



**CAMDEN'S PROMISE CHARTER SCHOOL**  
 (80-6107-998)  
 Grades Offered: KG-12  
 2017-2018

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
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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



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School Contact Info

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

Type	Contact Information
County	CHARTERS
District	CAMDEN'S PROMISE CHARTER SCHOOL
Principal Name	DR. CONWAY
Address	879 BEIDEMAN AVE CAMDEN, NJ 08105
Phone Number	(856)365-1000 Ext. 103
Email Address	<a href="mailto:JCONWAY@CAMDENCSSN.ORG">JCONWAY@CAMDENCSSN.ORG</a>
Website	<a href="http://www.promiseacademycharter.org/">http://www.promiseacademycharter.org/</a>
Facebook	<a href="https://www.facebook.com/CamdensCharterSchoolNetwork/">https://www.facebook.com/CamdensCharterSchoolNetwork/</a>



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	0	166	178
1	0	172	182
2	0	157	164
3	0	126	163
4	0	133	132
5	0	165	176
6	0	169	176
7	0	125	174
8	0	122	118
9	0	186	168
10	0	144	190
11	0	125	147
12	0	109	115
Total	0	1,899	2,083

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	0.0%	53.8%	53.9%
Male	0.0%	46.2%	46.1%
Economically Disadvantaged Students	0.0%	89.5%	85.4%
Students with Disabilities	0.0%	10.1%	9.1%
English Learners	0.0%	3.3%	5.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.0%	0.0%	0.0%
Hispanic	0.0%	77.2%	76.8%
Black or African American	0.0%	22.2%	22.8%
Asian	0.0%	0.4%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	0	166	178

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	0	1,899	2,083
Shared Time Students	0	0	0
Full Time Equivalent	0	1,899	2,083

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	93.3%
Spanish	6.6%
Other Languages	0.1%



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50.5	50.5	50	Met Standard	50	50	50	Met Standard
White	N	N	50	**	N	N	51	**
Hispanic	53	53	49	Met Standard	52	52	48	Met Standard
Black or African American	40.5	40.5	44	Met Standard	44.5	44.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	53.5	53.5	48	Met Standard	52	52	47	Met Standard
Students with Disabilities	51	51	41	Met Standard	42	42	43	Met Standard
English Learners	64	64	54	Exceeds Standard	67.5	67.5	51	Exceeds Standard



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A student’s SGP falls between 1 and 99 and can be grouped into three level

Low Growth: Less than 35

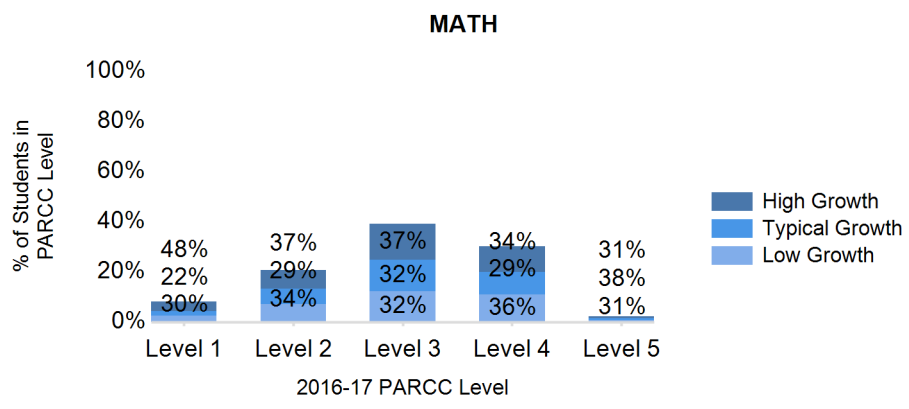
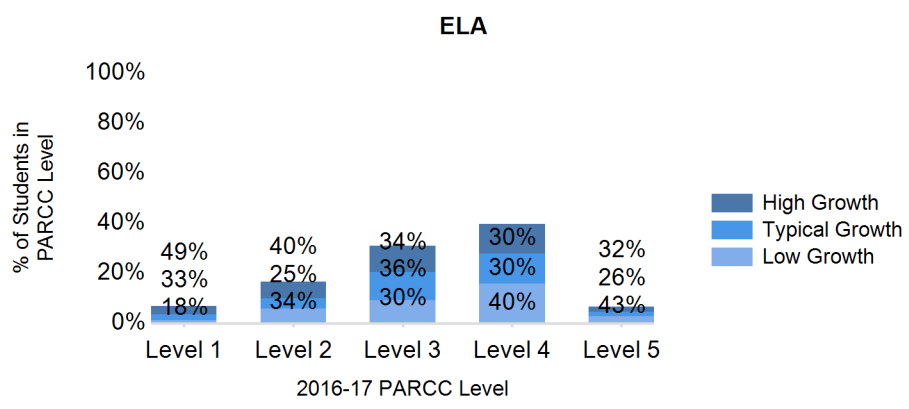
Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

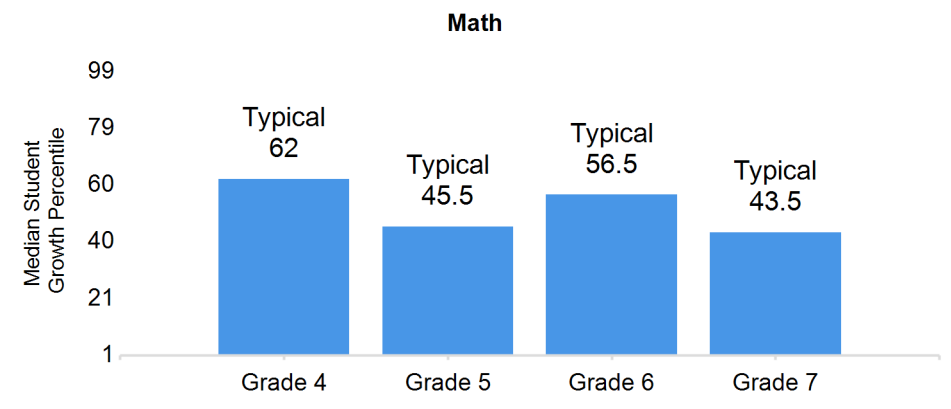
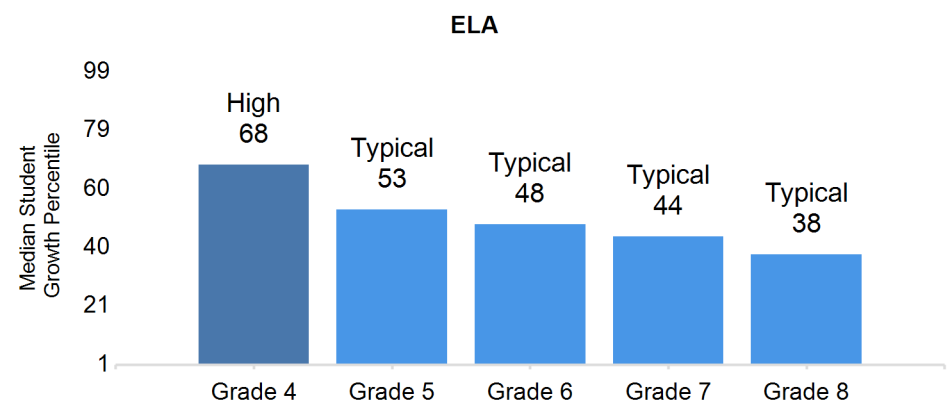
Student Growth by Performance Level

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



Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1271	99.8	46.1	46.1	56.7	46.1	50.6	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	962	99.7	47.3	47.3	42.5	47.3	52.5	Not Met
Black or African American	303	100.0	42.2	42.2	37.3	42.2	44.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	678	99.9	52.6	52.6	64.5	52.6		
Male	593	99.7	38.8	38.8	49.4	38.8		
Economically Disadvantaged Students	1068	99.9	45.4	45.4	38.5	45.4	50.1	Not Met
Non-Economically Disadvantaged Students	203	99.0	50.7	50.7	67.5	50.7		
Students with Disabilities	144	99.3	*	*	21.6	*	17.2	Not Met
Students without Disabilities	1127	99.8	*	*	63.9	*		
English Learners	67	100.0	13.4	13.4	27.3	13.4	28.4	Not Met
Non-English Learners	1204	99.8	48.0	48.0	59.4	48.0		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	156	757	757	750	*	18%	22%	*	*	54%	52%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	120	759	759	736	*	18%	21%	*	*	57%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	76	766	766	756	*	*	18%	*	*	64%	57%
Male	80	747	747	744	*	*	26%	*	*	44%	46%
Economically Disadvantaged Students	143	755	755	733	*	*	*	*	*	52%	34%
Non-Economically Disadvantaged Students	13	775	775	762	*	*	*	*	*	69%	64%
Students with Disabilities	11	730	730	719	*	*	*	*	*	18%	24%
Students without Disabilities	145	759	759	756	*	*	*	*	*	57%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	770	770	756	*	*	17%	53%	24%	76%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	90	770	770	744	*	*	16%	53%	26%	79%	44%
Black or African American	37	768	768	739	0%	*	*	*	*	70%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	67	775	775	762	*	*	*	52%	30%	82%	63%
Male	60	764	764	751	*	*	*	53%	17%	70%	53%
Economically Disadvantaged Students	112	768	768	740	*	*	*	*	*	75%	40%
Non-Economically Disadvantaged Students	15	783	783	767	*	*	*	*	*	87%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	753	753	755	6%	15%	28%	43%	8%	51%	58%
White	N	N	N	763	N	N	N	N	N	N	68%
Hispanic	139	753	753	743	7%	14%	28%	42%	8%	50%	43%
Black or African American	31	753	753	738	0%	*	*	*	*	52%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	90	758	758	762	*	11%	30%	*	*	58%	66%
Male	82	747	747	749	*	20%	26%	*	*	44%	51%
Economically Disadvantaged Students	149	752	752	739	*	*	*	*	*	49%	39%
Non-Economically Disadvantaged Students	23	758	758	766	*	*	*	*	*	65%	71%
Students with Disabilities	15	727	727	724	*	*	*	*	*	13%	22%
Students without Disabilities	157	755	755	762	*	*	*	*	*	55%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	745	745	754	7%	14%	30%	*	*	49%	56%
White	N	N	N	761	N	N	N	N	N	N	66%
Hispanic	118	747	747	742	*	13%	28%	*	*	53%	42%
Black or African American	53	741	741	737	*	*	34%	*	*	42%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	96	751	751	761	*	13%	26%	*	*	57%	64%
Male	75	738	738	748	*	16%	35%	*	*	39%	48%
Economically Disadvantaged Students	136	745	745	739	*	*	*	*	*	48%	37%
Non-Economically Disadvantaged Students	35	748	748	764	*	*	*	*	*	54%	68%
Students with Disabilities	21	713	713	723	*	*	*	*	*	*	18%
Students without Disabilities	150	750	750	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	747	747	760	8%	11%	35%	38%	8%	46%	63%
White	N	N	N	768	N	N	N	N	N	N	72%
Hispanic	124	747	747	746	8%	13%	32%	38%	9%	47%	49%
Black or African American	44	746	746	740	*	*	41%	*	*	43%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	88	755	755	769	*	*	33%	*	*	56%	72%
Male	80	738	738	752	*	*	36%	*	*	35%	54%
Economically Disadvantaged Students	134	746	746	742	*	*	*	*	*	45%	44%
Non-Economically Disadvantaged Students	34	748	748	771	*	*	*	*	*	50%	73%
Students with Disabilities	29	730	730	721	*	*	55%	*	*	14%	22%
Students without Disabilities	139	750	750	768	*	*	30%	*	*	53%	71%
English Learners	10	724	724	705	*	*	*	*	*	40%	11%
Non-English Learners	158	748	748	762	*	*	*	*	*	46%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



**CAMDEN'S PROMISE CHARTER SCHOOL**  
 (80-6107-998)  
 Grades Offered: KG-12  
 2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	743	743	759	*	18%	37%	*	*	39%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	92	745	745	744	*	14%	37%	*	*	42%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	56	748	748	768	*	*	38%	*	*	46%	69%
Male	63	738	738	751	*	*	37%	*	*	32%	52%
Economically Disadvantaged Students	92	743	743	740	*	*	35%	*	*	41%	42%
Non-Economically Disadvantaged Students	27	741	741	769	*	*	44%	*	*	30%	71%
Students with Disabilities	20	720	720	719	*	*	*	*	*	*	19%
Students without Disabilities	99	748	748	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	734	734	752	14%	21%	34%	*	*	31%	55%
White	N	N	N	760	N	N	N	N	N	N	64%
Hispanic	128	735	735	735	11%	24%	34%	*	*	30%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	97	740	740	759	*	19%	39%	*	*	35%	63%
Male	72	727	727	744	*	25%	26%	*	*	25%	46%
Economically Disadvantaged Students	137	735	735	733	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	32	730	730	761	*	*	*	*	*	34%	65%
Students with Disabilities	19	706	706	716	*	*	*	*	*	*	15%
Students without Disabilities	150	738	738	758	*	*	*	*	*	*	62%
English Learners	14	704	704	691	*	*	*	*	*	*	*
Non-English Learners	155	737	737	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	194	729	729	749	26%	21%	22%	24%	7%	31%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	155	729	729	733	25%	22%	21%	24%	8%	32%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	110	735	735	759	20%	23%	23%	*	*	35%	60%
Male	84	721	721	739	33%	19%	21%	*	*	26%	42%
Economically Disadvantaged Students	167	728	728	730	*	*	*	*	*	29%	34%
Non-Economically Disadvantaged Students	27	734	734	758	*	*	*	*	*	44%	59%
Students with Disabilities	20	691	691	707	*	*	*	*	*	*	15%
Students without Disabilities	174	733	733	756	*	*	*	*	*	*	57%
English Learners	19	685	685	684	*	*	*	*	*	*	*
Non-English Learners	175	733	733	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	730	730	736	24%	17%	27%	*	*	31%	39%
White	N	N	N	737	N	N	N	N	N	N	41%
Hispanic	112	731	731	731	24%	14%	28%	*	*	34%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	84	739	739	745	17%	15%	29%	*	*	39%	48%
Male	60	717	717	728	35%	20%	25%	*	*	20%	31%
Economically Disadvantaged Students	123	729	729	730	*	*	24%	*	*	33%	33%
Non-Economically Disadvantaged Students	21	733	733	739	*	*	48%	*	*	24%	42%
Students with Disabilities	18	712	712	708	*	*	*	*	*	11%	13%
Students without Disabilities	126	732	732	742	*	*	*	*	*	34%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*



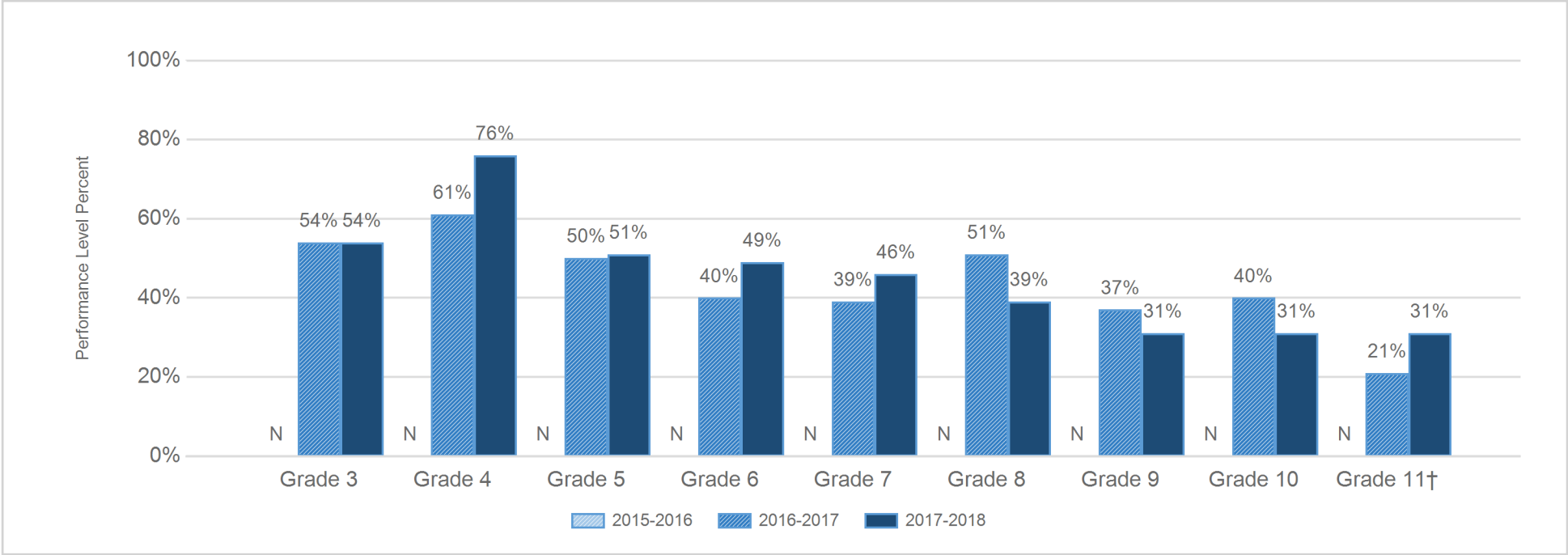


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English Language Arts/Literacy Assessment - Performance Trends

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



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





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1270	99.7	29.7	29.7	45.0	29.7	31	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	963	99.7	30.9	30.9	29.2	30.9	32.5	Met Target†
Black or African American	301	99.7	26.5	26.5	23.4	26.5	26.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	678	99.9	31.3	31.3	46.0	31.3		
Male	592	99.5	28.1	28.1	43.9	28.1		
Economically Disadvantaged Students	1069	99.8	28.6	28.6	26.6	28.6	30.8	Met Target†
Non-Economically Disadvantaged Students	201	99.0	35.8	35.8	55.9	35.8		
Students with Disabilities	141	98.6	*	*	17.1	*	4.9	Met Target†
Students without Disabilities	1129	99.8	*	*	50.5	*		
English Learners	69	100.0	10.1	10.1	24.6	10.1	9.4	Met Target
Non-English Learners	1201	99.7	30.9	30.9	46.9	30.9		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	157	744	744	752	*	20%	34%	*	*	43%	53%
White	N	N	N	760	N	N	N	N	N	N	64%
Hispanic	121	747	747	739	*	17%	31%	*	*	49%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	76	748	748	752	*	13%	38%	*	*	46%	53%
Male	81	741	741	751	*	27%	30%	*	*	40%	53%
Economically Disadvantaged Students	144	744	744	736	*	*	*	*	*	41%	35%
Non-Economically Disadvantaged Students	13	752	752	762	*	*	*	*	*	62%	66%
Students with Disabilities	11	723	723	730	*	*	*	*	*	18%	29%
Students without Disabilities	146	746	746	756	*	*	*	*	*	45%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	750	750	748	*	10%	35%	*	*	52%	49%
White	N	N	N	755	N	N	N	N	N	N	60%
Hispanic	90	751	751	737	*	*	38%	*	*	51%	34%
Black or African American	37	748	748	730	*	*	30%	*	*	54%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	67	753	753	748	*	*	33%	*	*	57%	50%
Male	60	747	747	748	*	*	38%	*	*	47%	49%
Economically Disadvantaged Students	112	749	749	733	*	12%	*	*	*	52%	30%
Non-Economically Disadvantaged Students	15	759	759	758	*	0%	*	*	*	53%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%



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## Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	172	738	738	748	10%	24%	28%	*	*	37%	49%
White	N	N	N	756	N	N	N	N	N	N	60%
Hispanic	139	738	738	736	12%	24%	25%	*	*	39%	32%
Black or African American	31	736	736	730	*	*	42%	*	*	29%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	90	743	743	749	*	19%	33%	*	*	41%	50%
Male	82	732	732	747	*	30%	23%	*	*	32%	48%
Economically Disadvantaged Students	149	737	737	733	*	*	*	*	*	36%	29%
Non-Economically Disadvantaged Students	23	742	742	758	*	*	*	*	*	43%	62%
Students with Disabilities	15	719	719	726	*	*	*	*	*	13%	20%
Students without Disabilities	157	739	739	752	*	*	*	*	*	39%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	738	738	744	6%	19%	44%	31%	0%	31%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	119	739	739	731	*	*	45%	34%	0%	34%	27%
Black or African American	53	736	736	726	*	*	43%	26%	0%	26%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	97	738	738	745	*	*	42%	33%	0%	33%	45%
Male	75	737	737	742	*	*	47%	29%	0%	29%	42%
Economically Disadvantaged Students	137	737	737	729	*	*	*	28%	0%	28%	24%
Non-Economically Disadvantaged Students	35	739	739	753	*	*	*	43%	0%	43%	56%
Students with Disabilities	21	712	712	717	*	*	*	*	*	*	13%
Students without Disabilities	151	741	741	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



**CAMDEN'S PROMISE CHARTER SCHOOL**  
 (80-6107-998)  
 Grades Offered: KG-12  
 2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	733	733	743	9%	30%	32%	*	*	29%	43%
White	N	N	N	750	N	N	N	N	N	N	54%
Hispanic	124	733	733	732	10%	26%	36%	*	*	28%	27%
Black or African American	44	731	731	727	*	41%	*	32%	0%	32%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	88	735	735	745	*	26%	31%	*	*	33%	45%
Male	80	730	730	741	*	34%	34%	*	*	25%	42%
Economically Disadvantaged Students	134	731	731	730	*	*	*	*	*	27%	24%
Non-Economically Disadvantaged Students	34	738	738	751	*	*	*	*	*	38%	55%
Students with Disabilities	29	709	709	717	*	*	*	*	*	*	12%
Students without Disabilities	139	738	738	748	*	*	*	*	*	*	50%
English Learners	10	726	726	716	*	*	*	*	*	20%	10%
Non-English Learners	158	733	733	744	*	*	*	*	*	30%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	714	714	728	*	*	*	*	*	*	28%
White	N	N	N	736	N	N	N	N	N	N	36%
Hispanic	57	716	716	722	23%	42%	25%	*	*	11%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	33	716	716	731	*	*	*	*	*	*	31%
Male	42	713	713	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	59	713	713	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	16	718	718	735	*	*	*	*	*	*	35%
Students with Disabilities	20	698	698	705	*	*	*	*	*	*	*
Students without Disabilities	55	720	720	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%





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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	189	730	730	746	10%	29%	36%	25%	0%	25%	46%
White	N	N	N	755	N	N	N	N	N	N	57%
Hispanic	147	732	732	730	8%	29%	37%	25%	0%	25%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	106	733	733	748	*	27%	42%	*	*	25%	48%
Male	83	727	727	745	*	31%	29%	*	*	24%	44%
Economically Disadvantaged Students	155	730	730	729	*	*	37%	23%	0%	23%	25%
Non-Economically Disadvantaged Students	34	734	734	756	*	*	29%	35%	0%	35%	57%
Students with Disabilities	17	707	707	716	*	*	*	*	*	*	13%
Students without Disabilities	172	733	733	752	*	*	*	*	*	*	52%
English Learners	14	718	718	710	*	*	*	*	*	*	*
Non-English Learners	175	731	731	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%





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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	721	721	735	14%	52%	22%	12%	0%	12%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	109	719	719	723	16%	52%	22%	10%	0%	10%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	85	720	720	736	*	*	*	*	*	*	30%
Male	53	721	721	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	117	720	720	722	*	53%	*	*	*	12%	13%
Non-Economically Disadvantaged Students	21	725	725	741	*	48%	*	*	*	10%	38%
Students with Disabilities	18	710	710	713	*	*	*	*	*	*	*
Students without Disabilities	120	722	722	738	*	*	*	*	*	*	*
English Learners	19	704	704	711	*	*	*	*	*	*	*
Non-English Learners	119	723	723	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	709	709	727	*	*	*	*	*	*	30%
White	N	N	N	733	N	N	N	N	N	N	35%
Hispanic	129	710	710	710	41%	30%	19%	10%	0%	10%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	85	709	709	728	*	*	*	*	*	*	30%
Male	77	708	708	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	137	708	708	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	25	713	713	736	*	*	*	*	*	*	37%
Students with Disabilities	13	686	686	693	*	*	*	*	*	*	*
Students without Disabilities	149	711	711	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

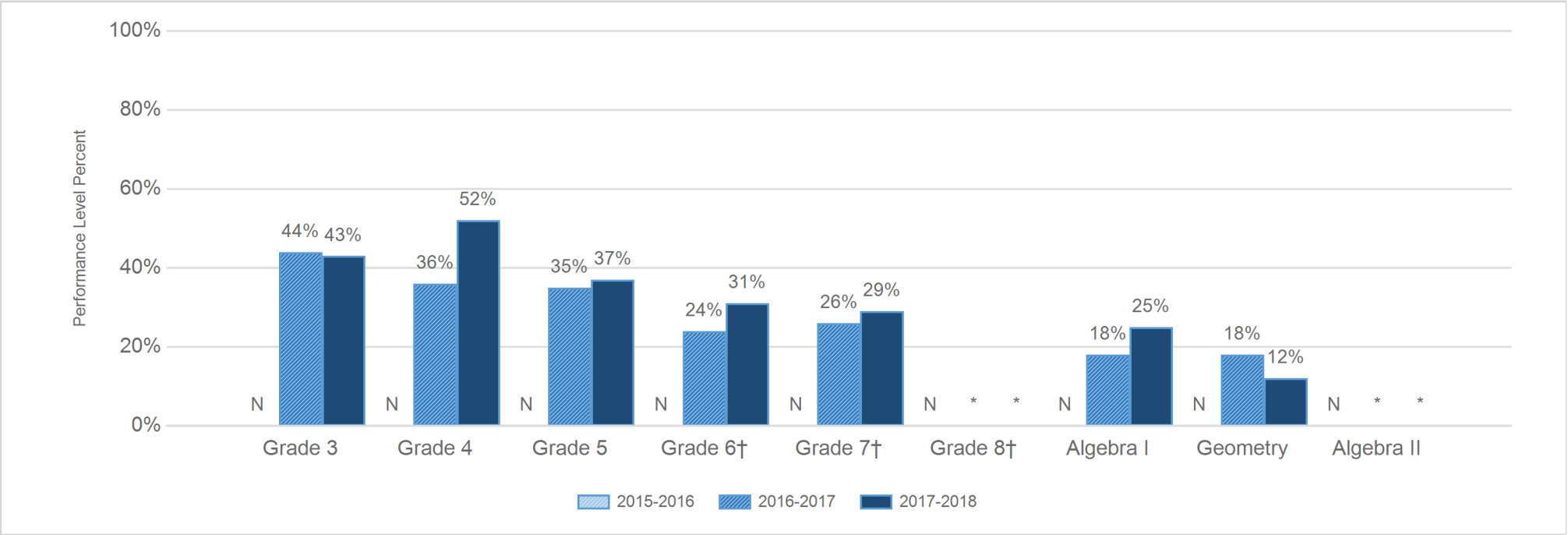


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Mathematics Assessment – Performance Trends

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



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



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**DLM Alternate Assessment - Participation**

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

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

**English Language Progress to Proficiency**

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	36.6%	46.8%	Met Target†

† Target was met within one standard deviation

**English Language Proficiency Test - Participation and Performance**

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	88	89.8%	10.2%
3-4	21	*	*
5 or more	N	N	N



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

Biology Assessment Information

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



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	99.4%	85.0%
12th graders taking SAT in 2017-18 or prior years	100.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	94.8%	24.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	407	478	Grade 10: 430 Grade 11: 460	29%	62%
PSAT 10/NMSQT - Math	425	478	Grade 10: 480 Grade 11: 510	20%	42%
SAT - Reading and Writing	444	542	480	28%	72%
SAT - Math	455	543	530	18%	54%
ACT - Reading	15	24	22	11%	62%
ACT - English	15	24	18	19%	78%
ACT - Math	17	24	22	*	62%
ACT - Science	16	23	23	*	53%



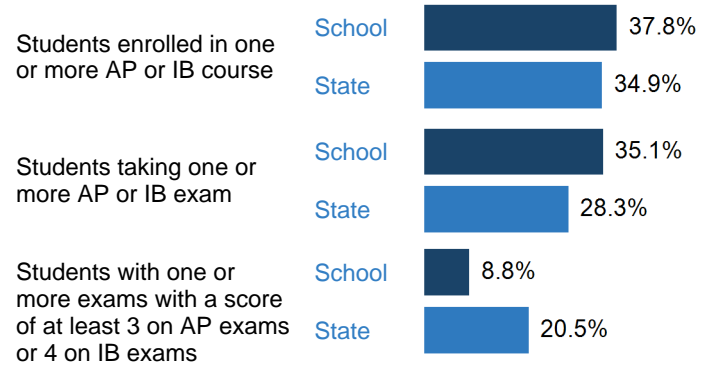
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

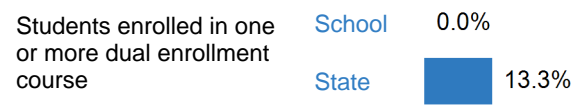
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	11	11
AP Chemistry	12	12
AP Computer Science A	0	3
AP Computer Science Principles	5	0
AP English Language and Composition	37	37
AP English Literature and Composition	26	26
AP Environmental Science	16	16
AP Spanish Language	27	24
AP Statistics	16	16
AP Studio Art—Drawing Portfolio	3	0
AP Studio Art—Two-Dimensional	0	3
AP U.S. History	13	12
Total Exams taken		160
Exams with scores of at least 3 on AP exams or 4 on IB exams		27



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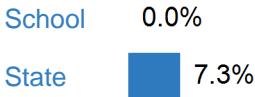
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

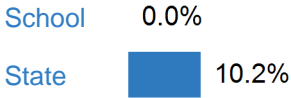
Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

**CTE Participants**  
 (completed only one course in an approved CTE program)



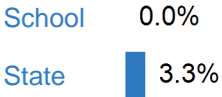
**CTE Concentrators**  
 (completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**







CAMDEN'S PROMISE CHARTER SCHOOL  
(80-6107-998)  
Grades Offered: KG-12  
2017-2018

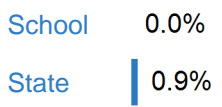
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	176
7	0	0	0	0	0	0	173
8	44	0	0	0	0	0	118
9	140	28	0	0	0	0	26
10	5	105	79	0	0	0	0
11	1	3	82	60	0	1	1
12	0	1	4	21	19	15	59
Total	190	137	165	81	19	16	553
Enrolled in AP/IB Course					11	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	0	168	0
10	181	5	0	0	2	0
11	10	134	0	1	2	0
12	0	17	0	15	11	86
Total	191	156	0	16	183	86
Enrolled in AP/IB Course	0	12		16	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	168	0	0	0	0	0
10	0	189	0	0	0	0
11	0	145	0	17	11	0
12	0	8	0	37	34	0
Total	168	342	0	54	45	0
Enrolled in AP/IB Course	0	13	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	176	0	0	0	0	0	0
7	17	0	0	0	0	0	0
8	18	0	0	0	0	0	0
9	71	0	0	0	0	0	0
10	161	0	0	0	0	0	0
11	111	0	0	0	0	0	0
12	29	0	0	0	0	0	0
Total	583	0	0	0	0	0	0
Enrolled in AP/IB Course	27	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	137	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



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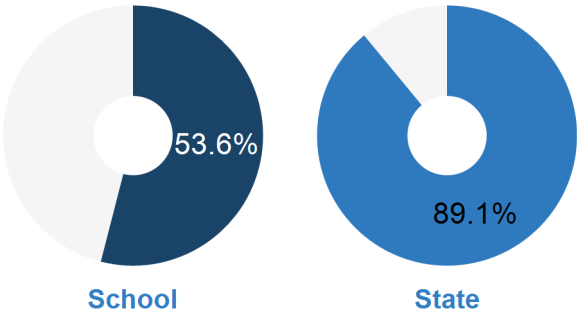
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Visual and Performing Arts – Course Participation

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

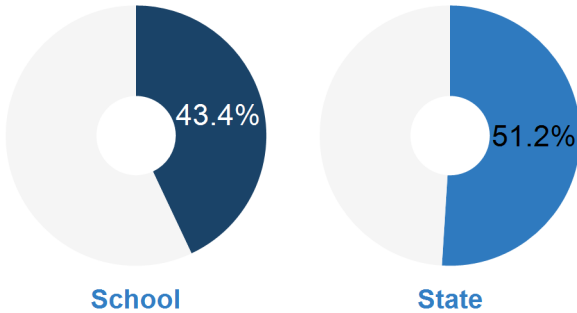
Grades 6-8:

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

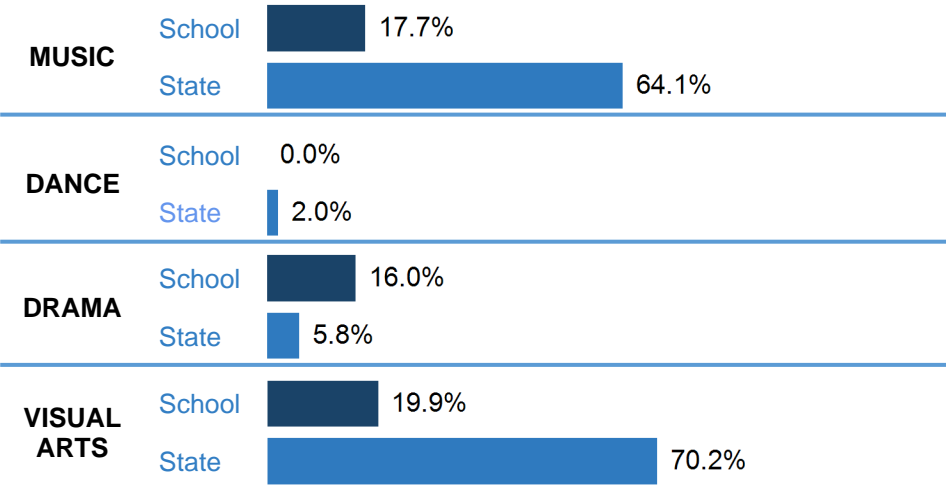


Grades 9-12:

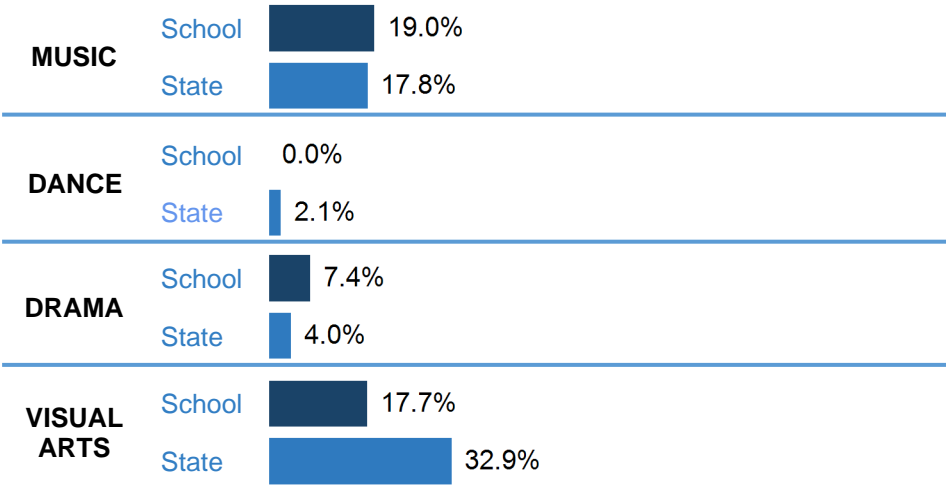
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





CAMDEN'S PROMISE CHARTER SCHOOL

(80-6107-998)

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2017-2018

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	95.8%	90.9%	97.3%	92.4%	97.3%	N	Met Goal	98.0%	N	Met Goal
White	N	95.0%	N	95.7%	N	N	N	N	N	N
Hispanic	94.9%	84.8%	96.0%	87.3%	96.0%	N	Met Goal	97.5%	N	Met Goal
Black or African American	100.0%	84.2%	100.0%	86.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	N	97.0%	N	97.7%	N	N	N	N	N	N
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	98.1%	84.6%	97.8%	87.0%	97.8%	N	Met Goal	97.9%	N	Met Goal
Students with Disabilities	94.7%	80.1%	100.0%	83.5%	100.0%	**	**	100.0%	**	**
English Learners	100.0%	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	48.2%	38.6%
Substitute Competency Test	34.2%	44.7%
Portfolio Appeals Process	5.3%	4.4%
Alternate Requirements specified in IEP	9.6%	9.6%
Unknown	2.6%	2.6%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	95.8%	-
2017	97.3%	97.3%
2016	N	98.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	N	1.2%
2016-2017	N	1.1%
2015-2016	N	1.2%



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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	60.5%	47.8%	52.2%
White	N	N	N
Hispanic	59.6%	46.4%	53.6%
Black or African American	65%	53.8%	46.2%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	58.8%	49.1%	50.9%
Students with Disabilities	50%	85.7%	14.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	74.3%	50.6%	49.4%	93.8%	6.2%	92.6%	7.4%
White	N	N	N	N	N	N	N
Hispanic	72.2%	53.8%	46.2%	98.1%	1.9%	100%	0%
Black or African American	78.4%	44.8%	55.2%	86.2%	13.8%	79.3%	20.7%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	74.2%	52.8%	47.2%	94.4%	5.6%	93.1%	6.9%
Students with Disabilities	0%	0%	0%	0%	0%	0%	0%
English Learners	*	*	*	*	*	*	*





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

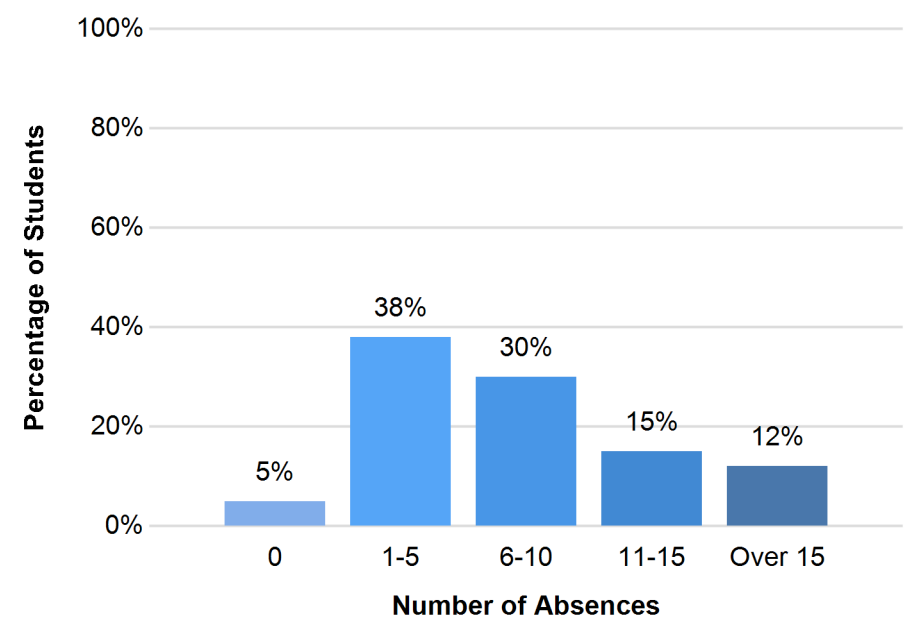
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	182	8.8	10.9	Met
White	N	N	N	N
Hispanic	141	8.9	10.9	Met
Black or African American	40	8.5	10.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	154	8.6	10.9	Met
Students with Disabilities	32	16.2	10.9	Not Met
English Learners	8	6.8	10.9	Met

Days Absent

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





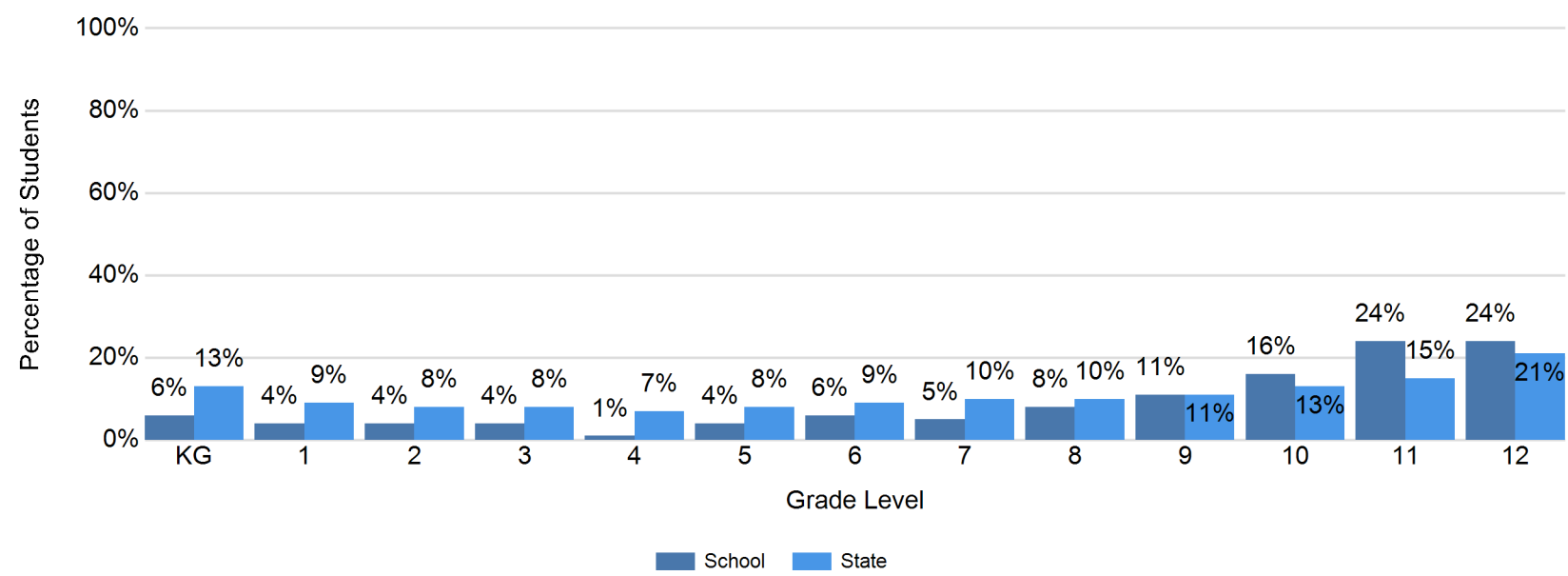
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	38
Weapons	3
Vandalism	9
Substances	5
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	66
Incidents Per 100 Students Enrolled	3.17

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	1
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	0	0	0
Ancestry	0	0	0
Gender	2	1	3
Sexual Orientation	2	0	2
Disability	0	5	5
Other	10	4	14
No Identified Nature	1		1

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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	10	0.5%	1296
Out-of-School Suspensions	331	15.9%	
Any Suspension	335	16.1%	
Removal to other education program	*	*	
Expulsion	*	*	
Arrest	*	*	



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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	7:30 AM
Typical End Time	4:00 PM
Length of School Day	8 Hrs 30 Mins
Full Time - Instructional Time	7 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$1,039	\$14,143	\$15,182



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	197	117,464
Average years experience in public schools	7.4	12.0
Average years experience in district	5.2	10.7
Teachers in district for 4 or more years	47.7%	75.5%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,374
Average years experience in public schools	16.1	16.0
Average years experience in district	14.5	12.0
Administrators in district for 4 or more years	93.3%	76.2%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	139:1	139:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		2083:1
Students to Nurses		1042:1
Students to Counselors		347:1
Students to Child Study Team		208:1



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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

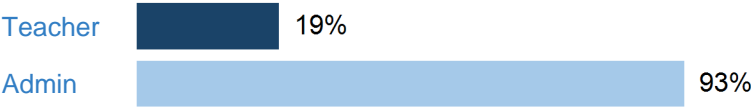
Teachers and Administrators - Level of Education

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

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	84.6%	90.2%
2016-17 Administrators: Same district 2017-18	78.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.0%



CAMDEN'S PROMISE CHARTER SCHOOL

(80-6107-998)

Grades Offered: KG-12

2017-2018

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	70.6%	66.7%
Male	29.4%	33.3%
White	73.1%	60.0%
Hispanic	8.1%	0.0%
Black or African American	14.7%	40.0%
Asian	1.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	2.5%	0.0%





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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Comprehensive Status

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

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

Targeted Status

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	37.50	10.0%
Mathematics Proficiency	50.00	10.0%
Graduation Rate - 4-Year	78.72	12.5%
Graduation Rate - 5-Year	78.72	12.5%
English Language Arts Growth	75.00	12.5%
Mathematics Growth	73.33	12.5%
Progress Towards English Language Proficiency	22.22	20.0%
Chronic Absenteeism	65.91	10.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	58.01	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	60.42	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target†	Met Goal	Met Goal	Met Standard	Met Standard	Met Target†	Met	No
White	**	**	No	**	**	N	N	**	**	n/a	**	No
Hispanic	68.92	21.20	No	Not Met	Met Target†	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Black or African American	63.88	21.20	No	Met Target†	Met Target	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	N	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	75.27	21.20	No	Not Met	Met Target†	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	40.67	14.08	No	Not Met	Met Target†	**	**	Met Standard	Met Standard	n/a	Not Met	No
English Learners	47.65	14.08	No	Not Met	Met Target	**	**	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Camden's Promise Charter School is the number one choice in Camden year after year.It offers a teachnology state of art curriculum.It has the largest after school program in Camden.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The purpose of Camden’s Promise Charter School is to provide a nurturing learning environment that instills foundation skills and character attributes necessary for the development of educated, forward-thinking and responsible young adults. The school acknowledges that both family and community involvement are integral to the student’s academic achievement level and will therefore focus on fostering strong partnerships between the school, family and community. Camden’s Promise Charter School’s curriculum will be anchored by the New Jersey Student Learning Standards and will be delivered in a digitally enhanced environment. Digital learning is fully integrated into the classroom to deliver a dynamic program that meets the needs of incoming classes. A special focus is placed on enhancing our students’ skills in science technology, engineering and mathematics. Literacy will be a fundamental program to enhance comprehension and learning.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Camden's Promise Charter School is the number one choice in Camden year after year. It has Alumni that have become faculty members as well.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our network’s curriculum is anchored by the New Jersey LearningStandards and delivered in holistic, hands-on style to meet the needs of our classroom and students. It incorporates a STEAM program for our K-8 students and a College Pathways program for our 9th -12th. 1:1 Chromebooks for grades 5th-12th; AP Classes (Calculus, Statistics, Language Comp, Literature Comp, Chemistry, Environmental Science, US History, Spanish, Art Studio). Students can also earn dual college credit in many of thier courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p>
 <p>Clubs and Activities:</p>	<p>The Mission of our After School Programs is to provide a safe, enriching, supportive environment for students of all ages to achieve their highest potential. There are variety of clubs - Performing Arts, Chorus, Band, Art, Science, STEM, Homework Help, Test Prep, Community Service.</p>






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 <p>Before and After School Programs:</p>	<p>There is After School Programming that is free for grades K-12. The Mission of our After School Programs is to provide a safe, enriching, supportive environment for students of all ages to achieve their highest potential. There are variety of clubs - Performing Arts, Chorus, Band, Art, Science, STEM, Homework Help, Test Prep, and Sports. Dinner is provided during the after school programming. There is Before School Programming for grades PreK-12th. Breakfast is provided during this time.</p>
 <p>Staff and Professional Learning:</p>	<p>There is a two week Summer Insitute for all staff members, in addition to three professional development days throughout the year. PLCs occur in all grade levels for analyzing data and curriculum planning. Course -Reimbursement is offered for outside professional development and graduate work. Mentoring Program for New Staff members.</p>
 <p>Postsecondary Information:</p>	<p>Camdens Promise Charter School boasts a college acceptance rate of all of its students either gaining entrance into college or joining the armed services in support of our country. There is a 96% graduation rate, with 92% of the student going to a 2 year or 4 year college.</p>






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 <p>Student Supports and Services:</p>	<p>Intervention &amp; Referral Services, Support Services for students with IEPs, ELL Programming and Support</p>
 <p>Student Health and Wellness:</p>	<p>There is a a guidance and social work driven school model. Taking care of acadmic and emotional well being of all its learners is of utmost important. Social Workers for Elementary, Middle, and High School, along with Guidance; Breakfast, Lunch, and Dinner Program Free, Nutrition Programs and local Partnerships with cooking and healthy eating demonstrations, recess and physical education classes, sports; Health and Wellness Day with 5K run.</p>
 <p>Parent and Community Involvement:</p>	<p>Monthly PTO Meetings, Annual Parent Orientations, Parent Teacher Conferences each marking period, Family Nights, Saturday Programming, Special Education Advisory Group, Parent Portal through Realtime. Community Partnerships</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers</p> <p>The Climate Survey is given out once a year. Parents complete the survey during annual Parent Orientation. Some highlights include: Parents feel that their students are a part of a strong learning community and enjoy the school wide events that are provided for students and family. Parents feel that the school provides a safe learning environment for their students for learning to occur. Staff complete the survey at the end of the school year. Staff feels there is an atmosphere of trust and mutual respect within the school and feel that school leadership communicates clear expectations to students and parents. They have sufficient access to technology.</p>
 <p>Facilities:</p>	<p>Camden's Promise offers schooling across different campuses throughout the city. It boasts over 200,000 square feet of educational space, with two basketball courts and full indoor swimming pool. There is a school library and open space with a playground for the students.</p>
 <p>School Safety:</p>	<p>School Fire Drills and Safety Trainings for Staff and Students; HIB Prevention and School Community Programming</p>







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 <p>Technology and STEM:</p>	<p>Technology Curriculum-Centric; High Speed Content Delivery Network Infrastructure, One to One Tablets, Smart Boards, 24/7 Virtual Library, STEM learning Lab, STEM family prorgamming Nights and Saturday ,Forward Thinkers and STEAM Thinkers Programming</p>
 <p>Early Childhood Education:</p>	<p>Pre K 3 and Pre K4 programming began during the 2018-2019 school year.</p>




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<div>  <div>Other Information:</div> </div>	Lottery for admission; Online Application; School Uniform for all grades; Transportation available for those that qualify.
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