	65%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	41	754	754	764	*	*	32%	*	*	59%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	311	98.4	41.8	41.8	44.5	41.8	44.4	Met Target†
White	23	100.0	43.5	43.5	54.1	43.5	65.2	Not Met
Hispanic	91	98.9	31.9	31.9	28.8	31.9	35.6	Met Target†
Black or African American	82	96.5	13.4	13.4	23.0	13.4	36.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	108	99.1	72.2	72.2	76.5	72.2	66.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	171	97.8	42.1	42.1	44.9	42.1		
Male	140	99.3	41.4	41.4	44.2	41.4		
Economically Disadvantaged Students	179	98.9	28.5	28.5	26.3	28.5	40.9	Not Met
Non-Economically Disadvantaged Students	132	97.8	59.8	59.8	54.9	59.8		
Students with Disabilities	38	100.0	*	*	17.4	*	15.1	Met Target†
Students without Disabilities	273	98.2	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



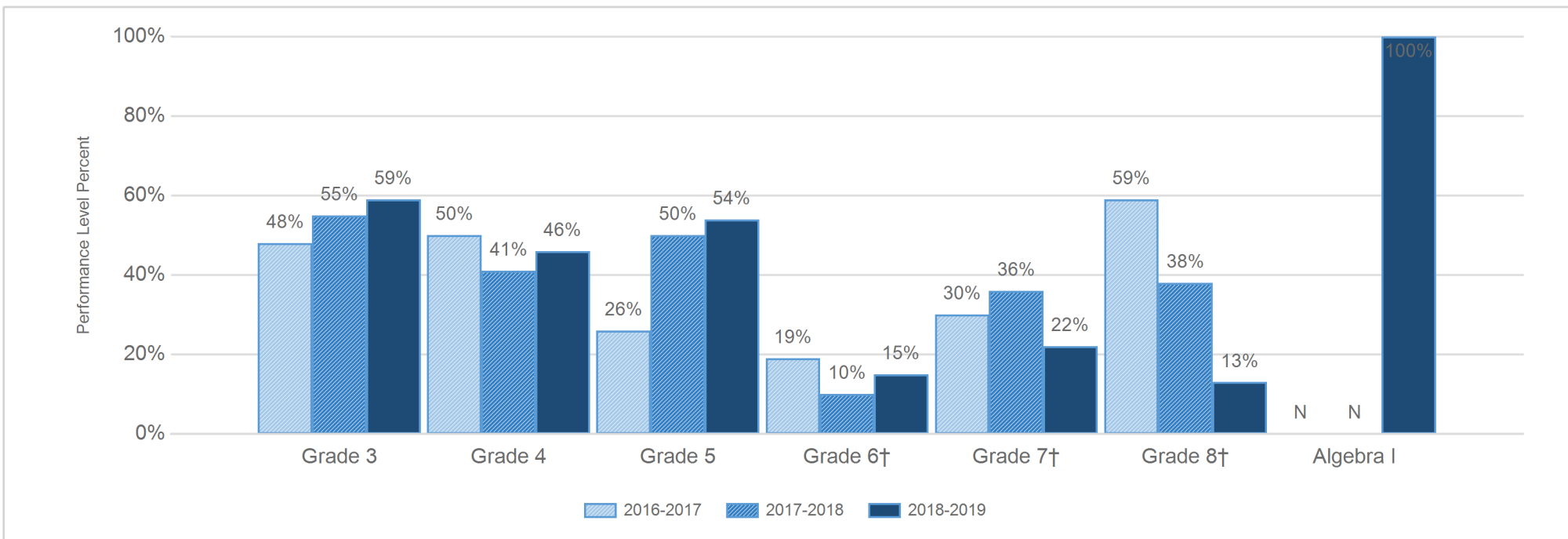
**Jersey City Golden Door Charter School**  
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### Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	74	760	760	752	*	*	19%	35%	24%	59%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	23	730	730	739	*	*	*	*	*	30%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	36	793	793	778	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	43	758	758	751	*	*	*	*	*	60%	54%
Male	31	763	763	752	*	*	*	*	*	58%	56%
Economically Disadvantaged Students	35	730	730	737	*	*	*	*	*	26%	37%
Non-Economically Disadvantaged Students	39	787	787	761	*	*	*	*	*	90%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	747	747	749	*	18%	28%	*	*	46%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	19	714	714	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	35	763	763	776	0%	*	31%	*	*	66%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	32	749	749	749	*	*	*	*	*	47%	50%
Male	36	745	745	749	*	*	*	*	*	44%	52%
Economically Disadvantaged Students	41	741	741	734	*	*	*	*	*	37%	32%
Non-Economically Disadvantaged Students	27	755	755	759	*	*	*	*	*	59%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	751	751	747	*	*	30%	*	*	54%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	16	742	742	735	0%	*	*	*	*	44%	30%
Black or African American	12	730	730	729	*	*	*	*	*	17%	23%
Asian, Native Hawaiian, or Pacific Islander	15	772	772	775	0%	0%	*	*	*	93%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	27	755	755	747	*	*	*	*	*	63%	47%
Male	23	747	747	747	*	*	*	*	*	43%	47%
Economically Disadvantaged Students	29	742	742	732	*	*	*	*	*	38%	27%
Non-Economically Disadvantaged Students	21	764	764	757	*	*	*	*	*	76%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	50	751	751	749	*	*	30%	*	*	54%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	39	736	736	741	*	26%	56%	*	*	15%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	12	733	733	729	*	*	*	*	*	25%	24%
Black or African American	12	730	730	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	10	742	742	769	0%	*	*	*	*	20%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	29	734	734	742	*	*	*	*	*	14%	42%
Male	10	740	740	740	*	*	*	*	*	20%	40%
Economically Disadvantaged Students	22	732	732	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	17	741	741	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	39	736	736	743	*	26%	56%	*	*	15%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	45	737	737	744	*	*	53%	*	*	22%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	20	741	741	733	0%	*	70%	*	*	20%	26%
Black or African American	17	725	725	727	*	*	*	*	*	18%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	23	738	738	744	*	*	61%	*	*	17%	42%
Male	22	736	736	743	*	*	45%	*	*	27%	42%
Economically Disadvantaged Students	33	736	736	731	*	*	*	*	*	24%	24%
Non-Economically Disadvantaged Students	12	740	740	751	*	*	*	*	*	17%	53%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	30	728	728	728	*	33%	43%	*	*	13%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	11	724	724	722	*	*	*	*	*	18%	22%
Black or African American	14	729	729	714	*	*	*	*	*	14%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	16	729	729	731	*	*	*	*	*	13%	31%
Male	14	727	727	726	*	*	*	*	*	14%	27%
Economically Disadvantaged Students	16	724	724	719	*	*	*	*	*	13%	20%
Non-Economically Disadvantaged Students	14	733	733	735	*	*	*	*	*	14%	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	30	728	728	730	*	33%	43%	*	*	13%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Jersey City Golden Door Charter School**  
(80-6915-950)  
Grades Offered: PK-08  
2018-2019

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### Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	11	775	775	744	0%	0%	0%	*	*	100%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	11	775	775	748	0%	0%	0%	*	*	100%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	11	775	775	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	10	90.0%	10.0%
3-4	*	*	*
5 or more	*	*	*



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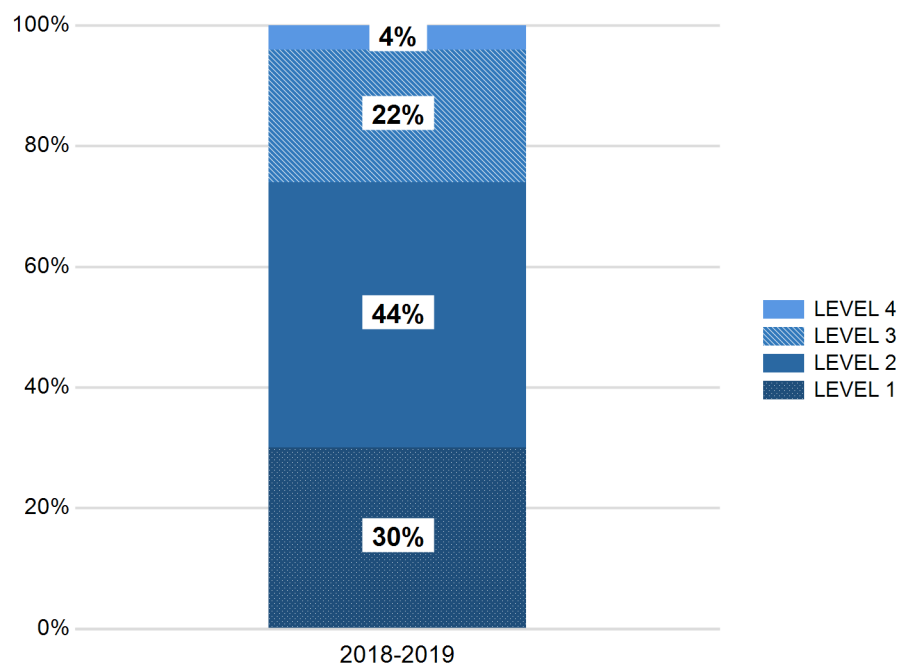
**N** No Data is available to display

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	30	44	22	4
White	*	*	*	*
Hispanic	44	44	13	0
Black or African American	54	46	0	0
Asian, Native Hawaiian, or Pacific Islander	0	47	47	7
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	48	19	7
Male	35	39	26	0
Economically Disadvantaged Students	41	53	6	0
Non-Economically Disadvantaged Students	11	28	50	11
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	30	44	22	4
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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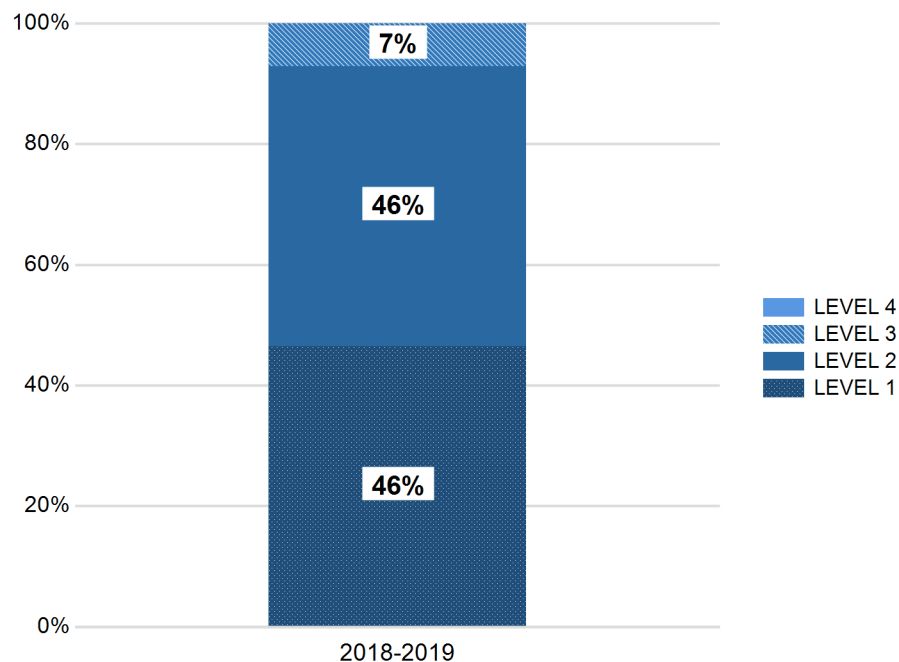
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### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	46	46	7	0
White	*	*	*	*
Hispanic	38	62	0	0
Black or African American	65	35	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	57	0	0
Male	50	35	15	0
Economically Disadvantaged Students	46	46	8	0
Non-Economically Disadvantaged Students	47	47	6	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	46	46	7	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [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	44
7	0	0	50
8	0	0	41
Total	0	0	135

### 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	44	0	0	0	0	0	0
7	50	0	0	0	0	0	0
8	41	0	0	0	0	0	0
Total	135	0	0	0	0	0	0



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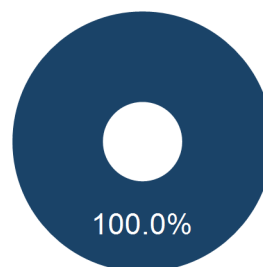
- \* Data is not displayed in order to protect student privacy
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## Visual and Performing Arts – Course Participation

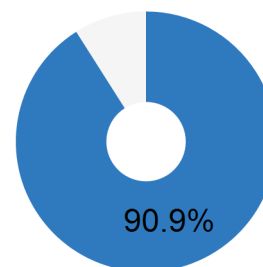
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 6-8:

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

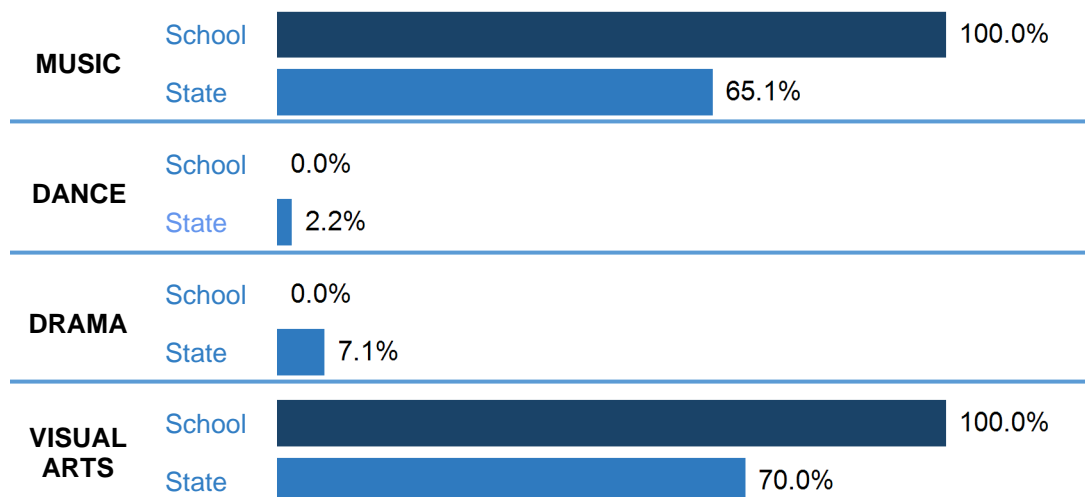


School



State

Students enrolled in one or more classes by discipline:





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

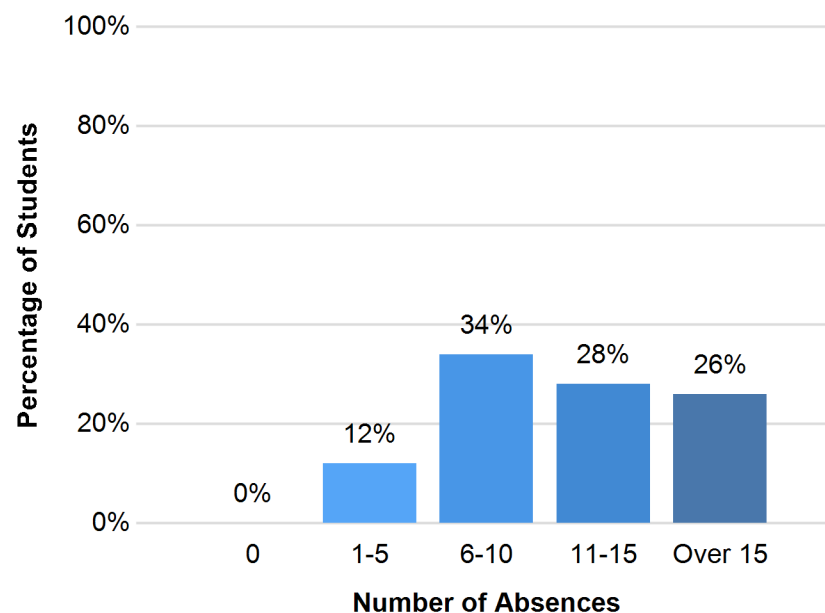
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	71	13.7	9.0	Not Met
White	2	4.8	9.0	Met
Hispanic	24	19.2	9.0	Not Met
Black or African American	28	22.2	9.0	Not Met
Asian, Native Hawaiian, or Pacific	16	7.4	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	39	14.3		
Male	32	13.1		
Economically Disadvantaged Students	45	16.1	9.0	Not Met
Students with Disabilities	15	29.4	9.0	Not Met
English Learners	1	8.3	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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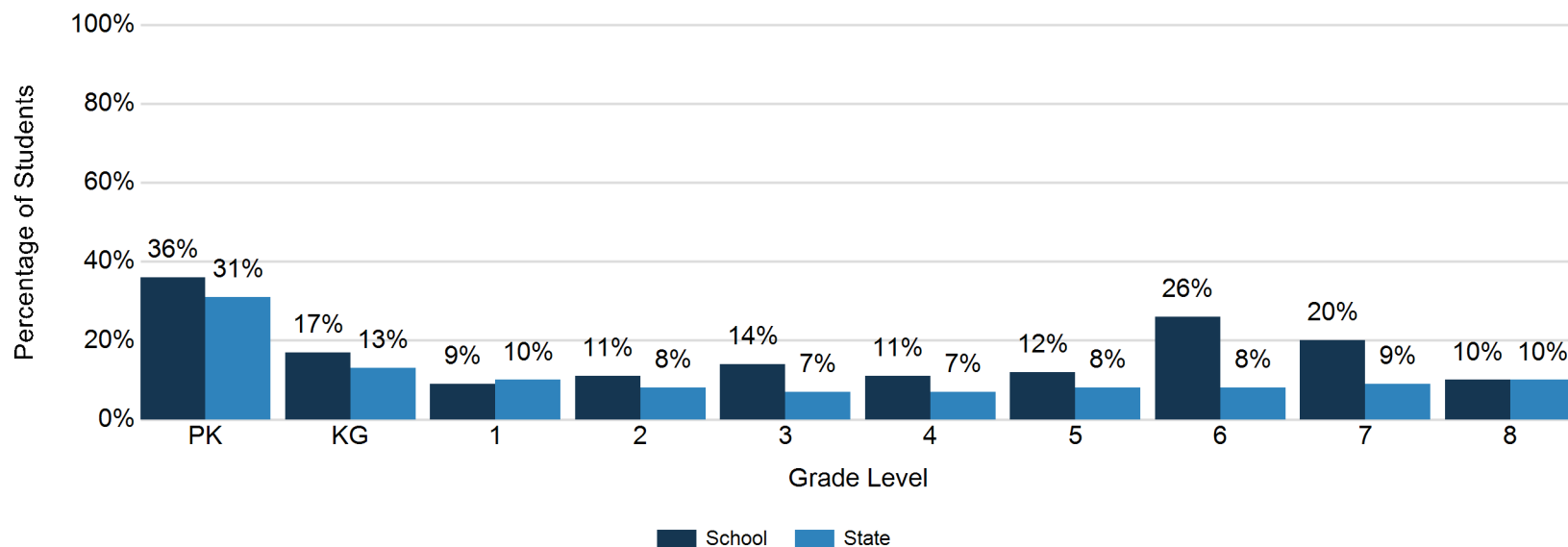
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.24

### 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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	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	1	1
No Identified Nature	4		4

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	14	2.5%
Any Suspension	14	2.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
31



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### School Day

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

Category	School
Typical Start Time	7:55 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

### Device Ratios

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

School Year	Student to Device Ratio
2018-19	2.5:1



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	7.5	12.1
Average years experience in district	5.8	10.8
Percentage of Teachers with 4 or more years experience in the district	61.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.8	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	94:1	94:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		N
Students to Nurses		563:1
Students to Counselors		282:1
Students to Child Study Team Members		N



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## Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.3%	76.2%	66.7%	48.4%	77.1%	54.9%
Male	48.7%	23.8%	33.3%	51.6%	22.9%	45.1%
White	9.4%	45.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	22.9%	52.4%	50.0%	29.9%	7.3%	7.2%
Black or African American	23.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	41.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.2%	2.4%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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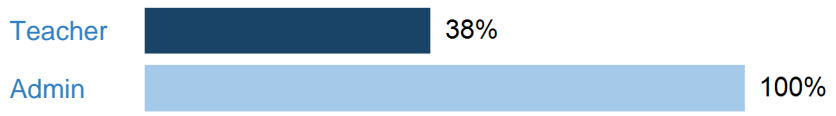
**Teachers and Administrators - Level of Education**

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

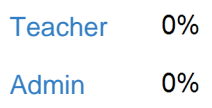
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	83.3%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	96.7%



## Jersey City Golden Door Charter School

(80-6915-950)

Grades Offered: PK-08

2018-2019

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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

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

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

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

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

## ESSA Accountability Status

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

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

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



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## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.4%	53.2%	57.6%
Math Proficiency	42.6%	40.0%	41.8%
ELA Growth	56	50	52
Math Growth	54	54	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	22.8%	14.8%	13.7%

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



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

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

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

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



**Jersey City Golden Door Charter School**  
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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- All teaching staff and administrators are New Jersey DOE Certified.
- Curriculum overview views are available on school website. Course: reading, writing, mathematics, science, social studies, character education, art, music, technology, Spanish, health and PE.
- Special education services provided in an inclusion setting. After school Activities; Basketball, soccer, choir, cheerleading, yearbook, student council, yoga, tutoring.



### Mission, Vision, Theme:

The Golden Door Charter School was founded on the simple convictions that a first-rate education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her full potential. The overarching goals of the school are to; Demonstrate the benefits of academic achievement that public school students can routinely attain when the advantages of charter school governance are coupled with ambitious new academic standards; Offer Jersey City families rich new choices in public education; Create new professional settings for teachers that permit them to succeed, free from debilitating work, financial constraints, and excess regulations.



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### Courses, Curriculum, Instruction:

The instructional practices used in grades 5-8 effectively move students towards their learning and ensure that the student learning standards are met. In all subjects that include mathematics, science, social studies and English language arts the teachers incorporate academic vocabulary, cooperative learning, document based questions small group instruction, the gradual release model and analysis of student work. English language arts specifically focuses on flexible grouping, conferencing, student self assessment, writer's workshop and reading and writing across the curriculum. In the social studies and science classes a big emphasis is put on project based learning and science inquiry labs. Our math curriculum allows students to reason effectively with information presented in graphic, numeric, symbolic and verbal forms. The math curriculum is problem centered with real world problems.



### Clubs and Activities:

Golden Door encourages all types of after school activities and clubs. Currently the school offers the following after school clubs and activities; cheerleading, basketball, soccer, yoga, academic tutoring (3-8), remedial reading (k-2), yearbook, student council, elementary choir & middle school choir. School wide initiatives that support our community include; Saint Jude's Children's Research Hospital and Student's Change Hunger (New Jersey Community Food Bank).



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 <p><b>Before and After School Programs:</b></p>	<p>Before-care services are available to enrolled students in Golden Door's pre-k4 program. The program is implemented by the school. Golden Door Charter School contracts with an outside after-care program provider whom provides after school supervisory services to all students enrolled in the school, grades pre-k 4 through 8th grade.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Continued teacher training and professional development is a priority at Golden Door. Pre-service trainings are scheduled for the week before students arrive back to school in September. Trainings focus on approved programs that support the school's curriculum, classroom management, infusion of technology within the classroom and for instructional purposes, educational best practices and new teacher support. This is done during the five-day preservice training, half-day in-service days, continuous coaching and content area meetings by contracted ELA and mathematics specialists, and approved off-site professional development opportunities. Behavior/classroom climate meetings are conducted bi-monthly. In addition, Golden Door encourages/organizes peer sharing and observations with neighboring schools so that teachers can see what is happening in other schools and how they deliver their educational programs.</p>



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### Student Supports and Services:

Golden Door offers a variety of student support services including Special Education, English Language Learners, general assistance for students who are struggling as well as intervention and referral services designed to assist student who are experiencing learning, behavior or health difficulties. Golden Door's special education program is delivered in an inclusion format. Students with Individual Educational Programs (IEPs) or 504 plans receive assistance by a certified special education teacher within the general education classroom setting. English Language Learners are provided support within the general education classroom as well as by a certified ESL teacher. Support is also available for general education students who may be struggling in a given subject. A free after school tutoring program is offered after school during the winter/spring months. An array of services are made available to students and families through two full time school counselors.



### Student Health and Wellness:

Golden Door places great emphasis on student health and wellness. Continuous instruction takes place, provided by certified health/PE teachers which focuses on health and wellness through our health education and physical education programs. In addition, all students are provided with a 20-minute recess period each day of school which includes additional time in our gymnasium and our outside playground. The school offers various programs through our certified school nurse and two certified health/PE teachers. Various programs/assemblies which promote health and wellness include ;Give a Smile to Kids Day;, the 3rd grade dental care program, bicycle safety, Otto the Auto-pedestrian safety, Health Fair and Garden Club. All students participate in annual health screenings. Prior to the projected Influenza season, all staff members are encouraged to receive the flu shot. Flu shots are offered on-site by Rite Aid Pharmacy.



### Parent and Community Involvement:

Golden Door Charter School has a Parent-Teacher Association (PTA) that organizes various fundraisers and activities that support classroom activities. Parents are encouraged to become involved in the school community in a number of ways, including; Pre-k and Kindergarten meet & greet, Back-to-School Open House, Fall Character Day Parade and Activities, Parent/Teacher Conferences, High School Open House, Winter and Spring Concerts, School-wide Spelling Bee, STEM Fair, Tricky Tray Fundraiser, Kindergarten and 8th Grade Graduations and the Honors Awards Ceremony. A parent portal is available to every parent that allows them constant access to their child's academic information. The school has a number of community partnerships which include; Saint Peter's University, New Jersey City University, The Community Food Bank of New Jersey, Saint John's Church, Jersey City Fire Department, Hudson County Prosecutor's Office, Saint Jude Children's Research Hospital, and Pennies for Patients.



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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Staff climate surveys were issued to all staff members(including non-teachers).67% of the staff submitted a completed staff climate survey. Results of staff climate survey; School Leadership Approval Rating:87%.Satisfaction with Overall School Environment Approval Rating:96%.The main positive aspects teachers identified;1.Staff members are proud to say they work at Golden Door:98% of staff agree.2.Staff members get a lot of satisfaction from working at Golden Door: 96% of staff agree. 3. Staff members agree with the school's mission: 96% of staff agree.4.Staff members feel Golden Door has a strong mathematics curriculum:96% of staff agree.5.Staff member feel supported by their colleagues:96% of staff agree. Parent satisfaction surveys were made available to all parents. A total of 155 parent surveys were submitted for review. There were no components of the survey that were identified as areas of need of improvement. Feed back was all positive.</p>
 <p><b>Facilities:</b></p>	<p>Golden Door Charter School is located in two stunning historic buildings in the heart of Jersey City, just blocks from Journal Square. Golden Door has two educational buildings located on the same property. The administrative building (3040 Kennedy Blvd.)is a 75-year old building that was renovated in 2011 and now serves as the school's main office, administrative offices and pre-k4 facility. The main school building (3044 Kennedy Blvd.)is a 105- year old building which was recently renovated/restored in 2011 which included updating the electrical, lighting and internet/technology capability. The facility includes a newly refreshed, state-of-the-art computer lab, art room, music room, Spanish room, recently updated state-of-the-art kitchen, cafeteria and gymnasium/auditorium. The school building has 30 classrooms, a nurse's office, principal's office and assistant principal's office. A new, state-of-the-art playground was recently constructed on the north side of the campus.</p>
 <p><b>School Safety:</b></p>	<p>Safety is equally important as our educational program. The school is in compliance with all requirements and recommendations in the area of school safety. Golden Door has a designated School Safety Specialist who participates in all required/recommended school safety trainings. The school has an approved school safety plan. All staff members are trained on the school safety plan. School safety drills are conducted on a regular basis. The building is equipped with the latest security system and the building is locked at all times school is in session. The school employs two (2) full-time security guards. In addition to extensive security measures in place, a safe school environment is reinforced through our character education curriculum, Hero in the Hallway program and various school assemblies that focus on good character, anti-bullying, drug awareness, gang awareness and cyber-bullying.</p>



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### Technology and STEM:

Golden Door Charter school has a state-of-the-art computer lab/classroom in which all students receive regular instruction in the latest technology. In addition, each classroom is equipped with an interactive whiteboard (Smart Board Technology) and Elmo's, which have replaced the old overhead projectors. The building is fully equipped with wireless capability and bandwidth. In addition to a computer lab, the school has a 1/1 ratio of Chromebooks to students in grades 3 through 8. Technology is integrated throughout the school in every classroom. The programs that support reading, mathematics, science and social studies also have a technology element. All programs are supported by online resources. Teachers use OnCourse Systems for planning instruction, maintaining and reporting student data. Teacher websites are maintained with parent portals. The school also holds an annual STEM fair which follows a designated theme that is suggested and voted on by teachers.



### Early Childhood Education:

Golden door is in its seventh year of implementation of our Pre-k4 program. The Pre-k4 program consists of three classrooms. There is one certified teacher and one teacher assistant in each classroom. Each classroom can accommodate 15 students. The program runs from 9:00 a.m. until 3:00 p.m. The school year is 190 days. The Pre-k4 curriculum is Tools of the Mind. Our program is state funded. We have been very well received by the Jersey City community and are fully enrolled in our Pre-k4 with 45 students and over 200 students on the waitlist.



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### Other Information

Golden Door Charter School has an extended school day and extended school year. The school day begins at 7:55a.m. and ends at 3:00p.m. Our school year consists of 190 school days as opposed to the typical 180 school days in district schools. As a charter school, students are enrolled via an annual lottery. Golden Door is a public charter school and students are not charged tuition. The only requirement to attend Golden Door is residency in Jersey City. The school has a strict uniform policy. Traditional school bus transportation is not provided. Students who live over two miles away from the school are provided public transportation tickets.