

Grade Span KG-12

80-6018-900 CHARTERS Central Jersey College Prep Charter School 101 METTLERS ROAD SOMERSET, NJ 08873-1235

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- Learn more: The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- Ask questions: These reports can help start a conversation, but they cannot answer all the questions you might have about schools in
 your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you
 see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.
- · Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

- 1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17		
KG	0	48	48		
1	0	49	48		
2	0	0	48		
3	0	0	0		
4	0	0	0		
5	0	0	0		
6	49	49	47		
7	49	49	48		
8	50	48	48		
9	55	49	49		
10	48	48	45		
11	31	50	45		
12	34	31	49		
Ungraded	0	0	0		
Total	316	421	475		

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	2014-15	2015-16	2016-17
Female	54%	53%	52%
Male	47%	47%	48%
Economically Disadvantaged Students	39%	28%	26%
Students with Disabilities	7%	8%	7%
English Learners	0%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students				
Asian	38.7%				
Black or African American	27.8%				
Hispanic	17.1%				
White	13.1%				
American Indian or Alaska Native	0.0%				
Native Hawaiian or Pacific Islander	0.0%				
Two or More Races	3.4%				

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17		
KG - Half Day	0	0	0		
KG - Full Day	0	48	48		

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	475
Shared Time Students	0
Full Time Equivalent	475

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. All other students are included in Other Languages.

Home Language	% of Students
English	78.5%
Spanish	6.9%
Gujarati	2.3%
Turkish	2.1%
Telugu	2.1%
Other	8.0%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	227	99.6	83.30	83.30	54.90	83.3	80	Met Goal
White	28	96.9	89.30	89.30	63.90	89.3	80	Met Goal
Hispanic	53	100.0	71.70	71.70	39.80	71.7	80	Met Target†
Black or African American	60	100.0	71.70	71.70	35.20	71.7	78.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	77	100.0	97.40	97.40	80.70	97.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	117	100.0	82.90	82.90	62.20	82.9		
Male	110	99.1	83.60	83.60	48.10	83.6		
Economically Disadvantaged Students	66	98.5	69.70	69.70	36.20	69.7	77.9	Met Target†
Non-Economically Disadvantaged Students	161	100.0	88.80	88.80	65.80	88.8		
Students with Disabilities	19	95.2	31.60	31.60	20.50	31.6	N	N
Students without Disabilities	208	100.0	88.00	88.00	61.90	88		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	227	99.6	83.30	83.30	57.40	83.3		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

^{**} ESSA accountability targets are only included if data is available for at least 20 students

[†] Target was met within a confidence interval.



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

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	N	N	N	749	N	N	N	N	N	N	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	N	N	N	754	N	N	N	N	N	N	55%
Male	N	N	N	745	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	752	N	N	N	N	N	N	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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	N	N	N	753	N	N	N	N	N	N	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	N	N	N	740	N	N	N	N	N	N	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
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	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	N	N	N	749	N	N	N	N	N	N	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	N	N	N	759	N	N	N	N	N	N	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	N	N	N	755	N	N	N	N	N	N	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

College and Career Readiness

Grad/ Postsecondary Climate and Environment

Staff

Accountability

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	N	N	N	756	N	N	N	N	N	N	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	N	N	N	761	N	N	N	N	N	N	66%
Male	N	N	N	750	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	762	N	N	N	N	N	N	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	757	N	N	N	N	N	N	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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	48	776	776	752	0%	*	*	50%	29%	79%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	15	765	765	736	0%	*	*	*	*	67%	32%
Asian, Native Hawaiian, or Pacific Islander	19	797	797	776	*	*	*	*	58%	100%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	26	779	779	758	0%	*	*	*	*	85%	61%
Male	22	772	772	746	0%	*	*	*	*	73%	46%
Economically Disadvantaged Students	14	758	758	737	*	*	*	*	*	64%	34%
Non-Economically Disadvantaged Students	34	783	783	761	*	*	*	*	*	85%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	48	776	776	753	0%	*	*	50%	29%	79%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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	797	797	756	*	0%	*	28%	66%	94%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	13	781	781	742	*	0%	0%	*	*	92%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	20	813	813	784	0%	0%	*	*	85%	95%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	25	805	805	764	*	0%	*	*	72%	96%	68%
Male	22	787	787	749	*	0%	*	*	59%	91%	51%
Economically Disadvantaged Students	13	775	775	739	*	0%	*	*	*	85%	40%
Non-Economically Disadvantaged Students	34	805	805	766	*	0%	*	*	*	97%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	47	797	797	758	*	0%	*	28%	66%	94%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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	48	790	790	757	0%	*	*	48%	42%	90%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	12	772	772	742	0%	*	0%	*	*	92%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	803	803	786	0%	0%	0%	*	*	100%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	20	796	796	766	0%	*	*	*	50%	95%	68%
Male	28	786	786	749	0%	*	*	*	36%	86%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	48	790	790	759	0%	*	*	48%	42%	90%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

College and Career Readiness

Grad/ Postsecondary Climate and Environment

Staff

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Narrative



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

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	50	771	771	749	*	*	*	50%	30%	80%	52%
White	11	772	772	757	0%	0%	0%	*	*	100%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	14	755	755	730	*	*	*	*	*	50%	30%
Asian, Native Hawaiian, or Pacific Islander	17	795	795	777	*	*	*	*	59%	100%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	25	771	771	756	*	*	*	52%	*	76%	60%
Male	25	771	771	741	*	*	*	48%	*	84%	43%
Economically Disadvantaged Students	14	753	753	731	*	*	*	*	*	64%	32%
Non-Economically Disadvantaged Students	36	778	778	758	*	*	*	*	*	86%	62%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	50	771	771	752	*	*	*	50%	30%	80%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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	779	779	743	*	*	*	31%	44%	76%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	13	757	757	728	0%	*	*	*	*	54%	34%
Black or African American	18	780	780	725	0%	0%	*	*	*	83%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	26	774	774	752	*	*	*	*	39%	65%	54%
Male	19	786	786	734	*	*	*	*	53%	90%	39%
Economically Disadvantaged Students	17	771	771	726	*	*	*	*	*	59%	32%
Non-Economically Disadvantaged Students	28	784	784	751	*	*	*	*	*	86%	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	45	779	779	745	*	*	*	31%	44%	76%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Central Jersey College Prep Charter School 2016-2017

Grade Span KG-12

80-6018-900 CHARTERS Central Jersey College Prep Charter School 101 METTLERS ROAD SOMERSET, NJ 08873-1235

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

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	44	780	780	736	0%	*	*	50%	32%	82%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	11	776	776	731	0%	0%	*	*	*	91%	34%
Black or African American	18	771	771	728	0%	*	*	*	*	72%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	27	786	786	744	0%	*	*	*	*	89%	46%
Male	17	771	771	729	0%	*	*	*	*	71%	31%
Economically Disadvantaged Students	14	780	780	729	0%	*	*	71%	*	93%	32%
Non-Economically Disadvantaged Students	30	780	780	740	0%	*	*	40%	*	77%	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	44	780	780	737	0%	*	*	50%	32%	82%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

^{**}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.



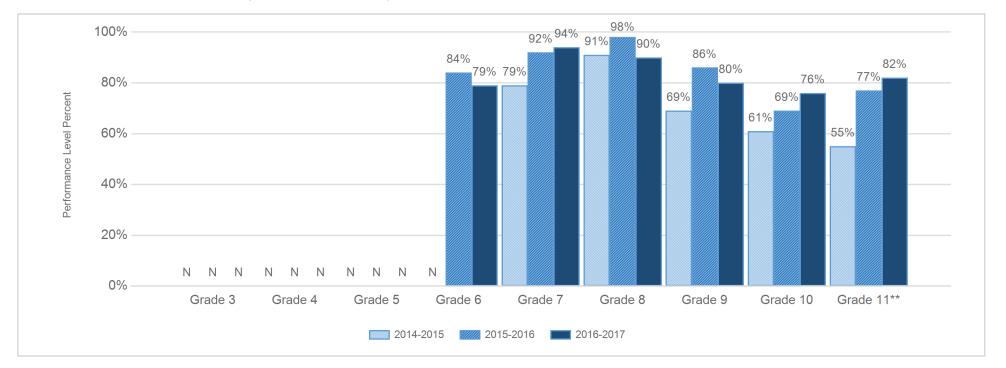
Central Jersey College Prep Charter School 2016-2017

Grade Span KG-12

80-6018-900 CHARTERS Central Jersey College Prep Charter School 101 METTLERS ROAD SOMERSET, NJ 08873-1235

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



^{**} Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.



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Grade Span KG-12

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (*ESSA*) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	216	98.7	63.00	63.00	43.50	63	68.1	Met Target†
White	27	93.7	63.00	63.00	52.40	61.6	57.5	Met Target
Hispanic	52	98.1	46.10	46.10	27.60	46.1	59.7	Not Met
Black or African American	58	100.0	46.50	46.50	21.70	46.5	52.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	71	100.0	90.10	90.10	75.60	90.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	111	99.1	59.40	59.40	44.10	59.4		
Male	105	98.2	66.70	66.70	42.90	66.7		
Economically Disadvantaged Students	64	98.5	37.50	37.50	25.10	37.5	59.4	Not Met
Non-Economically Disadvantaged Students	152	98.8	73.70	73.70	54.30	73.7		
Students with Disabilities	19	95.2	10.50	10.50	16.50	10.5	N	N
Students without Disabilities	197	99.0	68.10	68.10	48.80	68.1		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	216	98.7	63.00	63.00	45.20	63		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

^{**} ESSA accountability targets are only included if data is available for at least 20 students.

[†] Target was met within a confidence interval.



Central Jersey College Prep Charter School 2016-2017

Grade Span KG-12

80-6018-900 CHARTERS Central Jersey College Prep Charter School 101 METTLERS ROAD SOMERSET, NJ 08873-1235

Mathematics Assessment - Performance by Grade: Grade 3

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	N	N	N	751	N	N	N	N	N	N	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	N	N	N	751	N	N	N	N	N	N	52%
Male	N	N	N	751	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	729	N	N	N	N	N	N	29%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	N	N	N	753	N	N	N	N	N	N	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

College and Career Readiness

Grad/ Postsecondary Climate and Environment

Staff

Accountability

Narrative



Central Jersey College Prep Charter School 2016-2017

Grade Span KG-12

80-6018-900 CHARTERS Central Jersey College Prep Charter School 101 METTLERS ROAD SOMERSET, NJ 08873-1235

Mathematics Assessment - Performance by Grade: Grade 4

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	N	N	N	747	N	N	N	N	N	N	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	N	N	N	734	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	N	N	N	747	N	N	N	N	N	N	47%
Male	N	N	N	747	N	N	N	N	N	N	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	Ν	N	N	61%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	751	N	N	N	N	N	N	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	749	N	N	N	N	N	N	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Grade Span KG-12

Mathematics Assessment - Performance by Grade: Grade 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	N	N	N	747	N	N	N	N	N	N	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	N	N	N	747	N	N	N	N	N	N	47%
Male	N	N	N	746	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	751	N	N	N	N	N	N	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	748	N	N	N	N	N	N	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Grade Span KG-12

Mathematics Assessment - Performance by Grade: Grade 6**

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	48	765	765	743	*	*	23%	48%	21%	69%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	15	753	753	724	0%	*	*	67%	0%	67%	20%
Asian, Native Hawaiian, or Pacific Islander	19	791	791	771	*	*	*	53%	*	100%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	26	762	762	745	0%	*	*	50%	*	65%	45%
Male	22	768	768	742	0%	*	*	46%	*	73%	43%
Economically Disadvantaged Students	14	740	740	728	0%	*	*	*	0%	36%	24%
Non-Economically Disadvantaged Students	34	775	775	752	0%	*	*	*	29%	82%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	48	765	765	745	*	*	23%	48%	21%	69%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

^{**}Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Central Jersey College Prep Charter School 2016-2017

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Grade Span KG-12

Mathematics Assessment - Performance by Grade: Grade 7**

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	30	771	771	741	0%	*	*	67%	*	90%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	10	763	763	730	0%	*	*	*	0%	80%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	13	768	768	743	0%	*	*	77%	*	92%	41%
Male	17	773	773	740	0%	*	*	59%	*	88%	38%
Economically Disadvantaged Students	11	762	762	729	*	*	*	*	*	73%	22%
Non-Economically Disadvantaged Students	19	776	776	749	*	*	*	*	*	100%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	30	771	771	742	0%	*	*	67%	*	90%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

^{**}Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

College and Career Readiness

Grad/ Postsecondary Climate and Environment

Staff

Accountability

Narrative

80-6018-900

CHARTERS

101 METTLERS ROAD



Overview

Central Jersey College Prep Charter School 2016-2017

Central Jersey College Prep Charter School **SOMERSET, NJ 08873-1235**

Grade Span KG-12

Mathematics Assessment - Performance by Grade: Grade 8**

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	15	740	740	728	*	*	*	*	0%	33%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	*	*	*	730	*	*	*	*	*	*	30%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	15	740	740	729	*	*	*	*	0%	33%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

^{**}Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

College and Career Readiness

Grad/ Postsecondary Climate and Environment

Staff

Accountability

Narrative



Central Jersey College Prep Charter School 2016-2017

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Grade Span KG-12

Mathematics Assessment - Performance by Test: Algebra I

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	48	775	775	743	*	*	*	48%	25%	73%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	11	780	780	728	0%	0%	*	*	*	91%	24%
Black or African American	10	728	728	724	*	*	*	*	0%	20%	19%
Asian, Native Hawaiian, or Pacific Islander	20	800	800	774	0%	0%	*	*	50%	95%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	27	781	781	744	*	*	*	41%	*	78%	43%
Male	21	767	767	741	*	*	*	57%	*	67%	40%
Economically Disadvantaged Students	11	752	752	727	*	*	*	*	*	46%	23%
Non-Economically Disadvantaged Students	37	781	781	751	*	*	*	*	*	81%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	48	775	775	745	*	*	*	48%	25%	73%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

College and Career Readiness

Grad/ Postsecondary Climate and Environment

Staff

Accountability

Narrative



Central Jersey College Prep Charter School 2016-2017

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Grade Span KG-12

Mathematics Assessment - Performance by Test: Geometry

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	748	748	734	*	*	44%	35%	*	42%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	18	730	730	722	0%	*	*	*	0%	17%	14%
Black or African American	25	743	743	719	*	0%	64%	*	0%	32%	*
Asian, Native Hawaiian, or Pacific Islander	19	768	768	758	0%	*	*	*	*	68%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	43	744	744	735	*	*	44%	28%	*	35%	31%
Male	29	754	754	733	*	*	45%	45%	*	52%	30%
Economically Disadvantaged Students	23	732	732	721	*	*	52%	*	*	13%	13%
Non-Economically Disadvantaged Students	49	756	756	740	*	*	41%	*	*	55%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	72	748	748	735	*	*	44%	35%	*	42%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Grade Span KG-12

Mathematics Assessment - Performance by Test: Algebra II

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	43	749	749	725	*	*	*	40%	*	49%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	10	728	728	710	*	*	*	*	0%	20%	14%
Black or African American	14	740	740	703	*	*	*	*	0%	43%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	19	740	740	725	*	*	*	*	*	37%	27%
Male	24	755	755	725	*	*	*	*	*	58%	29%
Economically Disadvantaged Students	11	741	741	708	*	*	*	*	*	46%	13%
Non-Economically Disadvantaged Students	32	751	751	733	*	*	*	*	*	50%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	43	749	749	726	*	*	*	40%	*	49%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

College and Career Readiness

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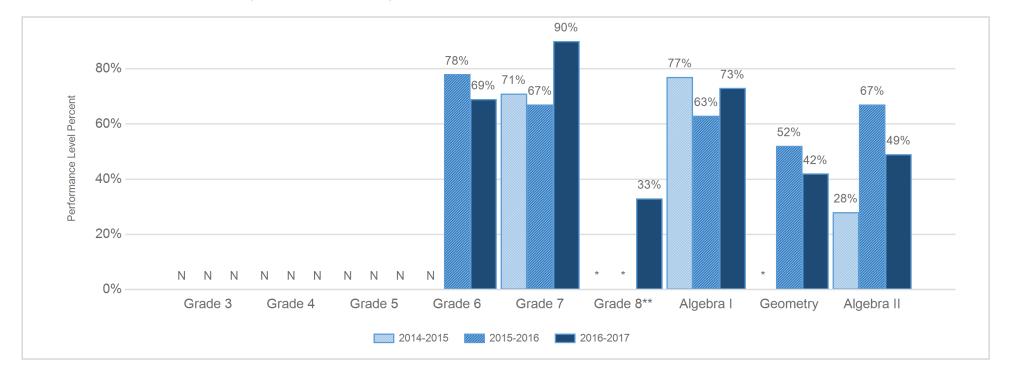
Central Jersey College Prep Charter School 2016-2017

Grade Span KG-12

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



^{**}Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Grade Span KG-12

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Alternate Assessments - Participation

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

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

English Language 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. The table also shows 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 Distri	t # Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N

Student

Growth



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

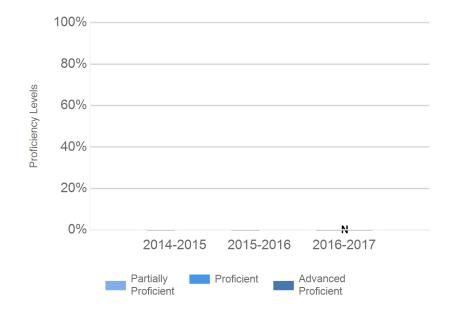
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
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	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Grade Span KG-12

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

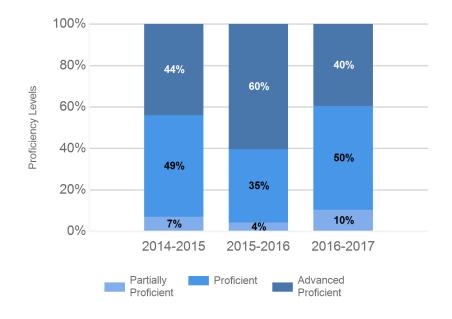
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	40%	50%	10%
White	*	N	*
Hispanic	*	75%	*
Black or African American	29%	57%	14%
Asian, Native Hawaiian, or Pacific Islander	53%	47%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Grade Span KG-12

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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

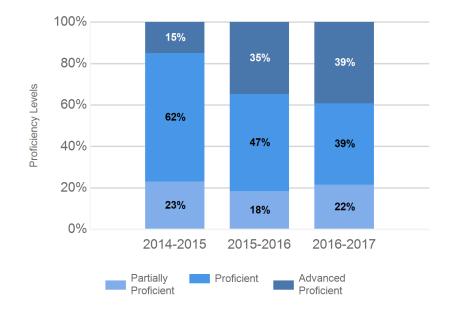
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	39%	39%	22%
White	27%	*	*
Hispanic	N	*	*
Black or African American	24%	41%	35%
Asian, Native Hawaiian, or Pacific Islander	77%	24%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	8%	54%	39%
Students with Disabilities	N	*	*
English Learners	N	N	N

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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Grade Span KG-12

This section of the performance report shows information on student growth which measures 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 the prior year.

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) is the percentile in the middle of that list. Watch a short video that explains how median Student Growth Percentile (mSGP) is calculated here: http://www.state.ni.us/education/nismart/performance/

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the ESSA accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	68	68	50	Exceeds Target	78	78	50	Exceeds Target
White	76	76	50	**	94	94	52	**
Hispanic	55.5	55.5	49	Met Target	78	78	47	**
Black or African American	68	68	45	Exceeds Target	74	74	43	**
Asian, Native Hawaiian, or Pacific Islander	73	73	60	Exceeds Target	76.5	76.5	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	74	74	47	Exceeds Target	80.5	80.5	46	Exceeds Target
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	N	N	N	N	N	N	N	N

^{**} ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

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

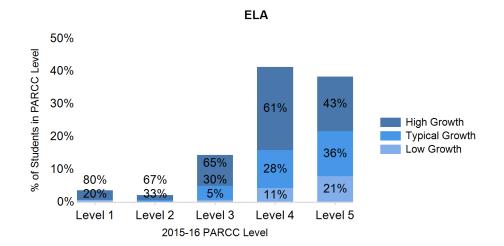
Low Growth: Less than 35

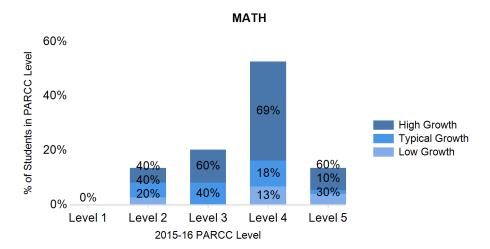
Typical Growth: Between 35 and 65

High Growth: Greater than 65

Student Growth by Performance Level

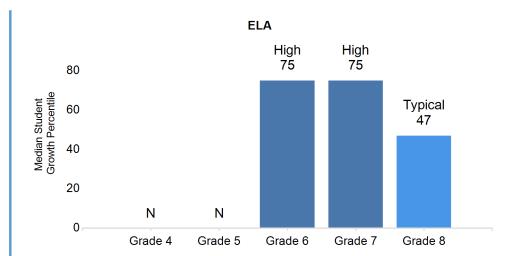
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

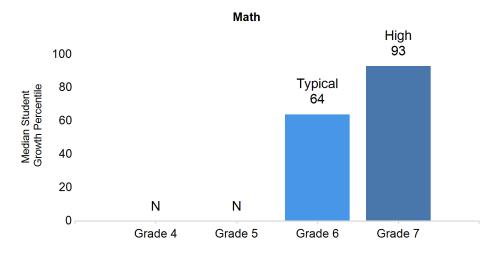




Student Growth by Grade

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







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Grade Span KG-12

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our <u>Reference Guide</u>.

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	36.7%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	500	481	Varies By Grade	73%	67%
PSAT - Math	501	483	Varies By Grade	56%	49%
SAT - Reading and Writing	562	551	480	88%	77%
SAT - Math	585	552	530	78%	58%
ACT - Reading	23	24	22	61%	65%
ACT - English	21	24	18	72%	79%
ACT - Math	22	24	22	50%	65%
ACT - Science	21	23	23	39%	54%

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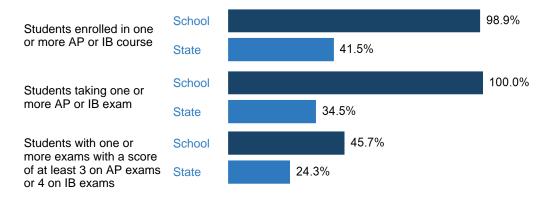
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	8	8
AP Calculus AB	16	16
AP Calculus BC	2	2
AP Chemistry	10	11
AP Computer Science A	0	1
AP Computer Science Principles	1	0
AP English Language and Composition	16	17
AP English Literature and Composition	18	18
AP Environmental Science	12	12
AP Human Geography	14	14
AP Macroeconomics	9	9
AP Microeconomics	1	1
AP Physics 1	1	1
AP Psychology	16	16
AP Statistics	10	10
AP Studio Art—Drawing Portfolio	1	0
AP U.S. Government and Politics	14	13
AP World History	11	11
Total Exams Taken		160
Exams with scores of at least 3 on AP exams or 4 on IB exams		61

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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/.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)

School

0.0%

State

7.6%

CTE Concentrators

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

School

0.0%

State



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs 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

2.5%

Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned	
Total non-duplicated number of students**	0		
Total number of credentials earned in all clusters		0	

^{**}Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	47
7	17	0	0	0	0	0	32
8	13	20	0	0	0	0	15
9	16	22	0	0	0	0	11
10	2	29	2	6	3	1	3
11	0	2	25	10	1	4	42
12	0	1	3	12	14	16	11
Schoolwide	48	74	30	28	18	21	161
Enrolled in AP/IB Course					18	10	0



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Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	44	0	0	0	0	1
10	8	43	0	4	3	3
11	4	10	0	23	5	12
12	2	0	0	3	6	19
Schoolwide	58	53	0	30	14	35
Enrolled in AP/IB Course	8	10		12	0	0

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	45	4	0	0	0	11
10	12	39	4	5	0	2
11	0	36	4	4	0	10
12	0	5	1	7	0	45
Schoolwide	57	84	9	16	0	68
Enrolled in AP/IB Course	11	0	9	16	0	28



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World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	13	0	0	0	0	18	16
7	18	0	0	0	0	15	16
8	18	0	0	0	0	15	15
9	27	0	0	0	0	13	10
10	22	0	0	0	0	10	11
11	9	0	0	0	0	7	13
12	4	0	0	0	0	6	6
Schoolwide	111	0	0	0	0	84	87
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	12	0	0	0	0	13	14
Earned Seal of Biliteracy	N	N	N	N	N	N	N

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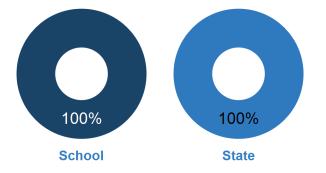
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Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more Visual and Performing Arts classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

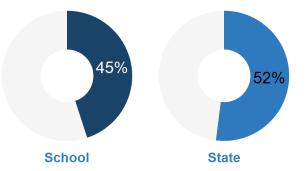
Grades 6-8:

Students enrolled in one or more visual and performing arts classes

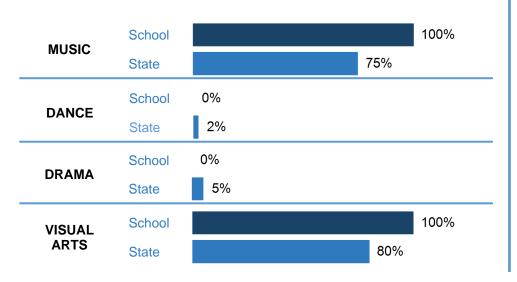


Grades 9-12:

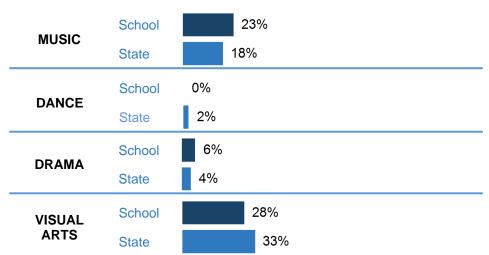
Students enrolled in one or more visual and performing arts classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated here.

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	100.0%	90.5%	100.0%	91.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	*	94.5%	*	95.1%	*	**	**	*	**	**
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	100.0%	83.4%	100.0%	85.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	N	97.5%	N	N	N	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	**	**
Economically Disadvantaged Students	100.0%	83.9%	100.0%	85.6%	100.0%	**	**	100.0%	**	**
Students with Disabilities	*	78.8%	*	82.1%	*	**	**	*	**	**
English Learners	*	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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
2017	100.0%	-
2016	100.0%	100.0%
2015	100.0%	100.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	N	N
2015-2016	N	N
2014-2015	N	N

^{**} ESSA accountability targets are only included if data is available for at least 20 students



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Grade Span KG-12

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	85.7%	16.7%	83.3%
White	*	*	*
Hispanic	*	0%	*
Black or African American	88%	13.6%	86.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	77.8%	14.3%	85.7%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	83.9%	19.2%	80.8%	50%	50%	73.1%	26.9%
White	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Black or African American	90.5%	15.8%	84.2%	47.4%	52.6%	68.4%	31.6%
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	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

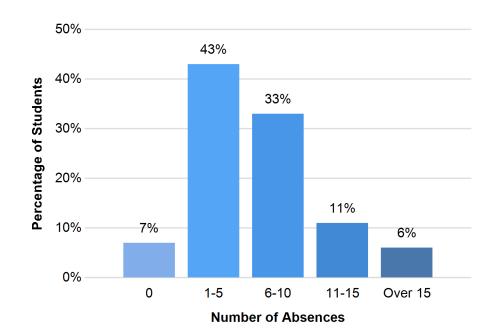
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.40	11.30	Met Target
White	6.50	11.30	Met Target
Hispanic	2.50	11.30	Met Target
Black or African American	4.50	11.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.30	11.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.60	11.30	Met Target
Students with Disabilities	6.30	11.30	Met Target
English Learners	N	**	**

^{**} ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





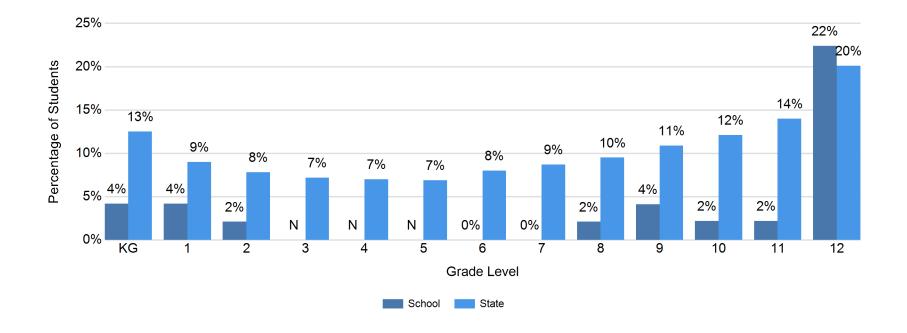
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Grade Span KG-12

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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Grade Span KG-12

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.

Category	School
Typical Start Time	7:55AM
Typical End Time	3:10PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	15.2%
Out-of-School Suspensions	2.1%
Any Suspension	16.0%

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.89

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	526.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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' <u>User Friendly Budgets</u>, or the NJDOE Finance <u>District Report Search</u> of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$851	\$13,014	\$13,865



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**: **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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	47	120,724
Average years experience in public schools	4.6	11.8
Average years experience in district	2.6	10.5
Teachers in district for 4 or more years	28%	74%

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	4	9,506
Average years experience in public schools	8.8	15.9
Average years experience in district	4.3	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	119:1	119:1
Librarian/Media Specialists		N
Nurses		475:1
Counselors		158:1
Child Study Team		475:1

College and Career Readiness

Grad/ Postsecondary Climate and Environment

Staff

Accountability

Narrative



Central Jersey College Prep Charter School 2016-2017

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Grade Span KG-12

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

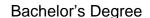
Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

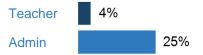




Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	78%	89%
2015-16 Administrators: Same district 2016-17	40%	88%

Faculty Attendance

This table shows the percentage of days that school 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		
2016-17	97%		



Central Jersey College Prep Charter School 2016-2017

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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	97.9	12.5%
Mathematics Proficiency	91.5	12.5%
Graduation - 4-Year	91.5	15.0%
Graduation - 5-Year	93.3	15.0%
English Language Arts Growth	97.9	15.0%
Mathematics Growth	97.7	15.0%
Chronic Absenteeism	87.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A:
Summative Score: Sum of all indicator scores multiplied by indicator weights		93.8
Summative Rating: Percentile rank of Summative Score		100.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

^{**} Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

[†] Indicator weights for this school were adjusted due to data availability.



Central Jersey College Prep Charter School 2016-2017

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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperformi ng Student Group
Schoolwide	93.8	19.6	No	Met Goal	Met Target†	Met Target	Met Goal	Met Goal	Exceeds Target	Exceeds Target	No
White	**	**	No	Met Goal	Met Target	Met Target	**	**	**	**	No
Hispanic	84.4	11.9	No	Met Target†	Not Met	Met Target	**	**	Met Target	**	No
Black or African American	93.7	19.6	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	Exceeds Target	**	No
Asian, Native Hawaiian, or Pacific Islander	81.7	11.9	No	Met Goal	Met Goal	Met Target	N	**	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	**	**	No
Economically Disadvantaged Students	92.5	11.9	No	Met Target†	Not Met	Met Target	**	**	Exceeds Target	Exceeds Target	No
Students with Disabilities	**	**	No	N	N	Met Target	**	**	**	**	No
English Learners	**	**	No	**	**	**	N	N	**	**	No

^{**} Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

[†] Target was met within a confidence interval.



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Grade Span KG-12

School	l General Into	

Principal:	Dr. Sercan	Email Address:	nsercan@cjcollegeprep.org
A daluana.	101 METTLERS ROAD	Website:	http://www.cjcollegeprep.org/
Address:	SOMERSET, NJ 08873-1235	Facebook:	https://www.facebook.com/cjcpcs/
Phone:	(732)302-9991 EXT. 101	Twitter:	https://twitter.com/cjcpcs

School Narrative

·	
Highlights:	 CJCP is a 2016 National Blue Ribbon Award school operating in a 93,000 sqft, state-of-the-art facility in Somerset, NJ. CJCP offers a college prep education in a small learning community, small classroom size & low student-teacher ratio. CJCP implements a one-to-one technology program, which provides every middle and high school student with a Chromebook.
Mission, Vision, Theme:	The mission of Central Jersey College Prep Charter School (CJCP) is to provide academic and social challenges and opportunities for students to attain the skills necessary for success in post-secondary education.
Awards, Recognition, Accomplishments:	CJCP was established in 2006-07 and has been statewide and nationally recognized for increasing student achievement and for closing the achievement gap. This recognition includes: 2016 National Blue Ribbon Award 2015 & 2016 Tier I Charter School Designation of High Performing Title I Reward Schools, 2014-15 Recipient of the Title I School Rewards Grant, 2014-15 Recipient of Silver Award by US News' Top US High Schools, 2017 Designation of a Top Ten Middle School by JerseyCAN, 2013-14

College and Career Readiness

Grad/ <u>Po</u>stsecondary Climate and Environment

Staff

Accountability

Narrative



Central Jersey College Prep Charter School 2016-2017

Grade Span KG-12

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School Narrative

	Courses, Curriculum, Instruction:	We are committed to academic excellence by offering our students a wide variety of courses including remedial, on-level, honors, and AP or dual credit college-level courses. CJCP offers qualified students accelerated math and ELA plus high school biology in 8th grade. Students experience cutting-edge technology; interactive Smartboards; Chromebooks for middle and high school students, etextbooks and assignments in digital format, and tablets and computer stations in elementary grades.
添	Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Volleyball (Girls) CJCP believes in the value of team sports. CJCP has an Athletics Coordinator and is a member of NJSIAA and we continue to increase our interscholastic sports offerings. In 2017-18 CJCP offers varsity girls volleyball and varsity boys and girls basketball. This year will be the first year we are offering girls basketball. We are currently completing the construction of a brand new gymnasium and will offer intramural sports clubs for our students later this year.
E. S.	Clubs and Activities:	Due to the dedication of our faculty our students have the opportunity to participate in many enriching educational experiences; regional Science Olympiad competitions, Math competitions, FIRST Robotics competition, Debate Club, Model United Nations, and many others. Our Science Olympiad team has earned numerous medals and in 2017 advanced to state finals again where they won four medals including one first place. In 2008 they advanced to National Invitational Science Olympiad in Washington DC.
	Before and After School Programs:	CJCP has an After Care program for working parents of elementary and middle school students. It runs until 6pm. Students use this time for homework and play games that support their academic and social skills.



Grade Span KG-12

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School Narrative

283	Staff and Professional Learning:	Our professional development reflects the needs of our learning community within the school. It is focused on providing faculty with ongoing support and maximizing teacher effectiveness through professional development opportunities within and outside the school, graduate courses, and onsite training opportunities. We equip our teachers with the most advanced technology to create an integrated, student-centered classroom and support their use of these tools for their individual subjects.
<u></u>	Postsecondary Information:	CJCP's graduation rate is 100% since 2011; 100% of our students are accepted by 4-year colleges and universities. Our graduates attend excellent universities such as Princeton and Cornell. CJCP has a College Mentorship Program. Students are mentored in small groups for successful SAT/ACT performance, resume development, career/college choice, financial aid, & applications. Counselors give assistance; parent workshops, SAT practice tests & fee waivers, and college visits & instant decision days.
41	Student Supports and Services:	CJCP offers substantive academic support for students who are in need of extra help, including additional support from in-class support teachers, supplemental remediation periods, and tutoring as part of students' daily schedules. CJCP has an Intervention & Referral Services program plus a full time social worker, resource teachers, and three school counselors for special education students. CJCP also offers ELL program led by a certified staff member.
C	Student Health and Wellness:	Elementary students have 30 minutes of recess daily and are participating in structured activities that include fitness, team oriented games, and interactive dance and fitness videos. Lower school students also learn about health and wellness topics such as nutrition and hygiene. Upper school students take health and physical education every year and all the Comprehensive Health and Physical Education NJ Student Learning Standards are applied by the school.
The state of the s	Parent and Community Involvement:	CJCP values the student-teacher-parent triad for maximizing achievement. Our PTSO is valuable and holds book fairs and cultural celebrations. CJCP brings families to school many ways: new students orientations, Back-to-School Night, Parent-Teacher Conferences, workshops, & volunteering. Events include: graduations, Winter & Spring Concerts, and STEM Fair. Parents' portal is available 24-7. CJCP students run annual food drive, coat drive, and blood drive. Community members come for Career Day.



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School Narrative

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents The school climate survey is conducted annually with parents. Highlights from the 2016-17 Climate Survey include: CJCP has a safe and positive learning, environment, CJCP offers individual attention to all students, and CJCP teachers and administrators communicate well with parents.
Facilities:	This year we have relocated to a 93,000 sq. ft. state-of-the-art facility in our town of Somerset, NJ to better serve the community. Our new building features around 60 classrooms, 8,000 sq.ft. cafeteria, a media center, and many office spaces. We are constructing a brand new gymnasium for physical education and sports.



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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.

CJCP is invested in small classroom size as an important tried-and-true strategy to promote student success. The school strives to maintain a 10:1 student:teacher ratio in the classroom and utilizes in-class-support teachers to help reach this goal. The CJCP policy is to have no more than 18 students in a classroom. Our maximum enrollment during the school year 2017-18 is 624 students. We are continuing expansion into the elementary grades, and will serve grades 6 – 12 and K – 3 in 2017-18 school year. CJCP will add a grade up every year moving forward until the lower school reaches 5th grade. While located in Somerset, we serve students who reside in Franklin Township, New Brunswick, and North Brunswick.

