NJ SCHOOL PERFORMANCE REPORT

FREEDOM PREP CHARTER SCHOOL
(80-6240-900)
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 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	FREEDOM PREP CHARTER SCHOOL
Principal Name	MS. MCCANN
Address	1000 ATLANTIC AVE CAMDEN, NJ 08104
Phone Number	(856)962-0766
Email Address	kmccann@democracyprep.org
Website	https://fpes.democracyprep.org

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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	1	57	59
1	24	29	60
2	77	62	59
3	56	57	56
4	74	65	68
5	59	54	59
6	84	80	72
7	98	78	87
8	97	78	86
9	115	107	115
10	47	80	54
11	0	28	46
12	0	0	19
Total	732	775	840

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	50.7%	49.8%	49.4%
Male	49.3%	50.2%	50.6%
Economically Disadvantaged Students	90.8%	86.6%	86.3%
Students with Disabilities	15.8%	17.2%	15.0%
English Learners	3.3%	15.9%	17.7%
Homeless Students		3.2%	0.0%
Students in Foster Care		2.6%	1.1%
Military-Connected Students		0.4%	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	1.1%	3.6%	1.7%
Hispanic	43.4%	41.5%	48.7%
Black or African American	54.6%	50.7%	46.2%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	2.3%	1.3%
American Indian or Alaska Native	0.0%	0.3%	0.1%
Two or More Races	0.8%	1.5%	2.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	1	57	59

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	732	775	840
Shared Time Students	0	0	0
Full Time Equivalent	732	775	840

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	77.9%
Spanish	22.0%
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	47	47	50	Met Standard	47	47	50	Met Standard
White	*	*	50	**	*	*	51	**
Hispanic	47	47	49	Met Standard	53	53	48	Met Standard
Black or African American	48	48	44	Met Standard	46	46	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	47	47	48	Met Standard	46.5	46.5	47	Met Standard
Students with Disabilities	35.5	35.5	41	Not Met	45	45	43	Met Standard
English Learners	40	40	54	Met Standard	52.5	52.5	51	Met Standard

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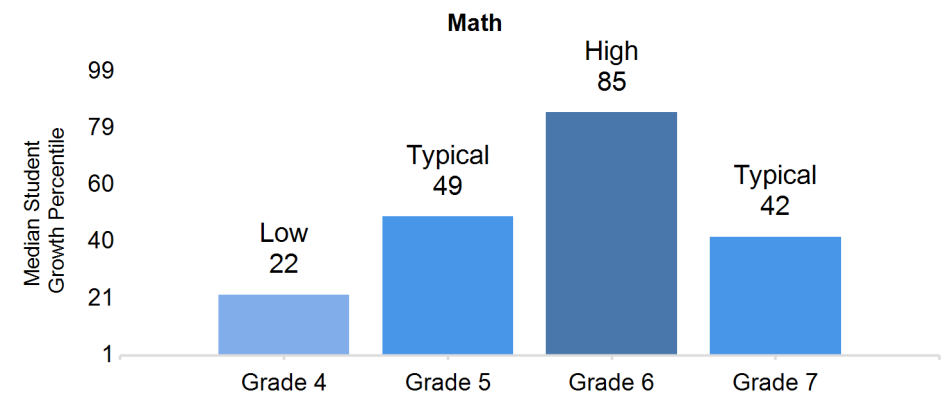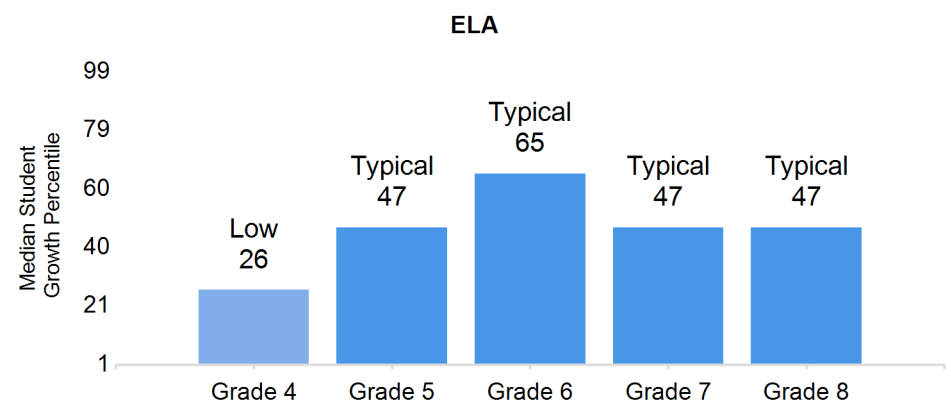
Student Growth by Performance Level

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

ELA

MATH
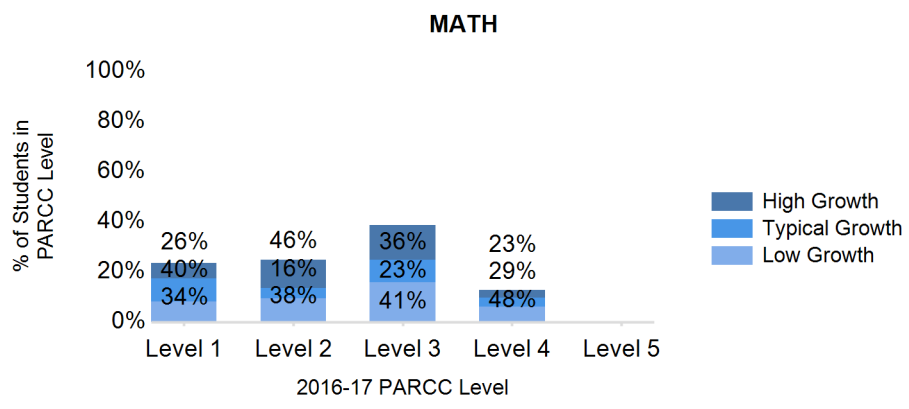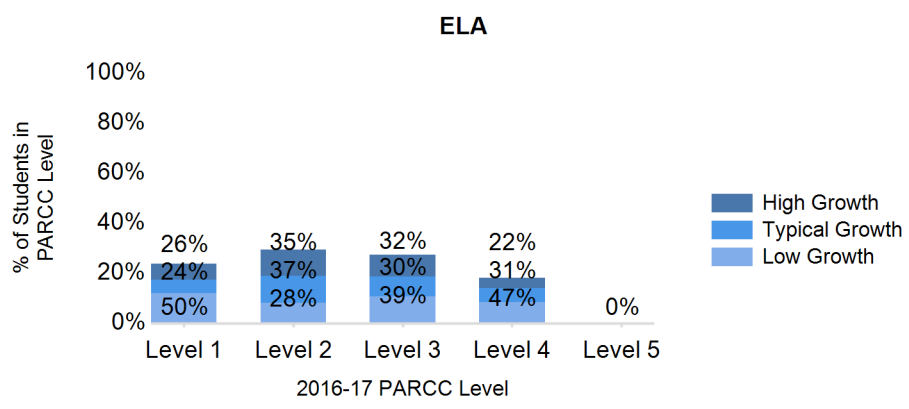
Student Growth by Grade

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

ELA

Math

5

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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	577	98.5	20.8	20.8	56.7	20.8	23	Met Target†
White	*	*	20.0	20.0	65.6	20.0	**	**
Hispanic	280	98.3	17.5	17.5	42.5	17.5	22.4	Not Met
Black or African American	262	98.6	25.2	25.2	37.3	25.2	23.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	18.2	18.2	82.3	18.2	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	13	100.0	*	*	63.4	*	**	**
Female	293	97.4	24.6	24.6	64.5	24.6		
Male	284	99.7	16.9	16.9	49.4	16.9		
Economically Disadvantaged Students	520	99.1	21.1	21.1	38.5	*	22.9	Met Target†
Non-Economically Disadvantaged Students	57	94.9	17.5	17.5	67.5	*		
Students with Disabilities	124	97.0	*	*	21.6	*	10.9	Not Met
Students without Disabilities	453	98.9	*	*	63.9	*		
English Learners	107	99.1	*	*	27.3	*	11.1	Not Met
Non-English Learners	470	98.4	*	*	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	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	57	717	717	750	42%	18%	19%	*	*	21%	52%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	28	706	706	736	50%	*	*	*	*	11%	38%
Black or African American	26	727	727	733	38%	*	*	*	*	35%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	23	733	733	756	*	*	*	*	*	35%	57%
Male	34	706	706	744	*	*	*	*	*	12%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	12	689	689	719	*	*	*	*	*	*	24%
Students without Disabilities	45	724	724	756	*	*	*	*	*	*	57%
English Learners	19	701	701	712	*	*	*	*	*	*	15%
Non-English Learners	38	725	725	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	722	722	756	28%	24%	31%	*	*	16%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	33	723	723	744	30%	*	36%	*	*	15%	44%
Black or African American	28	724	724	739	*	*	*	*	*	21%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	41	722	722	762	*	*	*	*	*	15%	63%
Male	26	724	724	751	*	*	*	*	*	19%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	22	713	713	720	*	*	*	*	*	*	17%
Non-English Learners	45	727	727	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	62	725	725	755	21%	26%	23%	31%	0%	31%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	27	725	725	743	*	*	*	*	*	26%	43%
Black or African American	32	722	722	738	*	*	*	31%	0%	31%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	33	732	732	762	*	*	*	*	*	33%	66%
Male	29	717	717	749	*	*	*	*	*	28%	51%
Economically Disadvantaged Students	52	726	726	739	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	10	718	718	766	*	*	*	*	*	30%	71%
Students with Disabilities	16	696	696	724	*	*	*	*	*	13%	22%
Students without Disabilities	46	735	735	762	*	*	*	*	*	37%	65%
English Learners	11	717	717	712	*	*	*	*	*	18%	11%
Non-English Learners	51	726	726	757	*	*	*	*	*	33%	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	69	735	735	754	*	29%	30%	*	*	30%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	40	731	731	742	*	33%	*	30%	0%	30%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	36	741	741	761	*	*	31%	*	*	39%	64%
Male	33	728	728	748	*	*	30%	*	*	21%	48%
Economically Disadvantaged Students	58	734	734	739	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	11	739	739	764	*	*	*	*	*	45%	68%
Students with Disabilities	10	703	703	723	*	*	*	*	*	*	18%
Students without Disabilities	59	740	740	760	*	*	*	*	*	*	63%
English Learners	11	720	720	712	*	*	*	*	*	18%	*
Non-English Learners	58	738	738	755	*	*	*	*	*	33%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	725	725	760	24%	23%	26%	*	*	27%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	37	723	723	746	30%	*	*	*	*	30%	49%
Black or African American	45	728	728	740	*	27%	27%	*	*	27%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	42	735	735	769	*	*	29%	*	*	33%	72%
Male	44	716	716	752	*	*	23%	*	*	20%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	15	684	684	721	*	*	*	*	*	*	22%
Students without Disabilities	71	734	734	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

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

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	86	721	721	759	23%	34%	27%	*	*	16%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	33	719	719	744	*	39%	*	*	*	15%	45%
Black or African American	50	722	722	739	22%	32%	30%	*	*	16%	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	*	*	*	766	*	*	*	*	*	*	66%
Female	50	734	734	768	*	*	*	*	*	*	69%
Male	36	703	703	751	*	*	*	*	*	*	52%
Economically Disadvantaged Students	76	721	721	740	*	*	*	*	*	17%	42%
Non-Economically Disadvantaged Students	10	719	719	769	*	*	*	*	*	10%	71%
Students with Disabilities	19	698	698	719	*	*	*	*	*	*	19%
Students without Disabilities	67	728	728	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	*	*	*	726	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

Report Key:
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N No Data is available to display
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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	111	711	711	752	41%	28%	20%	*	*	12%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	62	707	707	735	*	*	*	*	*	*	38%
Black or African American	40	718	718	734	33%	28%	*	*	*	20%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	51	722	722	759	*	*	*	*	*	12%	63%
Male	60	702	702	744	*	*	*	*	*	12%	46%
Economically Disadvantaged Students	101	713	713	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	10	697	697	761	*	*	*	*	*	*	65%
Students with Disabilities	30	700	700	716	*	*	*	*	*	*	15%
Students without Disabilities	81	715	715	758	*	*	*	*	*	*	62%
English Learners	25	694	694	691	*	*	*	*	*	*	*
Non-English Learners	86	716	716	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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N No Data is available to display
† This indicates a table specific note, see note below table

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	55	710	710	749	29%	35%	24%	*	*	13%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	25	704	704	733	*	*	*	*	*	*	38%
Black or African American	23	710	710	728	*	43%	*	*	*	22%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	28	719	719	759	*	*	*	*	*	11%	60%
Male	27	701	701	739	*	*	*	*	*	15%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	13	711	711	707	*	*	*	*	*	15%	15%
Students without Disabilities	42	710	710	756	*	*	*	*	*	12%	57%
English Learners	11	689	689	684	*	*	*	*	*	*	*
Non-English Learners	44	715	715	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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

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	45	744	744	736	*	*	29%	*	*	44%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	25	749	749	729	*	*	*	*	*	44%	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	N	N	N	737	N	N	N	N	N	N	39%
Female	26	750	750	745	*	*	*	*	*	46%	48%
Male	19	737	737	728	*	*	*	*	*	42%	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	708	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	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	*

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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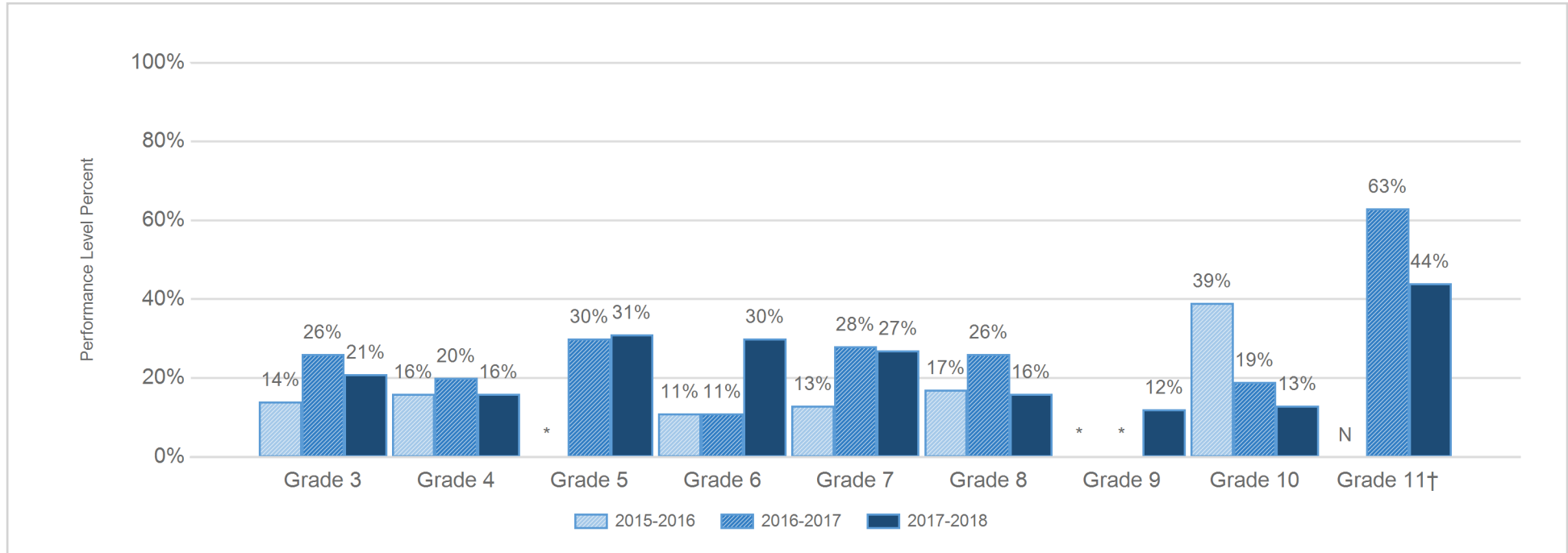
† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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NJ SCHOOL PERFORMANCE REPORT

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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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	525	98.7	15.2	15.2	45.0	15.2	18.1	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	253	98.5	13.1	13.1	29.2	13.1	20.4	Not Met
Black or African American	245	98.8	17.9	17.9	23.4	17.9	17	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	10	100.0	10.0	10.0	53.0	10.0	**	**
Female	266	97.9	16.6	16.6	46.0	16.6		
Male	259	99.6	13.9	13.9	43.9	13.9		
Economically Disadvantaged Students	473	99.4	15.0	15.0	26.6	*	16.6	Met Target†
Non-Economically Disadvantaged Students	52	94.7	17.3	17.3	55.9	*		
Students with Disabilities	100	99.1	*	*	17.1	*	8	Met Target†
Students without Disabilities	425	98.7	*	*	50.5	*		
English Learners	100	100.0	*	*	24.6	*	11.7	Not Met
Non-English Learners	425	98.4	*	*	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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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	58	725	725	752	21%	29%	26%	*	*	24%	53%
White	N	N	N	760	N	N	N	N	N	N	64%
Hispanic	29	719	719	739	*	38%	*	*	*	21%	38%
Black or African American	26	731	731	734	*	*	*	*	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	23	738	738	752	*	*	*	*	*	35%	53%
Male	35	716	716	751	*	*	*	*	*	17%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	12	693	693	730	*	*	*	*	*	*	29%
Students without Disabilities	46	733	733	756	*	*	*	*	*	*	57%
English Learners	20	720	720	726	*	*	*	*	*	15%	23%
Non-English Learners	38	727	727	754	*	*	*	*	*	29%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	721	721	748	15%	44%	29%	*	*	12%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	34	723	723	737	*	47%	*	*	*	15%	34%
Black or African American	28	723	723	730	*	39%	36%	*	*	11%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	42	719	719	748	*	*	*	*	*	10%	50%
Male	26	725	725	748	*	*	*	*	*	15%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	23	721	721	722	*	*	*	*	*	*	16%
Non-English Learners	45	722	722	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%

NJ SCHOOL PERFORMANCE REPORT

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	720	720	748	24%	32%	32%	*	*	13%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	28	718	718	736	*	*	*	*	*	*	32%
Black or African American	32	720	720	730	*	*	*	*	*	19%	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	34	723	723	749	*	*	*	*	*	12%	50%
Male	29	716	716	747	*	*	*	*	*	14%	48%
Economically Disadvantaged Students	52	720	720	733	*	*	*	*	*	10%	29%
Non-Economically Disadvantaged Students	11	715	715	758	*	*	*	*	*	27%	62%
Students with Disabilities	17	699	699	726	*	*	*	*	*	*	20%
Students without Disabilities	46	727	727	752	*	*	*	*	*	*	55%
English Learners	12	713	713	718	*	*	*	*	*	*	13%
Non-English Learners	51	721	721	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%

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

Report Key:
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N No Data is available to display
† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 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	71	730	730	744	*	21%	44%	*	*	23%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	42	729	729	731	*	29%	38%	*	*	21%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	36	734	734	745	*	*	47%	*	*	22%	45%
Male	35	726	726	742	*	*	40%	*	*	23%	42%
Economically Disadvantaged Students	59	730	730	729	*	*	*	*	*	20%	24%
Non-Economically Disadvantaged Students	12	732	732	753	*	*	*	*	*	33%	56%
Students with Disabilities	11	695	695	717	*	*	*	*	*	*	13%
Students without Disabilities	60	737	737	748	*	*	*	*	*	*	49%
English Learners	13	725	725	713	*	*	*	*	*	*	11%
Non-English Learners	58	732	732	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

Report Key:
- ***** Data is not displayed in order to protect student privacy
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- **N** No Data is available to display
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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	85	720	720	743	18%	45%	25%	13%	0%	13%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	36	720	720	732	*	*	*	*	*	*	27%
Black or African American	45	719	719	727	*	49%	*	*	*	18%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	41	725	725	745	*	*	*	*	*	*	45%
Male	44	715	715	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	15	697	697	717	*	*	*	*	*	*	12%
Students without Disabilities	70	725	725	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
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%

NJ SCHOOL PERFORMANCE REPORT

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

Report Key:
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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	89	714	714	728	31%	37%	21%	*	*	10%	28%
White	N	N	N	736	N	N	N	N	N	N	36%
Hispanic	36	711	711	722	*	*	*	*	*	*	22%
Black or African American	50	716	716	715	32%	34%	22%	*	*	12%	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	*	*	*	729	*	*	*	*	*	*	28%
Female	50	721	721	731	*	*	*	*	*	*	31%
Male	39	705	705	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	77	716	716	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	12	700	700	735	*	*	*	*	*	*	35%
Students with Disabilities	20	690	690	705	*	*	*	*	*	*	*
Students without Disabilities	69	721	721	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	*	*	*	708	*	*	*	*	*	*	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%

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

Report Key:
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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	76	718	718	746	22%	43%	18%	16%	0%	16%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	38	718	718	730	*	47%	*	*	*	13%	27%
Black or African American	32	715	715	727	*	41%	*	*	*	16%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	36	719	719	748	*	42%	*	*	*	11%	48%
Male	40	717	717	745	*	45%	*	*	*	20%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	14	714	714	716	*	*	*	*	*	14%	13%
Students without Disabilities	62	719	719	752	*	*	*	*	*	16%	52%
English Learners	17	708	708	710	*	*	*	*	*	*	*
Non-English Learners	59	721	721	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%

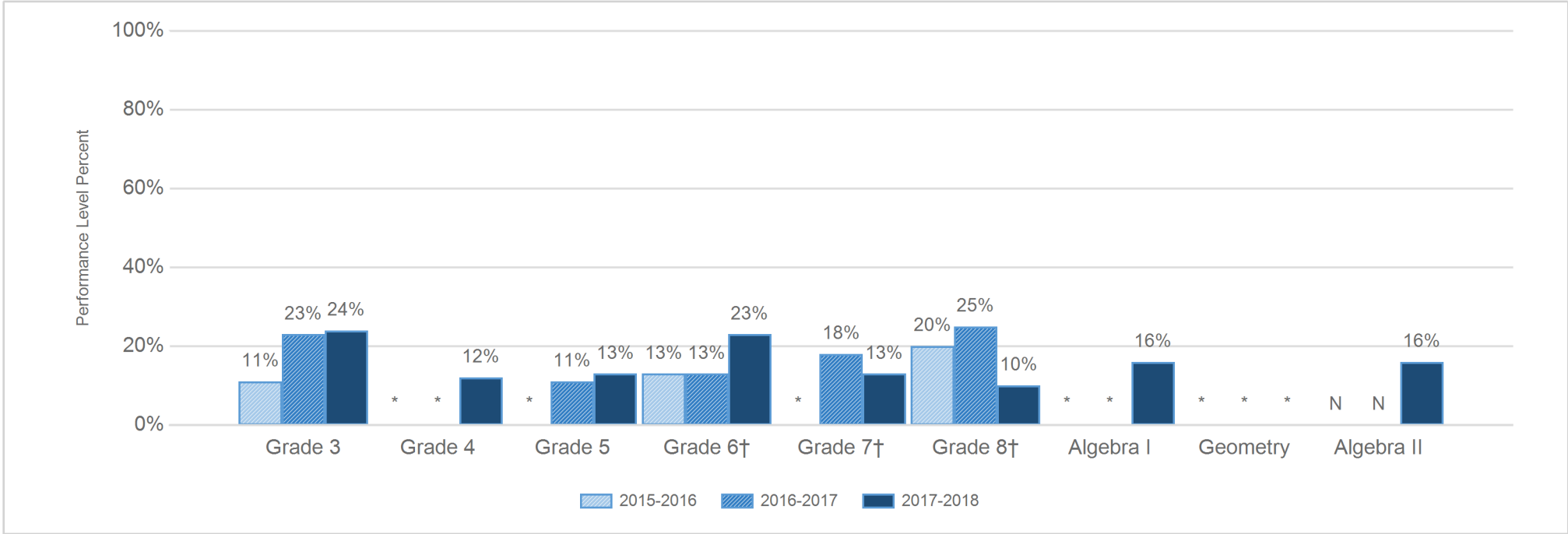**NJ SCHOOL PERFORMANCE REPORT**

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

Report Key:
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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	47	717	717	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	22	717	717	723	*	*	*	*	*	*	14%
Black or African American	22	717	717	719	*	*	*	*	*	14%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	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	27	717	717	736	*	*	*	*	*	*	30%
Male	20	716	716	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	*	*	*	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	10	708	708	711	*	*	*	*	*	*	*
Non-English Learners	37	719	719	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%

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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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	19	729	729	727	0%	63%	*	*	*	16%	30%
White	N	N	N	733	N	N	N	N	N	N	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	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	N	N	N	736	N	N	N	N	N	N	37%
Female	*	*	*	728	*	*	*	*	*	*	30%
Male	*	*	*	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	19	729	729	729	0%	63%	*	*	*	16%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	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%

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

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2017-2018

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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.
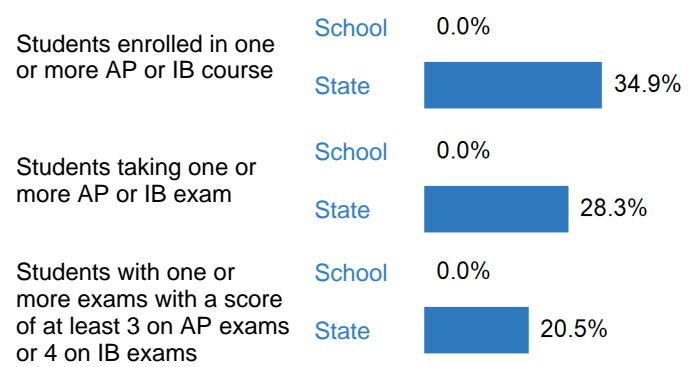
NJ SCHOOL PERFORMANCE REPORT

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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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	*	*
5	*	*
6	*	*
7	N	N
8	N	N
9	N	N
10	N	N
11	*	*

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	39.0%	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	120	*	*
3-4	45	84.4%	15.6%
5 or more	N	N	N

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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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.

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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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	100.0%	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	100.0%	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	410	478	Grade 10: 430 Grade 11: 460	26%	62%
PSAT 10/NMSQT - Math	408	478	Grade 10: 480 Grade 11: 510	*	42%
SAT - Reading and Writing	476	542	480	42%	72%
SAT - Math	477	543	530	21%	54%
ACT - Reading	16	24	22	12%	62%
ACT - English	17	24	18	31%	78%
ACT - Math	17	24	22	*	62%
ACT - Science	15	23	23	*	53%

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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.

Students enrolled in one or more AP or IB course
School 0.0%
State 34.9%

Students taking one or more AP or IB exam
School 0.0%
State 28.3%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
School 0.0%
State 20.5%

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
Total Exams taken		0

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.

Students enrolled in one or more dual enrollment course
School 0.0%
State 13.3%

FREEDOM PREP CHARTER SCHOOL
(80-6240-900)
Grades Offered: KG-12
2017-2018

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)

School   0.0%

State   7.3%
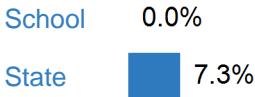
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School   0.0%

State   10.2%
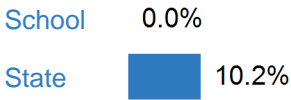
Structured Learning Experiences Participation

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
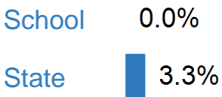
School   0.0%

State   3.3%

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

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

School   0.0%

State | 0.9%

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

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

Grades Offered: KG-12

2017-2018

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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	72
7	0	0	0	0	0	0	86
8	0	0	0	0	0	0	86
9	54	0	0	0	0	0	63
10	22	32	0	0	0	0	7
11	1	46	0	0	0	0	3
12	1	5	0	13	0	0	1
Total	78	83	0	13	0	0	318
Enrolled in AP/IB Course					0	0	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	114	0	0	0	0	0
10	3	51	0	0	0	0
11	3	6	0	0	35	0
12	1	0	0	1	17	0
Total	121	57	0	1	52	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

FREEDOM PREP CHARTER SCHOOL
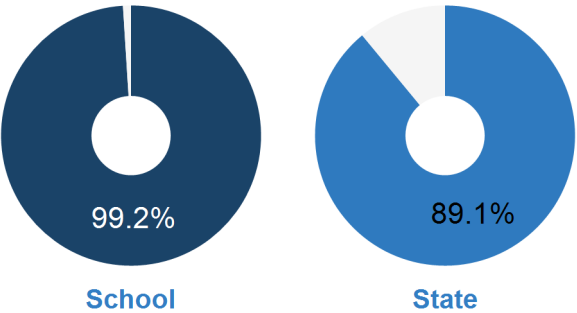
(80-6240-900)

Grades Offered: KG-12

2017-2018

Report Key:
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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	114	0	0	0	0	0
10	55	0	0	0	0	0
11	3	42	0	0	0	0
12	0	19	18	0	19	0
Total	172	61	18	0	19	0
Enrolled in AP/IB Course	0	0	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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	0	0	0	0	0	0	42
10	0	0	0	0	0	0	39
11	0	0	0	0	0	0	38
12	0	0	0	0	0	0	13
Total	0	0	0	0	0	0	132
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	33

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Grades Offered: KG-12

2017-2018

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

NJ SCHOOL PERFORMANCE REPORT

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(80-6240-900)
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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

- School: 99.2%
- State: 89.1%

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes
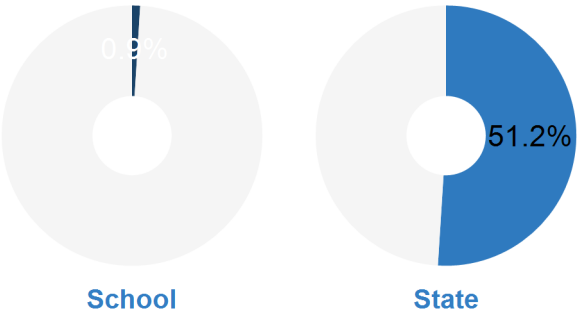
- School: 0.9%
- State: 51.2%

Students enrolled in one or more classes by discipline:

Discipline		Grades 6-8
MUSIC	School	0.0%
	State	64.1%
DANCE	School	0.0%
	State	2.0%
DRAMA	School	97.1%
	State	5.8%
VISUAL ARTS	School	98.4%
	State	70.2%

Students enrolled in one or more classes by discipline:

Discipline		Grades 9-12
MUSIC	School	0.0%
	State	17.8%
DANCE	School	0.0%
	State	2.1%
DRAMA	School	0.0%
	State	4.0%
VISUAL ARTS	School	0.9%
	State	32.9%

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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	38.8%	90.9%	*	92.4%	N	N	N	N	N	N
White	*	95.0%	N	95.7%	N	N	N	N	N	N
Hispanic	28.6%	84.8%	*	87.3%	N	N	N	N	N	N
Black or African American	46.9%	84.2%	N	86.8%	N	N	N	N	N	N
Asian, Native Hawaiian or Pacific Islander	*	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	44.2%	84.6%	*	87.0%	N	N	N	N	N	N
Students with Disabilities	*	80.1%	N	83.5%	N	N	N	N	N	N
English Learners	*	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

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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 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	78.9%	73.7%
Substitute Competency Test	0.0%	0.0%
Portfolio Appeals Process	5.3%	10.5%
Alternate Requirements specified in IEP	15.8%	15.8%
Unknown	0.0%	0.0%

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	38.8%	-
2017	N	*
2016	N	N

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.

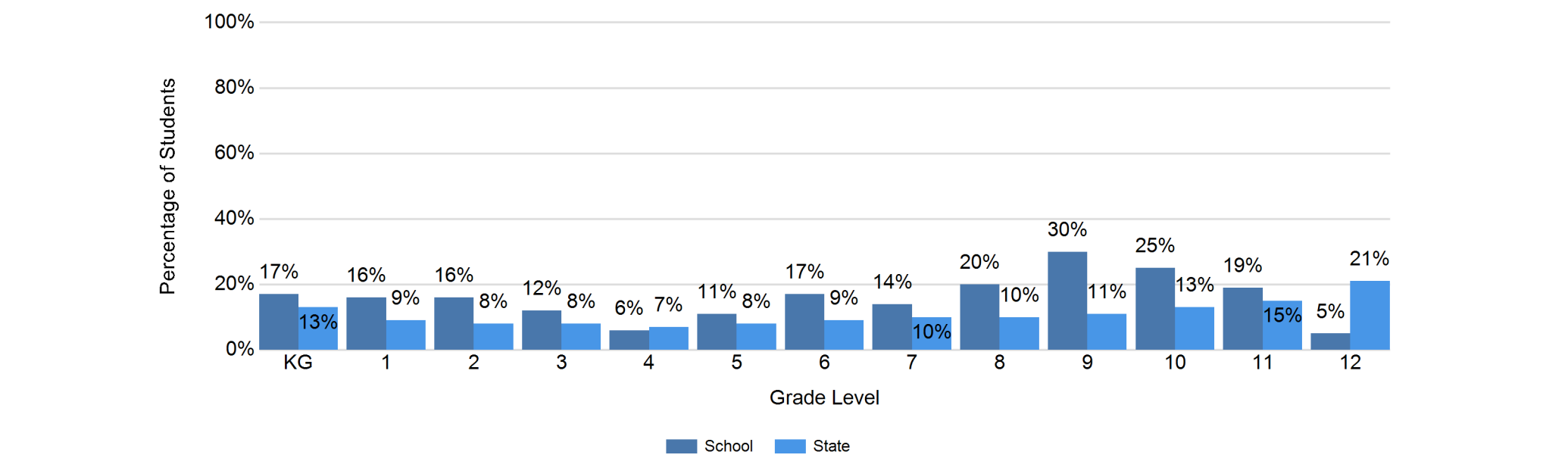| School Year	School Rate	State Rate
2017-2018	0.0%	1.2%
2016-2017	0.5%	1.1%
2015-2016	0.0%	1.2%

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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	89.5%	11.8%	88.2%
White	N	N	N
Hispanic	*	*	*
Black or African American	*	*	*
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	94.1%	12.5%	87.5%
Students with Disabilities	*	*	*
English Learners	N	N	N

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	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N
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	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N

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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	146	17.2	10.9	Not Met
White	1	7.1	**	**
Hispanic	52	12.7	10.9	Not Met
Black or African American	83	21.0	10.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	10	66.7	**	**
Economically Disadvantaged Students	115	15.8	10.9	Not Met
Students with Disabilities	26	19.1	10.9	Not Met
English Learners	16	10.7	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.

Grade Level	School	State
KG	17%	13%
1	16%	9%
2	16%	8%
3	12%	8%
4	6%	7%
5	11%	8%
6	17%	9%
7	14%	10%
8	20%	10%
9	30%	11%
10	25%	13%
11	19%	15%
12	5%	21%

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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	4
Weapons	4
Vandalism	4
Substances	3
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.02

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	2
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 Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	8		8

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	16	1.9%
Any Suspension	20	2.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
65

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2017-2018

School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	4:30 PM
Length of School Day	8 Hrs 45 Mins
Full Time - Instructional Time	8 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	2.4:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,497	$13,521	$15,018

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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	N	117,464
Average years experience in public schools	N	12.0
Average years experience in district	N	10.7
Teachers in district for 4 or more years	N	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	N	9,374
Average years experience in public schools	N	16.0
Average years experience in district	N	12.0
Administrators in district for 4 or more years	N	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	N	N
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team		N

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   N

Admin   N/A

Master's Degree

Teacher   N

Admin   N

Doctoral Degree

Teacher   N

Admin   N

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	0.0%	90.2%
2016-17 Administrators: Same district 2017-18	0.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.9%

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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 – Demographics

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

Category	Teachers	Administrators
Female	N	N
Male	N	N
White	N	N
Hispanic	N	N
Black or African American	N	N
Asian	N	N
American Indian or Alaska Native	N	N
Native Hawaiian or Pacific Islander	N	N
Two or More Races	N	N

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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		

FREEDOM PREP CHARTER SCHOOL

(80-6240-900)

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2017-2018

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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	4.38	15.0%
Mathematics Proficiency	5.81	15.0%
English Language Arts Growth	34.77	20.0%
Mathematics Growth	42.97	20.0%
Progress Towards English Language Proficiency	15.96	20.0%
Chronic Absenteeism	11.45	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	21.41	n/a
Summative Rating: Percentile Rank of Summative Score	9.48	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 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	Met Target†	Not Met	N	N	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	No	**	**	N	N	**	**	n/a	**	No
Hispanic	34.34	14.08	No	Not Met	Not Met	N	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	43.40	14.08	No	Met Target	Met Target	N	N	Met Standard	Met Standard	n/a	Not 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	32.42	14.08	No	Met Target†	Met Target†	N	N	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	28.51	14.08	No	Not Met	Met Target†	N	N	Not Met	Met Standard	n/a	Not Met	No
English Learners	22.12	14.08	No	Not Met	Not Met	N	N	Met Standard	Met Standard	Met 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.

Highlights:	• FPCS is committed to educating all students – including Special Ed. and ELL students – in all subjects, in all grades. • Freedom Prep places an explicit focus on preparing scholars to become civic leaders in their communities. • Freedom Prep operates only on the public funds it receives from the government, not relying on private philanthropy.
Mission, Vision, Theme:	The mission of Freedom Prep Charter School (FPCS) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. FPCS is committed to eight key elements: rigorous college-prep academics; more time to learn; data-driven decision-making; safe and supportive school culture; exemplary talent; commitment to educating all students, in all subjects, in all grades; authentic civic leadership and engagement, and running schools on public funds.

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Courses, Curriculum, Instruction:	Freedom Prep has built consistent instructional systems to ensure that all teachers have the tools to increase student achievement. Freedom Prep's strong curricular focus on knowledge acquisition is delivered in a manner that maximizes time on task across an extended school day and school year. FPCS teachers have access to a repository of shared unit and lesson plans that have been crafted and fine-tuned by instructional staff at both the campus and network levels.
Clubs and Activities:	Freedom Prep has a full complement of Physical Education instruction and athletics programming that includes units in sports such as fencing that afford scholars unique opportunities to excel in competitive endeavors not customarily provided in low-income, urban public-school settings. Scholars can also participate in an array of elective and co-curricular opportunities, including Student Council, Yearbook, Korean Culture Club, and Speech & Debate.

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Staff and Professional Learning:	FPCS has a competitive hiring process. Teachers are eligible for performance-based raises and benefits that incentivize excellence and longevity. The PD program prepares staff to be strategic, deliberate, and purposeful. Every summer, teachers receive three weeks of uninterrupted PD. Throughout the school year, weekly PD provides dedicated time for teachers to be supported in meeting institutional and school goals. Principals and Teacher-Leaders routinely observe and give feedback to teachers.

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Student Supports and Services:	FPCS recruits all students, including those with ELL classifications, IEPs, and 504 plans. All grade levels have access to a team of social workers, DREAM coaches, advisors, Family Impact Coordinators, and Academic Collaboration Team (special education) personnel who provide scholars with the support they need to focus on learning. Special Education students and English Language Learners benefit from the same education and support that all students receive, including all elective offerings.
Student Health and Wellness:	Students have access to healthy foods throughout the school day in accordance with Federal and state nutrition standards. Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors, and they have opportunities to be physically active before, during, and after school through PE class, recess, and clubs. FPCS has two full-time school nurses who are available to all students.
Parent and Community Involvement:	Family communication and involvement at FPCS are vital to building school culture and achieving the school's mission. Contact with families is frequent and primarily positive. Families have access to each teacher's phone number in order to contact him or her at any time from 7 a.m. to 9 p.m. Staff are expected to respond to phone calls within 24 hours. Verbal and written communication to families of ELL scholars is translated into the family's native language to the extent possible

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers On average, there is about an 11:1 student-to-teacher ratio at FPCS. Average daily student attendance was 89% in the 2017-18 school year. Parents responded with a 90% satisfaction rating on overall school environment in last year's parent survey.

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Other Information:	Through civic education and programming, Freedom Prep empowers its scholars to propel change within their communities, to influence complex civic and political structures, and to advocate for policies that protect and promote the rights of themselves and their families. During visits from Congressman Donald Norcross and Mayor Dana Reed, scholars have thoughtfully prevailed upon their elected officials to represent their interests when debating the critical issues confronting their constituents. And in 2017, FPCS scholars engaged in service learning projects, culminating with 15 unique projects ranging from community park clean-ups to meal service at local food pantries. Freedom Prep has also used arts and athletics to engage its scholars and to reinforce its culture of high expectations. The Freedom Arts program, spearheaded by a veteran middle school teacher, pushes students to create community-based projects. A mural display based on the prompt "What's Your Dance?" was featured this summer as an installation at the Galleries at Moore in Philadelphia. Scholars can also participate in an array of elective and co-curricular opportunities, including Student Council, Yearbook, Korean Culture Club, and Speech & Debate. This programming occurs prior to buses leaving the school to ensure that all scholars have the opportunity to participate without time or transportation barriers. High school scholars are expected to DREAM BIG and to exemplify three additional attributes necessary for success in college: Bravery, Initiative, and Grit. Scholars who consistently embody these values are eligible not only for the incentives and privileges outlined above but also for academic adventures to San Francisco, Ecuador, South Korea, and South Africa. Scholars who earn the right to partake in these domestic and international expeditions learn vital lessons about culture, community service, and global citizenship.