



**BelovED Community Charter School**  
(80-6082-963)  
Grades Offered: KG-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 at the top left of the screen to move between pages of the report

**Other Resources:**

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

**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	BelovED Community Charter School
Principal Name	Michele Link
Address	508 Grand Street Jersey City, NJ 07302
Phone Number	201-630-4700
Email Address	<a href="mailto:mmlink@belovedccs.org">mmlink@belovedccs.org</a>
Website	<a href="https://belovedccs.org/">https://belovedccs.org/</a>
Facebook	<a href="https://www.facebook.com/BelovEDCCS/">https://www.facebook.com/BelovEDCCS/</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
KG	117	116	119
1	122	119	119
2	120	121	120
3	122	121	118
4	118	120	119
5	116	120	121
6	117	120	118
7	0	116	120
Total	832	953	1,068

**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	51.0%	50.4%	49.6%
Male	49.0%	49.6%	50.4%
Economically Disadvantaged Students	69.1%	66.8%	66.1%
Students with Disabilities	5.0%	6.1%	6.7%
English Learners	9.0%	6.2%	7.4%
Homeless Students	0.0%	0.0%	0.1%
Students in Foster Care	0.2%	0.4%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.1%	0.1%

**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	12.6%	13.7%	15.5%
Hispanic	27.3%	28.6%	29.0%
Black or African American	33.3%	31.0%	28.7%
Asian	20.9%	21.8%	22.5%
Native Hawaiian or Pacific Islander	0.8%	0.5%	0.3%
American Indian or Alaska Native	0.5%	0.3%	0.6%
Two or More Races	4.7%	4.0%	3.5%

**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
KG - Half Day	0	0	0
KG - Full Day	117	116	119

**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	67.1%
Spanish	10.9%
Arabic	7.2%
Tagalog	3.1%
Urdu	2.2%
Other Languages	9.5%



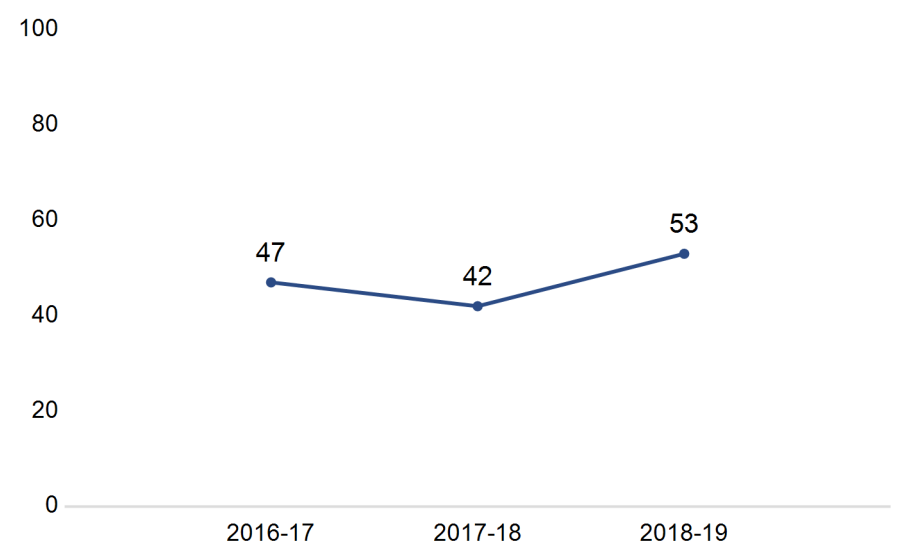
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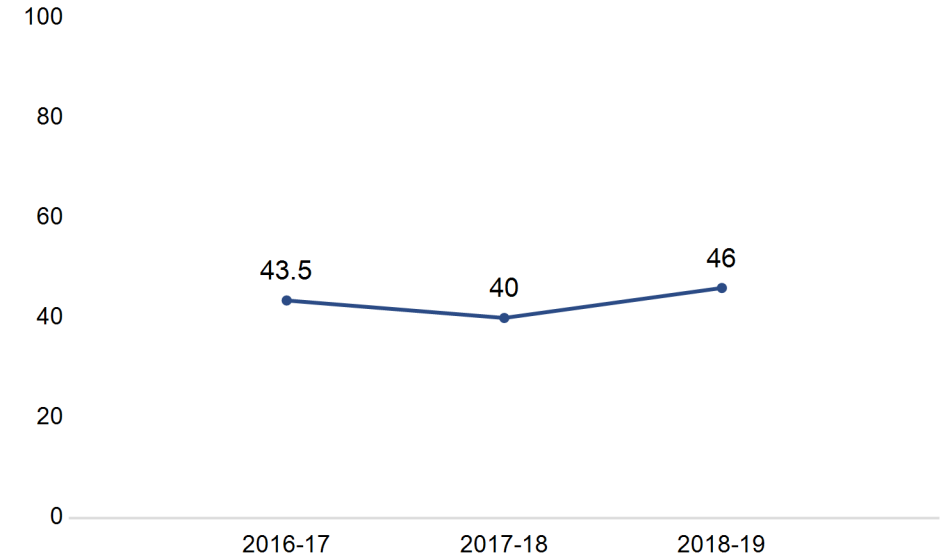
**Student Growth Trends and Progress**

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	47	42	53	43.5	40	46
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	53	53	50	Met Standard	46	46	50	Met Standard
White	43	43	50	Met Standard	49	49	52	Met Standard
Hispanic	61	61	49	Exceeds Standard	46.5	46.5	47	Met Standard
Black or African American	50.5	50.5	45	Met Standard	40	40	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	47.5	47.5	59	Met Standard	53.5	53.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	63	63	49	Exceeds Standard	48	48	52	**
Female	54	54	53	N	48	48	50	N
Male	52	52	47	N	44.5	44.5	51	N
Economically Disadvantaged Students	50	50	48	Met Standard	47.5	47.5	46	Met Standard
Students with Disabilities	63	63	43	Exceeds Standard	47.5	47.5	45	Met Standard
English Learners	54	54	52	**	61.5	61.5	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	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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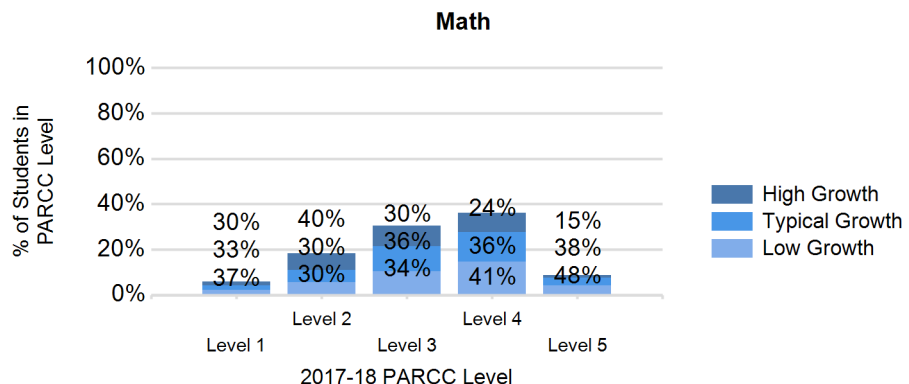
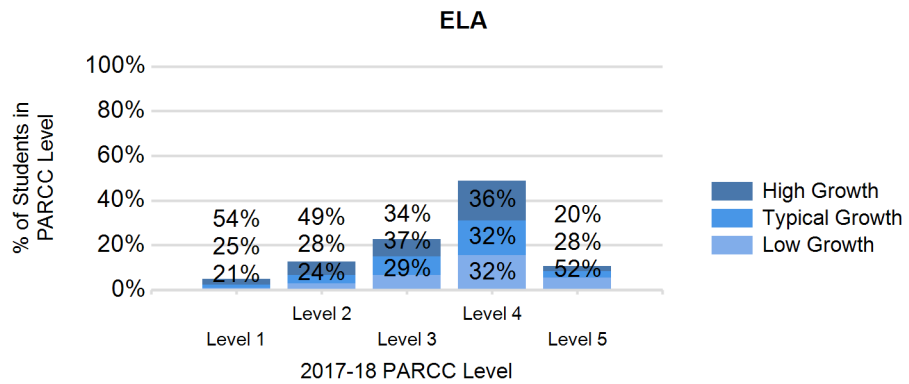
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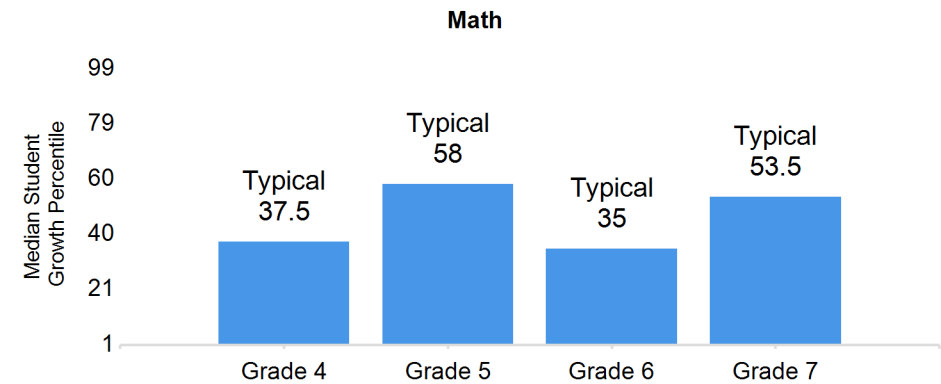
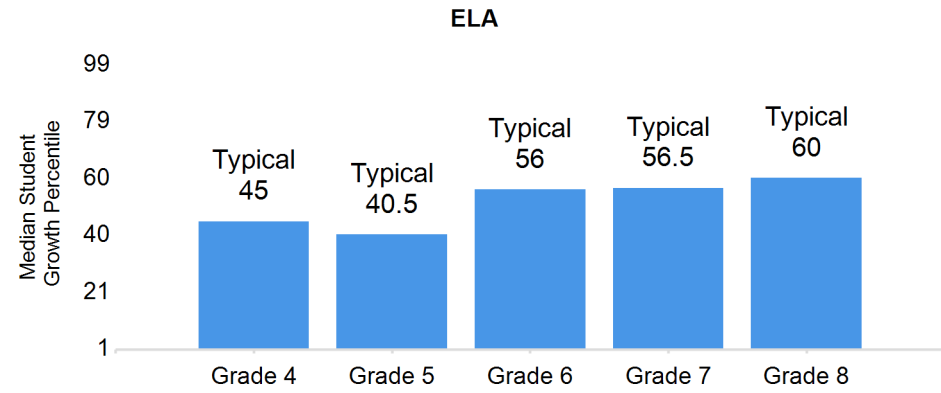
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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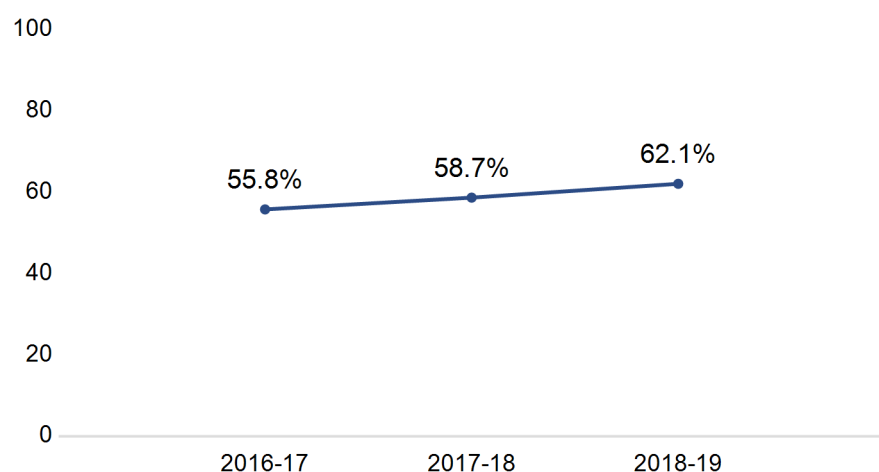
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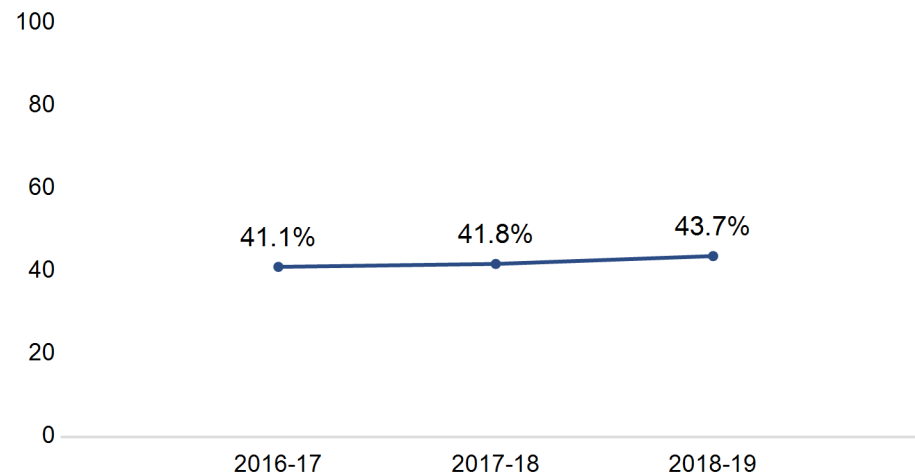
## English Language Arts and Mathematics Performance Trends

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	99.2%	99.8%	99.7%	99.2%	99.8%	99.7%
Proficiency Rate for Federal Accountability	55.8%	58.7%	62.1%	41.1%	41.8%	43.7%
Annual Target	50.5%	52.0%	53.6%	38.3%	40.5%	42.7%
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	694	99.7	62.1	62.1	57.9	62.1	53.6	Met Target
White	93	100.0	63.4	63.4	66.9	63.4	66.1	Met Target†
Hispanic	217	99.1	55.8	55.8	43.9	55.8	50.2	Met Target
Black or African American	216	100.0	53.2	53.2	38.5	53.2	45.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	138	100.0	82.6	82.6	82.9	82.6	71.3	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	74.5	Met Target
Female	354	99.7	66.4	66.4	64.8	66.4		
Male	340	99.7	57.6	57.6	51.3	57.6		
Economically Disadvantaged Students	489	100.0	55.4	55.4	40.0	55.4	48.8	Met Target
Non-Economically Disadvantaged Students	205	99.1	78.0	78.0	67.9	78.0		
Students with Disabilities	44	100.0	18.2	18.2	22.7	18.2	31.3	Not Met
Students without Disabilities	650	99.7	65.1	65.1	65.1	65.1		
English Learners	27	100.0	18.5	18.5	29.3	18.5	N	N
Non-English Learners	667	99.7	63.9	63.9	60.6	63.9		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

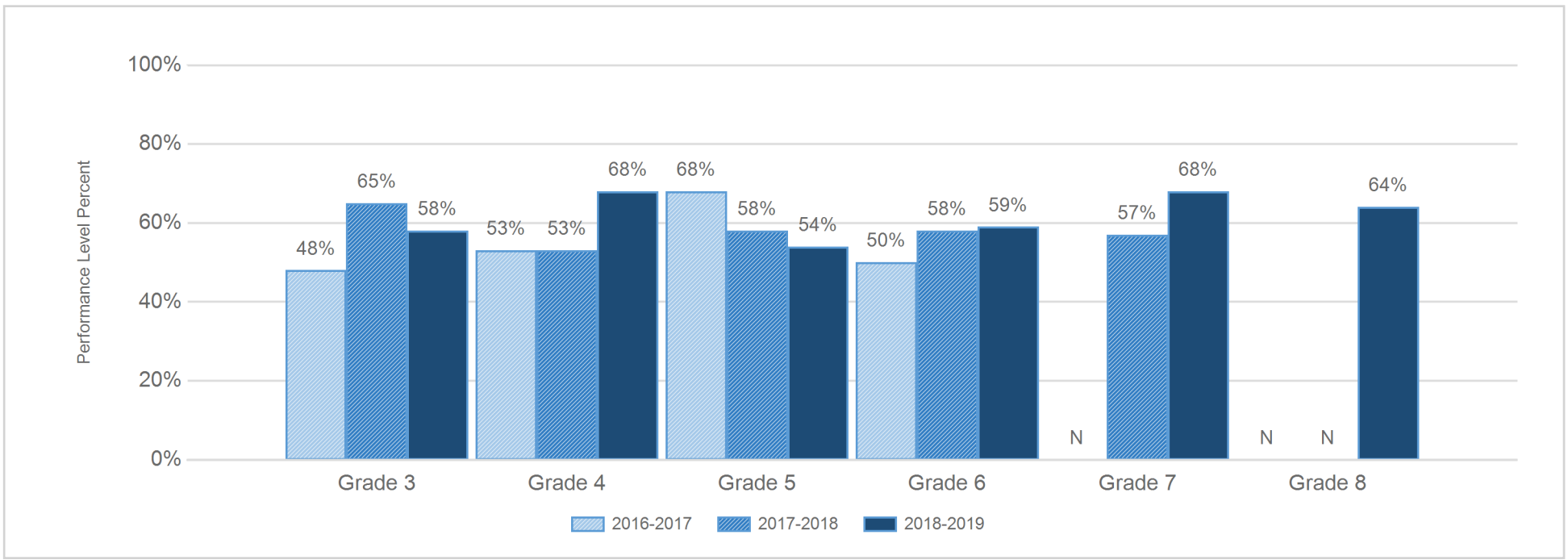


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**English Language Arts Assessment - Performance Trends**

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





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## English Language Arts Assessment - Performance by Grade: Grade 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>	118	752	752	748	12%	12%	18%	*	*	58%	50%
White	20	755	755	757	*	*	*	*	*	60%	60%
Hispanic	32	740	740	734	*	*	31%	*	*	38%	36%
Black or African American	30	745	745	731	*	*	*	*	*	53%	33%
Asian, Native Hawaiian, or Pacific Islander	30	762	762	773	*	*	*	*	*	77%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	64	760	760	753	*	*	16%	*	*	69%	55%
Male	54	743	743	743	*	*	20%	*	*	46%	46%
Economically Disadvantaged Students	73	745	745	731	*	*	*	*	*	49%	33%
Non-Economically Disadvantaged Students	45	764	764	759	*	*	*	*	*	73%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	11	712	712	713	*	*	*	*	*	18%	17%
Non-English Learners	107	756	756	751	*	*	*	*	*	63%	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	N	N	N	752	N	N	N	N	N	N	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>	118	761	761	755	*	*	17%	51%	17%	68%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	39	754	754	743	0%	*	26%	*	*	54%	44%
Black or African American	33	754	754	739	*	*	*	*	*	64%	39%
Asian, Native Hawaiian, or Pacific Islander	22	774	774	779	0%	*	*	*	*	91%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	57	761	761	760	*	*	18%	47%	18%	65%	62%
Male	61	762	762	750	*	*	16%	54%	16%	70%	53%
Economically Disadvantaged Students	74	755	755	740	*	*	*	*	*	62%	40%
Non-Economically Disadvantaged Students	44	771	771	765	*	*	*	*	*	77%	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>	120	752	752	756	*	*	33%	*	*	54%	58%
White	21	757	757	764	*	*	*	*	*	62%	68%
Hispanic	35	748	748	743	*	*	43%	*	*	49%	44%
Black or African American	33	743	743	739	*	*	39%	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	28	763	763	781	*	*	*	*	*	75%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	62	757	757	761	*	*	34%	*	*	56%	64%
Male	58	747	747	750	*	*	31%	*	*	52%	52%
Economically Disadvantaged Students	84	748	748	740	*	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	36	763	763	766	*	*	*	*	*	72%	69%
Students with Disabilities	11	729	729	724	*	*	*	*	*	18%	23%
Students without Disabilities	109	754	754	762	*	*	*	*	*	58%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
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	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	118	755	755	754	*	10%	29%	*	*	59%	56%
White	13	753	753	762	*	0%	*	*	*	69%	65%
Hispanic	44	757	757	743	0%	*	25%	*	*	61%	43%
Black or African American	37	744	744	738	*	*	41%	*	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	18	771	771	780	0%	0%	*	*	*	89%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	59	756	756	762	*	*	36%	*	*	59%	64%
Male	59	754	754	748	*	*	22%	*	*	59%	48%
Economically Disadvantaged Students	89	751	751	740	*	*	*	*	*	55%	39%
Non-Economically Disadvantaged Students	29	768	768	763	*	*	*	*	*	72%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



## Beloved Community Charter School

(80-6082-963)

Grades Offered: KG-08

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

## 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>	120	761	761	761	*	*	17%	41%	27%	68%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	34	760	760	747	*	*	*	*	*	65%	50%
Black or African American	41	751	751	741	*	*	*	39%	24%	63%	43%
Asian, Native Hawaiian, or Pacific Islander	25	772	772	790	0%	0%	*	*	*	76%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	68	767	767	769	*	*	*	*	*	76%	71%
Male	52	753	753	753	*	*	*	*	*	56%	55%
Economically Disadvantaged Students	91	753	753	743	*	*	22%	42%	18%	59%	45%
Non-Economically Disadvantaged Students	29	785	785	771	*	*	0%	38%	55%	93%	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	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



## Beloved Community Charter School

(80-6082-963)

Grades Offered: KG-08

2018-2019

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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>	114	763	763	762	*	*	24%	46%	18%	64%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	37	764	764	747	0%	*	*	*	*	68%	49%
Black or African American	47	757	757	741	*	*	26%	*	*	55%	43%
Asian, Native Hawaiian, or Pacific Islander	18	787	787	794	0%	0%	*	*	*	89%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	55	768	768	771	*	*	27%	*	*	67%	71%
Male	59	759	759	753	*	*	20%	*	*	61%	55%
Economically Disadvantaged Students	84	760	760	743	*	*	*	*	*	62%	45%
Non-Economically Disadvantaged Students	30	771	771	772	*	*	*	*	*	70%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	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%



**BelovED Community Charter School**  
(80-6082-963)  
Grades Offered: KG-08  
2018-2019

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

### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	693	99.7	43.7	43.7	44.5	43.7	42.7	Met Target
White	93	100.0	58.1	58.1	54.1	58.1	54.5	Met Target
Hispanic	217	99.1	35.0	35.0	28.8	35.0	41.4	Not Met
Black or African American	216	100.0	27.3	27.3	23.0	27.3	28.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	137	100.0	70.8	70.8	76.5	70.8	68.1	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	54.9	Met Target
Female	354	99.7	41.2	41.2	44.9	41.2		
Male	339	99.7	46.3	46.3	44.2	46.3		
Economically Disadvantaged Students	489	100.0	36.4	36.4	26.3	36.4	37.7	Met Target†
Non-Economically Disadvantaged Students	204	99.1	61.3	61.3	54.9	61.3		
Students with Disabilities	44	100.0	11.4	11.4	17.4	11.4	19.7	Not Met
Students without Disabilities	649	99.7	45.9	45.9	50.0	45.9		
English Learners	27	100.0	18.5	18.5	25.0	18.5	N	N
Non-English Learners	666	99.7	44.7	44.7	46.5	44.7		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### BelovED Community Charter School

(80-6082-963)

Grades Offered: KG-08

2018-2019

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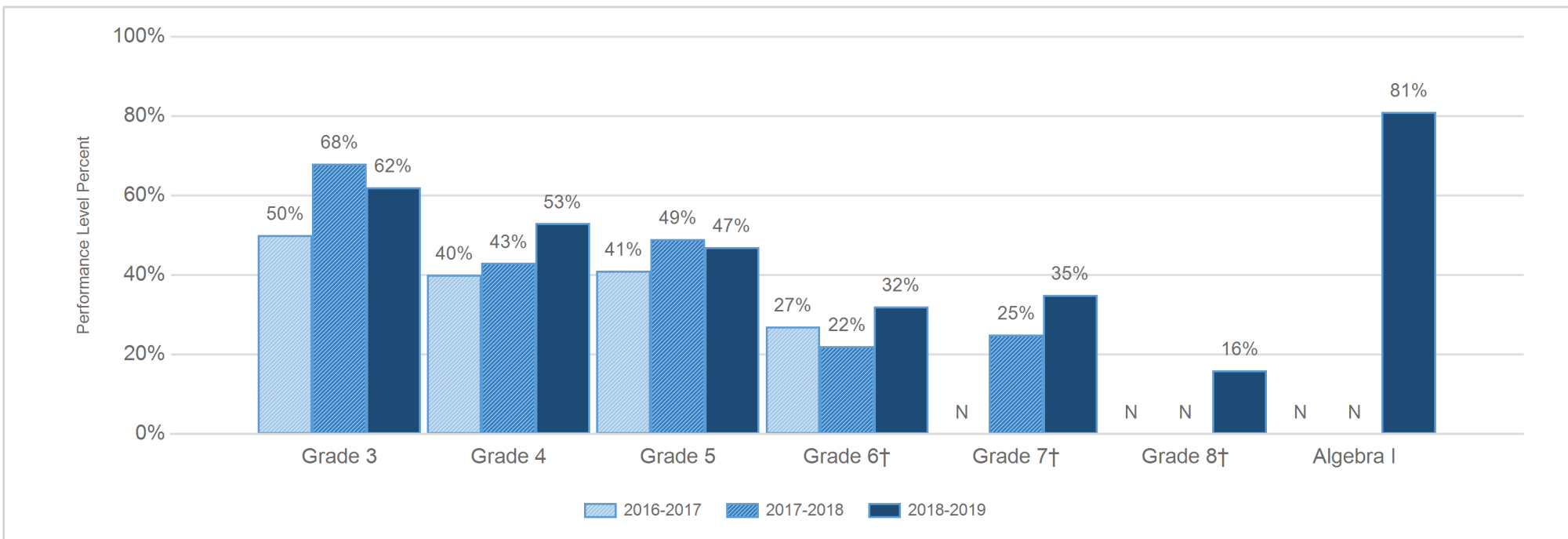
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## Mathematics Assessment – Performance Trends

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



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



**BelovED Community Charter School**  
(80-6082-963)  
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2018-2019

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- N** No Data is available to display
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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>	117	756	756	752	*	*	20%	47%	15%	62%	55%
White	20	762	762	760	0%	*	*	*	*	75%	66%
Hispanic	32	745	745	739	*	*	*	*	*	47%	40%
Black or African American	30	747	747	735	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	29	767	767	778	*	*	*	38%	34%	72%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	64	759	759	751	*	*	*	*	*	63%	54%
Male	53	753	753	752	*	*	*	*	*	60%	56%
Economically Disadvantaged Students	73	748	748	737	*	*	*	*	*	51%	37%
Non-Economically Disadvantaged Students	44	769	769	761	*	*	*	*	*	80%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	11	728	728	728	*	*	*	*	*	18%	26%
Non-English Learners	106	759	759	754	*	*	*	*	*	66%	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	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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(80-6082-963)

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2018-2019

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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>	118	751	751	749	*	12%	30%	*	*	53%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	39	743	743	737	*	*	41%	*	*	33%	36%
Black or African American	33	737	737	731	*	*	30%	*	*	36%	29%
Asian, Native Hawaiian, or Pacific Islander	22	770	770	776	0%	0%	*	*	*	82%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	57	744	744	749	*	*	32%	*	*	42%	50%
Male	61	757	757	749	*	*	28%	*	*	62%	52%
Economically Disadvantaged Students	74	746	746	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	44	759	759	759	*	*	*	*	*	66%	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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2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	120	750	750	747	*	15%	35%	*	*	47%	47%
White	21	753	753	755	0%	*	*	*	*	52%	58%
Hispanic	35	742	742	735	*	*	34%	*	*	37%	30%
Black or African American	33	736	736	729	*	*	55%	*	*	24%	23%
Asian, Native Hawaiian, or Pacific Islander	28	772	772	775	0%	*	*	*	*	82%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	62	750	750	747	*	*	37%	*	*	47%	47%
Male	58	749	749	747	*	*	33%	*	*	47%	47%
Economically Disadvantaged Students	84	744	744	732	*	*	38%	*	*	40%	27%
Non-Economically Disadvantaged Students	36	763	763	757	*	*	28%	*	*	61%	59%
Students with Disabilities	11	720	720	725	*	*	*	*	*	*	19%
Students without Disabilities	109	753	753	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	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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2018-2019

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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>	118	733	733	741	11%	30%	27%	*	*	32%	41%
White	13	739	739	749	0%	*	*	*	*	31%	51%
Hispanic	44	735	735	729	*	30%	30%	*	*	34%	24%
Black or African American	37	719	719	722	*	38%	*	*	*	16%	19%
Asian, Native Hawaiian, or Pacific Islander	18	749	749	769	0%	*	*	61%	0%	61%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	59	727	727	742	*	41%	*	*	*	24%	42%
Male	59	738	738	740	*	19%	*	*	*	41%	40%
Economically Disadvantaged Students	89	729	729	726	*	*	*	*	*	27%	21%
Non-Economically Disadvantaged Students	29	742	742	750	*	*	*	*	*	48%	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	120	738	738	744	*	27%	31%	*	*	35%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	34	737	737	733	*	*	32%	*	*	35%	26%
Black or African American	41	730	730	727	*	34%	27%	*	*	24%	21%
Asian, Native Hawaiian, or Pacific Islander	25	744	744	768	0%	*	44%	*	*	36%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	68	743	743	744	*	21%	*	*	*	40%	42%
Male	52	731	731	743	*	35%	*	*	*	29%	42%
Economically Disadvantaged Students	91	734	734	731	*	*	*	*	*	31%	24%
Non-Economically Disadvantaged Students	29	751	751	751	*	*	*	*	*	48%	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	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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2018-2019

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**N** No Data is available to display

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

## 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>	83	724	724	728	20%	36%	28%	*	*	16%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	27	721	721	722	*	*	*	*	*	*	22%
Black or African American	39	721	721	714	*	44%	*	*	*	13%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	41	722	722	731	*	41%	27%	*	*	15%	31%
Male	42	725	725	726	*	31%	29%	*	*	17%	27%
Economically Disadvantaged Students	61	722	722	719	*	*	*	*	*	11%	20%
Non-Economically Disadvantaged Students	22	727	727	735	*	*	*	*	*	27%	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	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%



## BelovED Community Charter School

(80-6082-963)

Grades Offered: KG-08

2018-2019

### 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 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>	31	766	766	744	0%	*	*	*	*	81%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	10	765	765	728	0%	0%	*	*	*	80%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	12	781	781	775	0%	0%	0%	*	*	100%	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	14	753	753	745	0%	*	*	*	*	71%	44%
Male	17	776	776	743	0%	*	*	*	*	88%	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	31	766	766	748	0%	*	*	*	*	81%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	31	766	766	745	0%	*	*	*	*	81%	*
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	*	*
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	52.3%	40.9%	Met Target

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	50	90.0%	10.0%
3-4	13	61.5%	38.5%
5 or more	*	*	*



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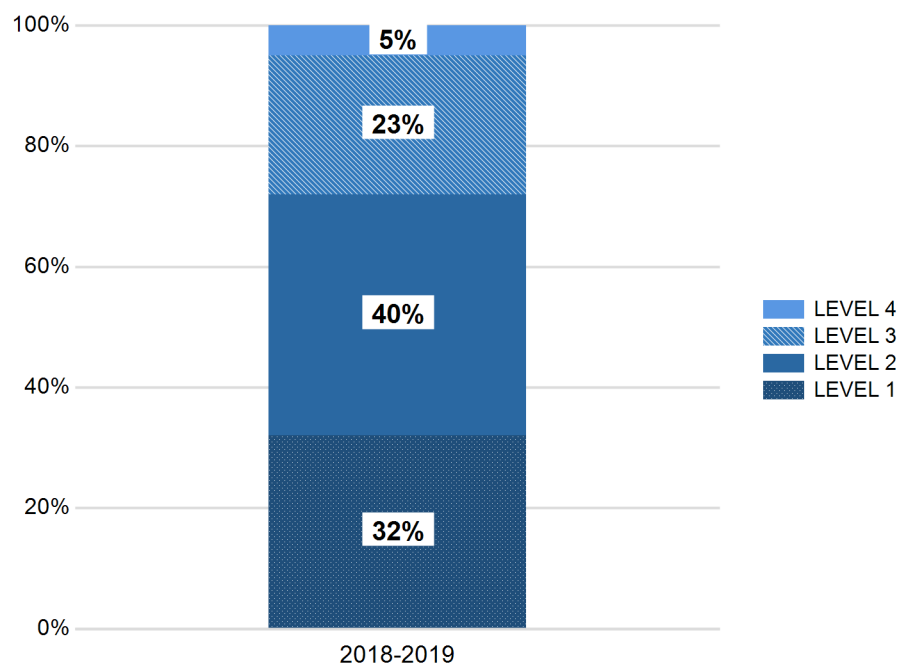
**N** No Data is available to display

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

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>	32	40	23	5
White	29	43	24	5
Hispanic	23	57	14	6
Black or African American	58	27	12	3
Asian, Native Hawaiian, or Pacific Islander	11	36	46	7
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	31	42	23	5
Male	33	38	24	5
Economically Disadvantaged Students	39	40	19	2
Non-Economically Disadvantaged Students	16	41	32	11
Students with Disabilities	73	27	0	0
Students without Disabilities	28	41	26	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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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(80-6082-963)

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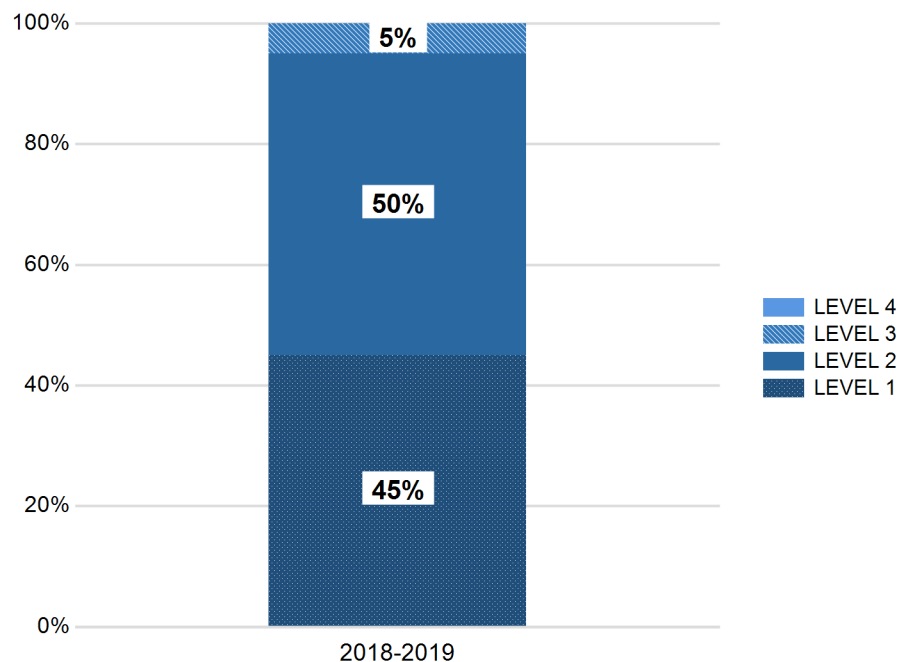
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### NJSLA Science Assessment: Grade 8 Summary

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>	45	50	5	0
White	*	*	*	*
Hispanic	41	54	5	0
Black or African American	53	47	0	0
Asian, Native Hawaiian, or Pacific Islander	22	61	17	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	44	56	0	0
Male	46	44	10	0
Economically Disadvantaged Students	45	50	5	0
Non-Economically Disadvantaged Students	43	50	7	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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	125
7	0	0	127
8	0	0	121
Total	0	0	373

### 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	125	0	0	0	0	0	0
7	126	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	251	0	0	0	0	0	0



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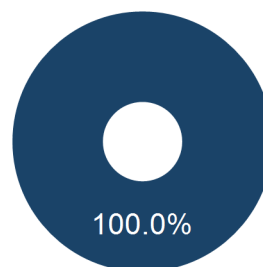
† This indicates a table specific note, see note below table

## Visual and Performing Arts – Course Participation

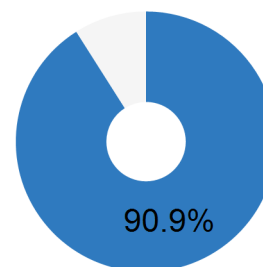
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 6-8:

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

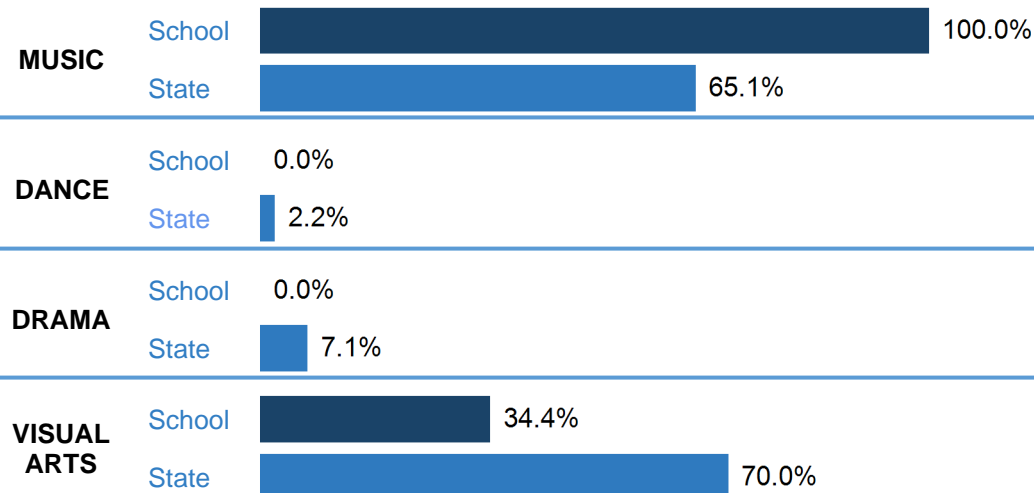


School



State

Students enrolled in one or more classes by discipline:





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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.

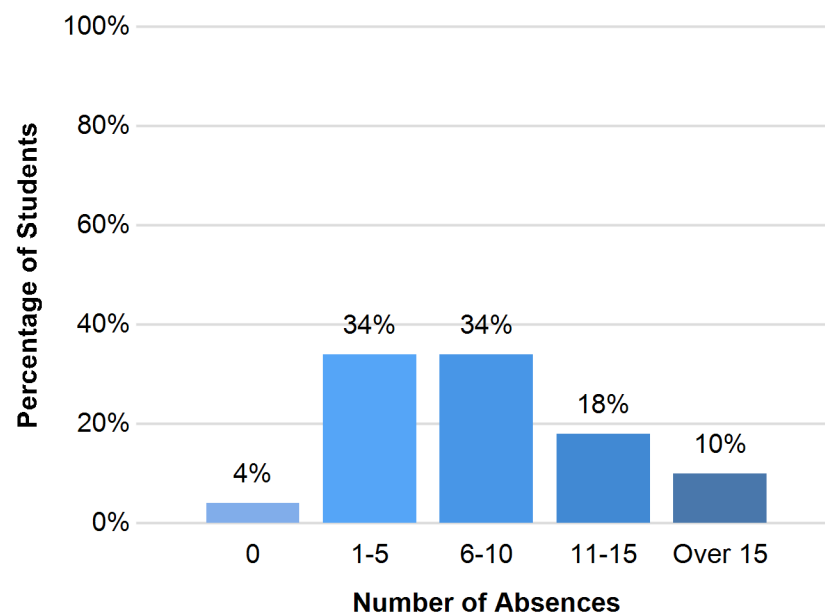
### Chronic Absenteeism

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	65	6.1	9.0	Met
White	9	5.4	9.0	Met
Hispanic	24	7.8	9.0	Met
Black or African American	19	6.2	9.0	Met
Asian, Native Hawaiian, or Pacific	8	3.3	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.0	Not Met
Female	33	6.3		
Male	32	6.0		
Economically Disadvantaged Students	49	7.0	9.0	Met
Students with Disabilities	11	15.3	9.0	Not Met
English Learners	1	1.3	9.0	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

### Days Absent

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





### BelovED Community Charter School

(80-6082-963)

Grades Offered: KG-08

2018-2019

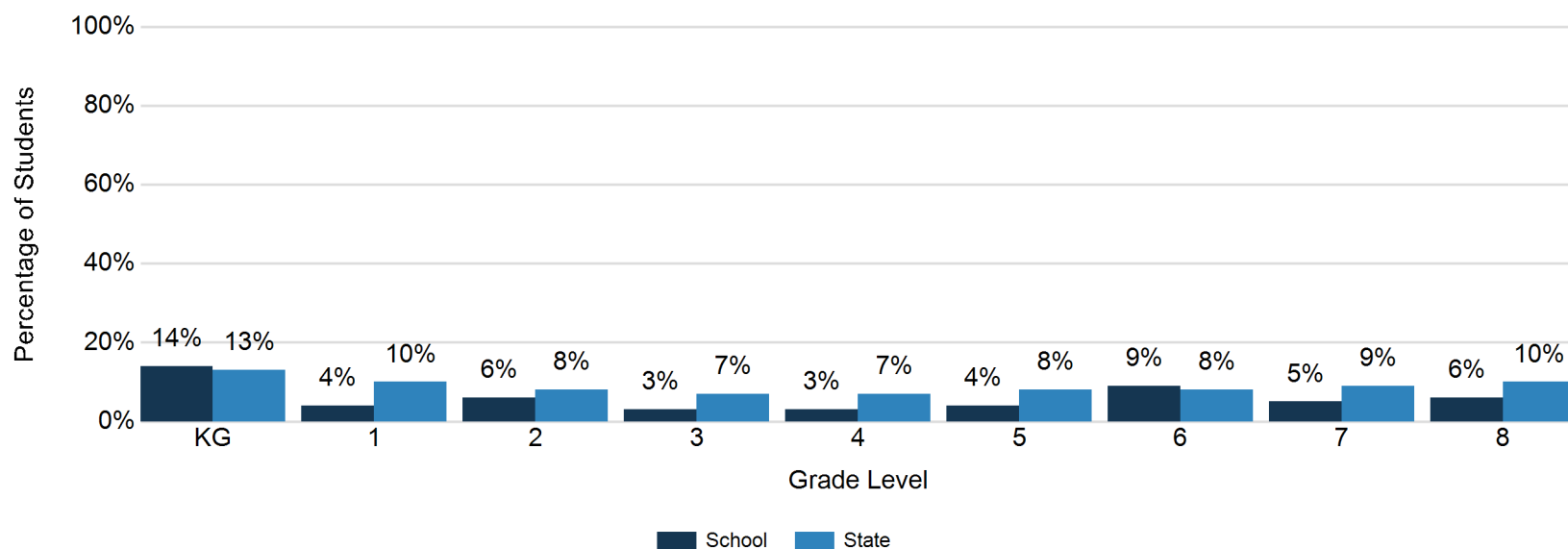
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### Chronic Absenteeism by Grade

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





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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	5
Weapons	0
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	0.84

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	5		5

### 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

### 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	*	*
Any Suspension	*	*
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
19



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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	7:45 AM
Typical End Time	3:45 PM
Length of School Day	8 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.6:1



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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	67	118,214
Average years experience in public schools	7.6	12.1
Average years experience in district	3.0	10.8
Percentage of Teachers with 4 or more years experience in the district	37.3%	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	9	9,530
Average years experience in public schools	13.5	16.0
Average years experience in district	3.9	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	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	16:1	16:1
Students to Administrators	119:1	119:1
Teachers to Administrators	7:1	7:1
Students to Librarians/Media Specialists		N
Students to Nurses		1068:1
Students to Counselors		1068:1
Students to Child Study Team Members		1068:1



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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	49.6%	80.6%	88.9%	48.4%	77.1%	54.9%
Male	50.4%	19.4%	11.1%	51.6%	22.9%	45.1%
White	15.5%	52.2%	66.7%	42.4%	83.6%	77.4%
Hispanic	29.0%	29.9%	33.3%	29.9%	7.3%	7.2%
Black or African American	28.7%	10.4%	0.0%	15.0%	6.6%	13.9%
Asian	22.5%	7.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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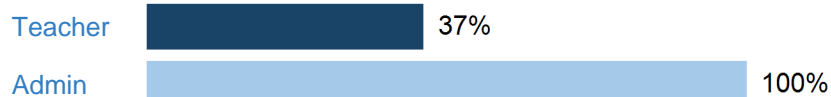
### Teachers and Administrators - Level of Education

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	70.5%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	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	95.9%



## BelovED Community Charter School

(80-6082-963)

Grades Offered: KG-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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2018-2019

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

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

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

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

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

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

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

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

## ESSA Accountability Status

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

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

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



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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	55.8%	58.7%	62.1%
Math Proficiency	41.1%	41.8%	43.7%
ELA Growth	47	42	53
Math Growth	44	40	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.9%	52.3%
Chronic Absenteeism	11.9%	7.3%	6.1%

† 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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**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](#).

## 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.



## Beloved Community 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	Met Target	Met	No
White	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Standard	Met Standard	n/a	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	Met Target	Met Target	Exceeds Standard	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	N	N	**	**	**	Met	No

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



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## School Narrative

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



### Highlights:

- Our student body demographically mirrors that of the Jersey City Public Schools district as a whole but our state assessment proficiency rates are considerably higher and have been rising every year.
- In School Year 2014-2015, the New Jersey Department of Education ranked BelovED NUMBER ONE statewide for pace of student learning growth among schools serving demographically similar students.
- "When the State last released end-of-year PARCC assessment results for Science, 99% of BelovED scholars scored Proficient or better (39% scored Proficient, 60% scored Advanced Proficient)."



### Mission, Vision, Theme:

The mission of Beloved Community Charter School is to develop values, skills, knowledge, confidence and character in its students that will lead them to care not only about themselves, but about their peers and humankind, propel them to success at the school, in college, and in their careers, and help them realize the fulfillment of a socially contributory life.



### Awards, Recognition, Accomplishments:

Our Dean of English Language Arts was recognized as New Jersey's top teacher by the New Jersey Charter School Association. BelovED has received national recognition, and was even awarded a rock climbing wall, for the excellence of its health and fitness programs. The School also received its playground as an award for winning a recycling competition that involved schools from Maine to Maryland.



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>BelovED's teachers design its curriculum using commercially available curriculum materials as a base. All students take art, music, a foreign language and technology, in addition to English Language Arts, Math, PE, Science and Social Studies. High school students will be enjoying a broad array of electives, and every student receives a school-provided computer.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Lacrosse (Boys), Soccer (Boys &amp; Girls), Volleyball (Coed)</p> <p>We offer Boys Soccer. Basketball and Cross Country; Girls Soccer, Basketball and Cross Country; and Co-Ed Flag Football, Volleyball and Cheerleading. We will also be offering Lacrosse.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We offer an extremely broad array of AfterSchool clubs and activities and encourage our teachers, scholars and scholar families to initiate new ones whenever interested.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>Before and Aftercare, Before and Afterschool Tutoring, Afterschool Sports and Activities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>During a Summer Institute in late August, and then throughout the year, the school's faculty receives high quality professional development training on professional development days and half-days. In addition, every educator is assigned an instructional coach by school leadership who helps the educator develop an Individual Professional Development Plan and who provides the educator with real time coaching, technique modeling, and formal observation and feedback, and who tracks the educator's development of Master Teacher skills. Educators also engage in video self-observation and in the provision of peer observation and feedback.</p>



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### Student Supports and Services:

We currently have three full-time nurses and four counselors and social workers who provide a full-array of student supports. We will be adding counselors as we add additional high school grade levels -- including a college and career counselor.



### Student Health and Wellness:

The Presidential Youth Fitness Program designated BelovED as one of America's four Success Story Schools in 2016 for our health and fitness initiatives. Both before and since, BelovED has received multiple additional national awards for its health and fitness programs, such as the Let's Move! "Active Schools National Recognition Award" and the NFL Play 60 "Touchdown School Award." And BelovED's efforts have results in the school receiving grants and donated sports equipment (including a rock climbing wall) from such organizations as the Sports and Fitness Industry Association and PHIT America.



### Parent and Community Involvement:

The school activity engages parents in its efforts to develop scholars academic skills and character, and parents support the school in diverse ways: from providing volunteer classroom support, to helping to lead afterschool activities and organizing fun and community-building activities for our scholars and their fellow scholar families.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Percent of parents agreeing that the school does a good job: Maintaining a safe environment for children - 91%; Maintaing a welcoming and caring school climate - 93%; Maintaining a neat, clean, well-maintained facility - 93%.</p>
 <p>Facilities:</p>	<p>In September 2012, BelovED Community Charter School opened in the Downtown section of Jersey City at 508 Grand Street in a beautiful facility that was built just 12 years earlier. An addition was added two years later that included classrooms, a gym, music and art specialty rooms, and a huge technology room . We opened a middle school facility on adjacent property in School Year 2018-19 and opened a spectacular new high school facility on the other side of Grand Street in School Year 2019-20. We offer free bus transportation from throughout Jersey City to our campus.</p>
 <p>School Safety:</p>	<p>Our modern facilities include all the latest security features.</p>



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### Technology and STEM:

All students take technology classes beginning in Kindergarten. All classrooms features Bright Link projectors, wireless connectivity and student computers. All high school students receive computer for their personal use by the school.