



Great Futures Charter School

2016-2017

Grade Span 09-11

80-6184-947


CHARTERS

Great Futures Charter School
225 MORRIS BLVD
JERSEY CITY, NJ 07302-7398

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
9	125	115	86
10	0	112	84
11	0	0	90
12	0	0	0
Ungraded	0	0	0
Total	125	227	260

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	63%	67%	62%
Male	37%	34%	38%
Economically Disadvantaged Students	67%	53%	74%
Students with Disabilities	15%	16%	16%
English Learners	0%	0%	0%
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
Black or African American	65.4%
Hispanic	19.6%
White	6.9%
Asian	5.4%
Native Hawaiian or Pacific Islander	1.5%
American Indian or Alaska Native	0.4%
Two or More Races	0.8%

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	260
Shared Time Students	0
Full Time Equivalent	260

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	99.2%
Other	0.8%



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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	168	94.0	23.80	23.80	54.90	23.6	21.5	Met Target
White	12	100.0	41.60	41.60	63.90	41.6	**	**
Hispanic	39	90.9	30.80	30.80	39.80	29.3	19.9	Met Target
Black or African American	107	94.0	17.80	17.80	35.20	17.5	18.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	100	97.2	27.00	27.00	62.20	27		
Male	68	89.6	19.10	19.10	48.10	18		
Economically Disadvantaged Students	117	92.4	21.40	21.40	36.20	20.7	19.9	Met Target
Non-Economically Disadvantaged Students	51	98.1	29.40	29.40	65.80	29.4		
Students with Disabilities	25	89.3	*	*	20.50	*	6.7	Not Met
Students without Disabilities	143	94.9	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	168	94.0	23.80	23.80	57.40	23.6		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
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 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	87	726	726	749	18%	21%	40%	21%	0%	21%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	21	724	724	733	*	*	*	*	0%	24%	35%
Black or African American	57	725	725	730	19%	23%	40%	18%	0%	18%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	48	729	729	756	*	*	46%	*	0%	21%	60%
Male	39	723	723	741	*	*	33%	*	0%	21%	43%
Economically Disadvantaged Students	68	727	727	731	*	*	*	*	0%	19%	32%
Non-Economically Disadvantaged Students	19	723	723	758	*	*	*	*	0%	26%	62%
Students with Disabilities	14	695	695	714	*	*	*	*	*	*	13%
Students without Disabilities	73	732	732	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	87	726	726	752	18%	21%	40%	21%	0%	21%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	743	30%	24%	*	22%	*	27%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	19	739	739	728	*	*	*	*	*	37%	34%
Black or African American	52	711	711	725	42%	27%	*	*	*	17%	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	56	728	728	752	*	20%	*	*	*	32%	54%
Male	30	718	718	734	*	33%	*	*	*	17%	39%
Economically Disadvantaged Students	54	720	720	726	*	*	*	*	*	24%	32%
Non-Economically Disadvantaged Students	32	733	733	751	*	*	*	*	*	31%	54%
Students with Disabilities	11	687	687	704	*	*	*	*	*	*	12%
Students without Disabilities	75	730	730	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	86	725	725	745	30%	24%	*	22%	*	27%	*
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	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	737	737	736	*	17%	34%	32%	*	36%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	13	720	720	731	*	*	*	*	0%	15%	34%
Black or African American	62	737	737	728	*	*	34%	37%	*	39%	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	N	N	N	731	N	N	N	N	N	N	36%
Female	61	739	739	744	*	*	30%	*	*	43%	46%
Male	28	731	731	729	*	*	43%	*	*	21%	31%
Economically Disadvantaged Students	62	736	736	729	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	27	738	738	740	*	*	*	*	*	37%	42%
Students with Disabilities	13	724	724	709	*	*	*	*	*	15%	12%
Students without Disabilities	76	739	739	741	*	*	*	*	*	40%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	89	737	737	737	*	17%	34%	32%	*	36%	*
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.

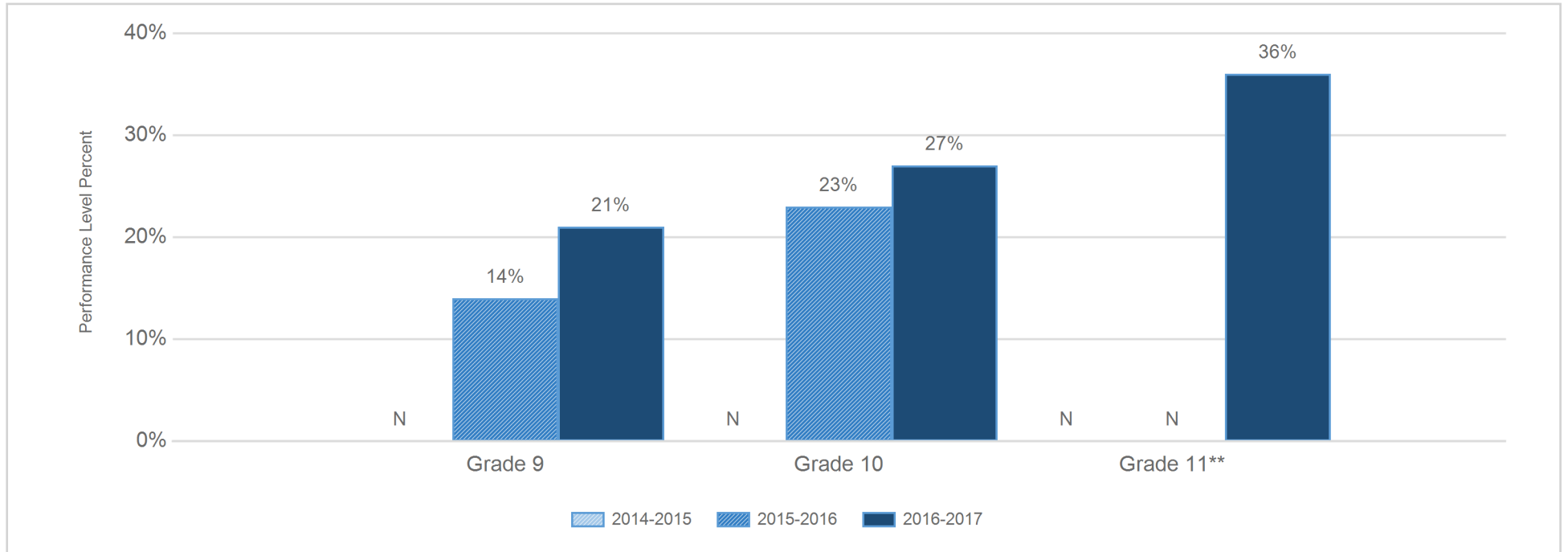


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English Language Arts/Literacy Assessment - Performance Trends

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 PARCC/CELS exam and their performance may not be reflected in the results.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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	165	91.9	*	*	43.50	*	6.1	Met Target†
White	12	100.0	*	*	52.40	*	**	**
Hispanic	37	86.4	13.50	13.50	27.60	12.2	6.3	Met Target
Black or African American	106	93.1	*	*	21.70	*	4.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	97	93.5	*	*	44.10	*		
Male	68	89.6	*	*	42.90	*		
Economically Disadvantaged Students	115	90.2	*	*	25.10	*	4.8	Met Target†
Non-Economically Disadvantaged Students	50	96.2	*	*	54.30	*		
Students with Disabilities	25	89.3	*	*	16.50	*	N	N
Students without Disabilities	140	92.4	*	*	48.80	*		
English Learners	N	N	*	*	23.30	*	**	**
Non-English Learners	165	91.9	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	83	715	715	743	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	19	724	724	728	*	*	*	*	0%	16%	24%
Black or African American	55	712	712	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	43	716	716	744	*	*	*	*	*	*	43%
Male	40	714	714	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	65	713	713	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	18	721	721	751	*	*	*	*	*	*	52%
Students with Disabilities	14	701	701	714	*	*	*	*	*	*	10%
Students without Disabilities	69	718	718	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	83	715	715	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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%

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	713	713	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	18	713	713	722	*	*	*	*	*	*	14%
Black or African American	52	709	709	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	56	712	712	735	*	*	*	*	*	*	31%
Male	29	713	713	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	54	713	713	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	31	712	712	740	*	*	*	*	*	*	39%
Students with Disabilities	11	698	698	711	*	*	*	*	*	*	*
Students without Disabilities	74	715	715	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	85	713	713	735	*	*	*	*	*	*	*
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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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	693	693	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	13	701	701	710	*	*	*	*	*	*	14%
Black or African American	60	690	690	703	*	*	*	*	*	*	*
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	N	N	N	718	N	N	N	N	N	N	25%
Female	60	692	692	725	*	*	*	*	*	*	27%
Male	26	696	696	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	61	690	690	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	25	699	699	733	*	*	*	*	*	*	35%
Students with Disabilities	11	686	686	692	*	*	*	*	*	*	*
Students without Disabilities	75	694	694	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	86	693	693	726	*	*	*	*	*	*	*
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%

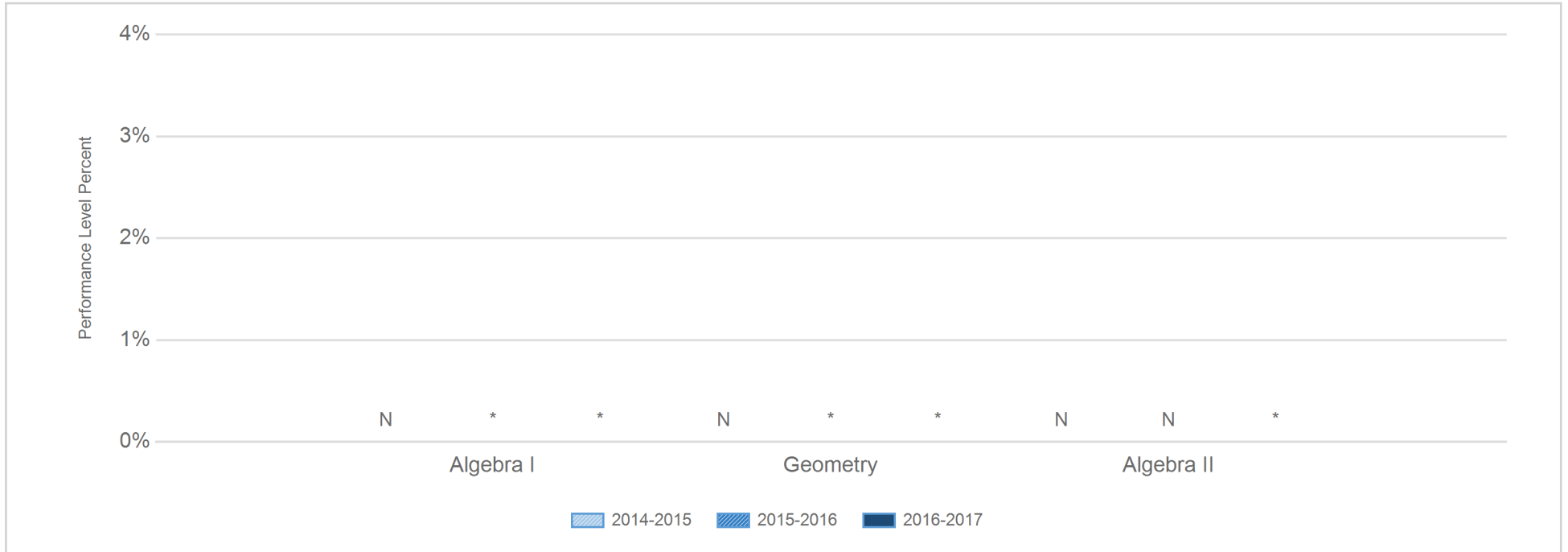


Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
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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.





**Great Futures Charter School
2016-2017**

Grade Span 09-11

80-6184-947

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Great Futures Charter School
225 MORRIS BLVD
JERSEY CITY, NJ 07302-7398

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
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 District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



**Great Futures Charter School
2016-2017
Grade Span 09-11**

80-6184-947
CHARTERS
Great Futures Charter School
225 MORRIS BLVD
JERSEY CITY, NJ 07302-7398

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.

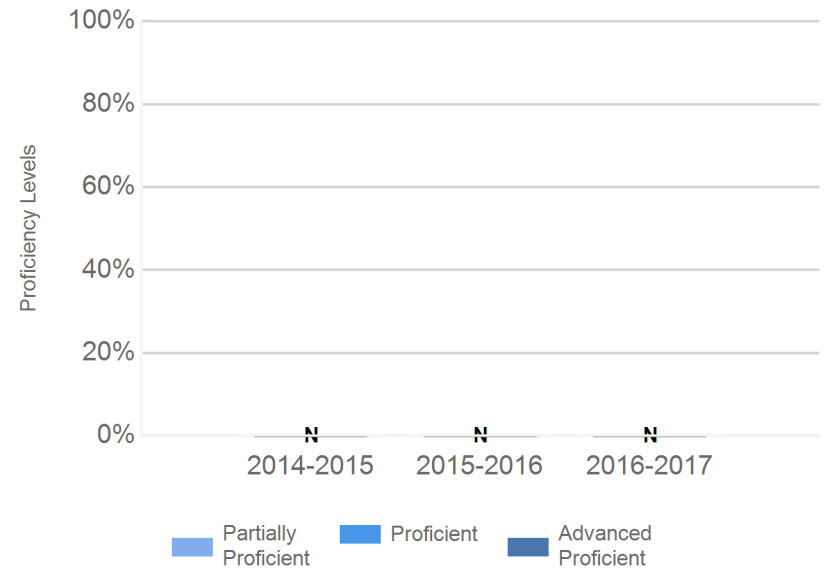
Biology Assessment - Performance

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	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

Biology Assessment - Proficiency Trends

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





Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
CHARTERS
 Great Futures Charter School
 225 MORRIS BLVD
 JERSEY CITY, NJ 07302-7398

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 [Reference Guide](#).

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	N	70.0%
Percentage of students taking the ACT	N	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	404	481	Varies By Grade	26%	67%
PSAT - Math	392	483	Varies By Grade	*	49%
SAT - Reading and Writing	*	551	480	*	77%
SAT - Math	*	552	530	*	58%
ACT - Reading	N	24	N	N	65%
ACT - English	N	24	N	N	79%
ACT - Math	N	24	N	N	65%
ACT - Science	N	23	N	N	54%



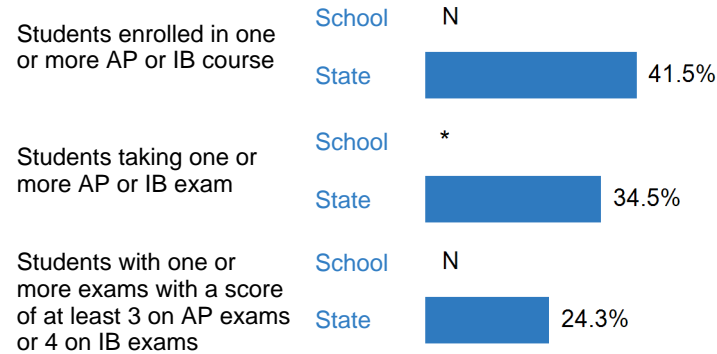
Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
CHARTERS
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JERSEY CITY, NJ 07302-7398

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.



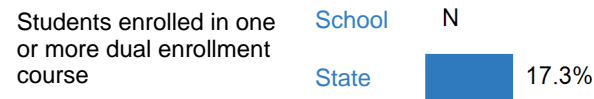
AP/ IB Courses Offered

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 Calculus AB	0	1
AP Psychology	0	1
Total Exams Taken		2
Exams with scores of at least 3 on AP exams or 4 on IB exams		0

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.





Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
CHARTERS
Great Futures Charter School
225 MORRIS BLVD
JERSEY CITY, NJ 07302-7398

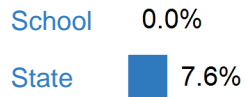
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

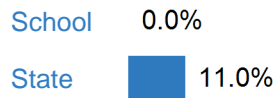
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

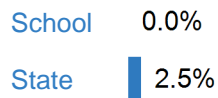
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below 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



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



Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
CHARTERS
 Great Futures Charter School
 225 MORRIS BLVD
 JERSEY CITY, NJ 07302-7398

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
9	85	4	0	0	0	0	0
10	1	84	2	0	0	0	0
11	0	0	90	0	0	0	0
Schoolwide	86	88	92	0	0	0	0
Enrolled in AP/IB Course					N	N	N

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	0	0	0	89	0	0
10	0	1	0	1	85	0
11	0	90	0	0	0	0
Schoolwide	0	91	0	90	85	0
Enrolled in AP/IB Course	N	N		N	N	N



Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
 CHARTERS
 Great Futures Charter School
 225 MORRIS BLVD
 JERSEY CITY, NJ 07302-7398

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	0	0	0	0	0	96
10	0	85	0	0	0	1
11	0	90	0	0	0	0
Schoolwide	0	175	0	0	0	97
Enrolled in AP/IB Course	N	N	N	N	N	N

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
9	89	0	0	0	0	0	0
10	87	0	0	0	0	0	0
11	N	N	N	N	N	N	N
Schoolwide	176	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Great Futures Charter School
2016-2017
Grade Span 09-11

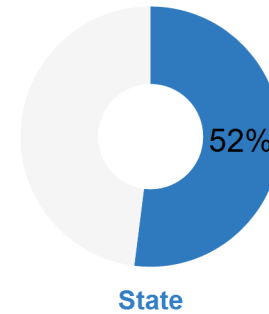
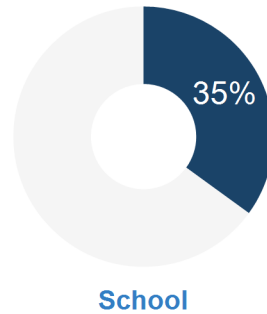
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Great Futures Charter School
225 MORRIS BLVD
JERSEY CITY, NJ 07302-7398

Visual and Performing Arts – Course Participation

The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. 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 within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

Discipline	School	State
MUSIC	0%	18%
DANCE	0%	2%
DRAMA	0%	4%
VISUAL ARTS	35%	33%



Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
CHARTERS
Great Futures Charter School
225 MORRIS BLVD
JERSEY CITY, NJ 07302-7398

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

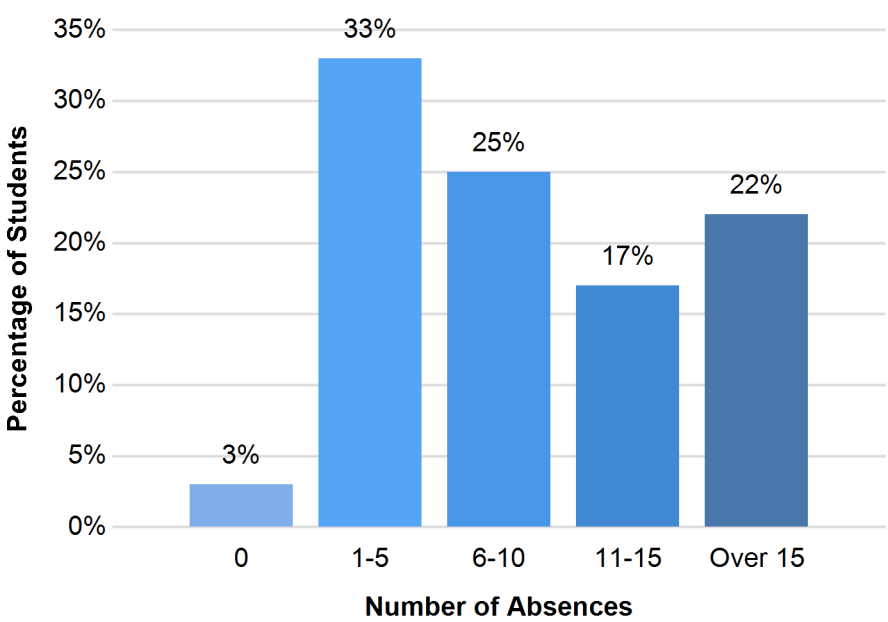
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	17.30	12.30	Not Met
White	N	**	**
Hispanic	23.50	12.30	Not Met
Black or African American	17.60	12.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.50	12.30	Not Met
Students with Disabilities	24.40	12.30	Not Met
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.



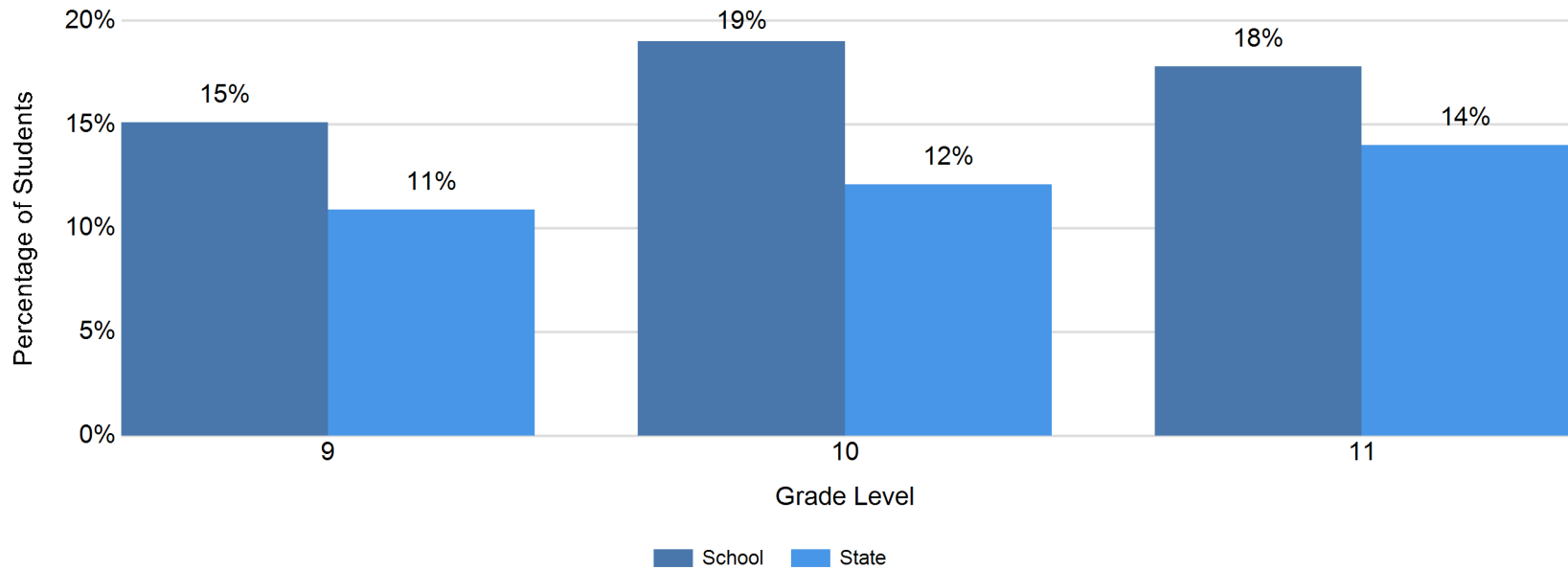


Great Futures Charter School
 2016-2017
 Grade Span 09-11

80-6184-947
 CHARTERS
 Great Futures Charter School
 225 MORRIS BLVD
 JERSEY CITY, NJ 07302-7398

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.





Great Futures Charter School
2016-2017

Grade Span 09-11

80-6184-947
CHARTERS
Great Futures Charter School
225 MORRIS BLVD
JERSEY CITY, NJ 07302-7398

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	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	8 Hrs. 2 Mins.
Shared Time - Instructional Time	*

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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0.0%
Out-of-School Suspensions	72.3%
Any Suspension	72.3%

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



Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
CHARTERS
 Great Futures Charter School
 225 MORRIS BLVD
 JERSEY CITY, NJ 07302-7398

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	1.0:1	288.5 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,594	\$11,111	\$12,705



Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
CHARTERS
 Great Futures Charter School
 225 MORRIS BLVD
 JERSEY CITY, NJ 07302-7398

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	29	120,724
Average years experience in public schools	5.2	11.8
Average years experience in district	0.7	10.5
Teachers in district for 4 or more years	0%	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	3	9,506
Average years experience in public schools	11.3	15.9
Average years experience in district	0.3	11.6
Administrators in district for 4 or more years	0%	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	9:1	9:1
Administrators	87:1	87:1
Librarian/Media Specialists		N
Nurses		N
Counselors		130:1
Child Study Team		130:1



Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
CHARTERS
Great Futures Charter School
225 MORRIS BLVD
JERSEY CITY, NJ 07302-7398

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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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to 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	56%	89%
2015-16 Administrators: Same district 2016-17	33%	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	100%



Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
CHARTERS
Great Futures Charter School
225 MORRIS BLVD
JERSEY CITY, NJ 07302-7398

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	N	N
Mathematics Proficiency	N	N
Graduation - 4-Year	N	N
Graduation - 5-Year	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	N	N

** 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.



Great Futures Charter School
2016-2017
Grade Span 09-11

80-6184-947
CHARTERS
 Great Futures Charter School
 225 MORRIS BLVD
 JERSEY CITY, NJ 07302-7398

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	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

** 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.



Great Futures Charter School
 2016-2017
 Grade Span 09-11




80-6184-947
 CHARTERS
 Great Futures Charter School
 225 MORRIS BLVD
 JERSEY CITY, NJ 07302-7398

School General Info

Principal:	Ms. Anderson	Email Address:	waanderson@greatfuturescharterhs.org
Address:	225 MORRIS BLVD JERSEY CITY, NJ 07302-7398	Website:	greatfuturescharterhs.org
Phone:	(201)716-1520	Facebook:	https://www.facebook.com/Great-Futures-Charter-High-School-1598892277085972/
		Twitter:	www.twitter.com/greatfutureschs

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:	<ul style="list-style-type: none"> • Courses, Curriculum, Instruction • Clubs and Activities • Staff
 Mission, Vision, Theme:	The GFCHS Mission upholds high expectations for all students to successfully complete a rigorous core academic curriculum and meet high academic standards for graduation and preparation for post-secondary education and 21st century careers, including careers in certified health-related professions.
 Awards, Recognition, Accomplishments:	High Honor Roll, Honor Roll, Credit Roll







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 <p>Courses, Curriculum, Instruction:</p>	<p>The curriculum at Great Futures Charter High School for the Health Sciences is designed as a comprehensive four-year curriculum to be delivered by certified, qualified, and competent educators. GFCHS' curriculum is aligned with the NJSLS for grades 9-12 standards and PARCC. Health Sciences courses are offered to support the school mission. Students are enrolled in dual credit college courses toward EMT and CDA certification and online sciences courses via Edmentum.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Co-ed), Bowling (Co-ed), Cross-Country (Co-ed), Fencing (Co-ed), Football (Co-ed), Golf (Co-ed), Lacrosse (Boys), Soccer (Co-ed), Softball (Girls), Swimming (Co-ed), Tennis (Co-ed), Track and Field - Spring (Co-ed), Track and Field - Winter (Co-ed), Volleyball (Co-ed)</p> <p>Students can play sports for their home school team.</p>
 <p>Clubs and Activities:</p>	<p>Students volunteer at Jersey City Medical Center and community events. They participate in monthly Lunch and Learns with Health Sciences professionals.</p>
 <p>Before and After School Programs:</p>	<p>Our students are automatic members of an afterschool club experience through our partnership with Boys & Girls Club of Hudson County which offers UPS Road Code, Keystone Club, Diplomas to Degrees, college fairs and tours, networking opportunities, karaoke, and college and career speakers</p>








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 <p>Staff and Professional Learning:</p>	<p>Summer professional development, monthly professional development, dedicated common planning time for all staff, complimentary membership to ASCD, RTI Block</p>
 <p>Postsecondary Information:</p>	<p>FAFSA workshops, college tours, special guest college speakers from various colleges, college fair via the Boys & Girls Club of Hudson College--premiere graduating class will be 2018</p>
 <p>Student Supports and Services:</p>	<p>Dedicated Response to Intervention Block during the school day, inclusion model for students with IEPs, afterschool tutoring for all students</p>
 <p>Student Health and Wellness:</p>	<p>Wellness and Nutrition course, Physical Education classes, daily breakfast and lunch program</p>
 <p>Parent and Community Involvement:</p>	<p>Active PTO, "Parents as Leaders," Fundraising, MultiCultural Night, Partnership with Boys & Girls Club and Jersey City Medical Center</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School Climate and Culture Survey that mimcs the state survey disseminated by State of NJ. The survey indicated that 88% of the staff reported "Adults who work in this school typically work well with one another"</p>
 <p>Facilities:</p>	<p>Three and a half year-old, air-conditioned building with large windows, providing natural light. Fully-equipped science lab, Best Buy Teen Tech Center</p>



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Students are selected via lottery. The School Day is 7:45 am - 3:02 pm. We use Chromebooks daily.
Uniform Policy--Top: Polo or buttoned-down, collared shirt with the school logo. The only acceptable item to be worn over a uniform shirt is the Navy Blue Cardigan sweater with a school logo. Bottom: Tan or beige, khaki style pants. Females may wear the tan or beige, pleated khaki skirt. Shoes: Students should wear solid black sneakers or dress shoes. Shoes with any other colors will not be permitted. No accent colors or colored logos. The following items are also not permitted: open toe shoes, wedges and heels. Students will be expected to bring the appropriate footwear and change during inclement weather. Outerwear: All students will be required to keep all outerwear in their lockers.



Other Information: