



College Achieve Central Charter School
 (80-6101-992)
 Grades Offered: KG-09
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Charters
District	College Achieve Central Charter School
Principal Name	Ms. Natica Brown
Address	365 Emerson Ave Plainfield, NJ 07062
Phone Number	908-625-1879
Email Address	nbrown@collegeachieve.org
Website	https://www.collegeachievecentral.org
Facebook	https://www.facebook.com/Collegeachievepublicschools



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	95	90	95
1	97	95	97
2	90	96	105
3	72	95	94
4	0	85	100
5	58	64	99
6	99	101	103
7	75	99	93
8	0	72	90
Total	586	797	975

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.3%	53.1%	54.4%
Male	47.7%	46.9%	45.6%
Economically Disadvantaged Students	61.3%	57.3%	63.9%
Students with Disabilities	7.2%	3.9%	7.3%
English Learners	17.5%	23.7%	18.1%
Homeless Students	0.3%	15.7%	16.3%
Students in Foster Care	0.2%	0.3%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.0%	0.6%	0.2%
Hispanic	69.8%	72.9%	74.6%
Black or African American	27.9%	25.7%	23.4%
Asian	0.3%	0.3%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	0.5%	1.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	95	90	95

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	72.9%
English	26.9%
Other Languages	0.2%

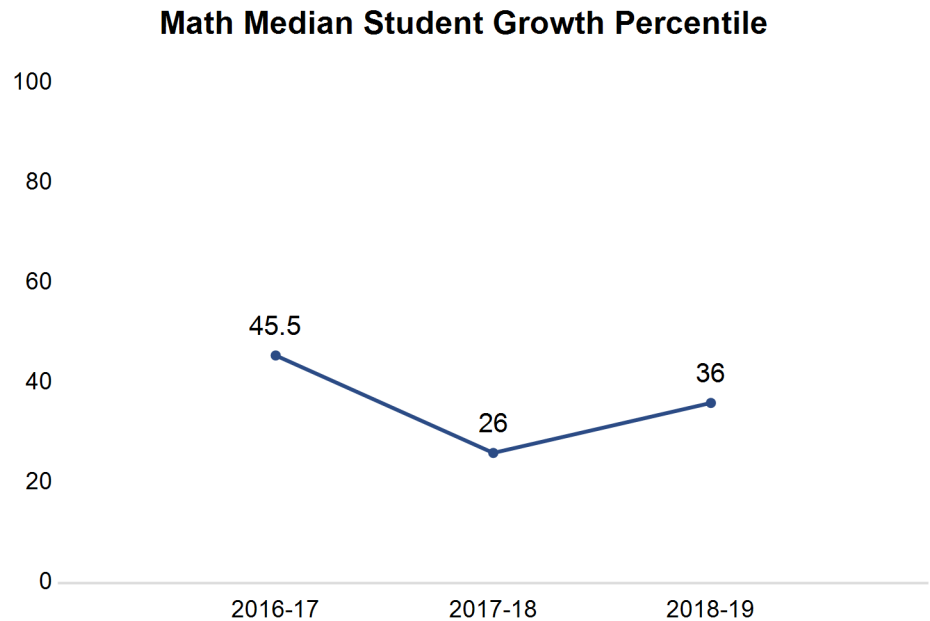
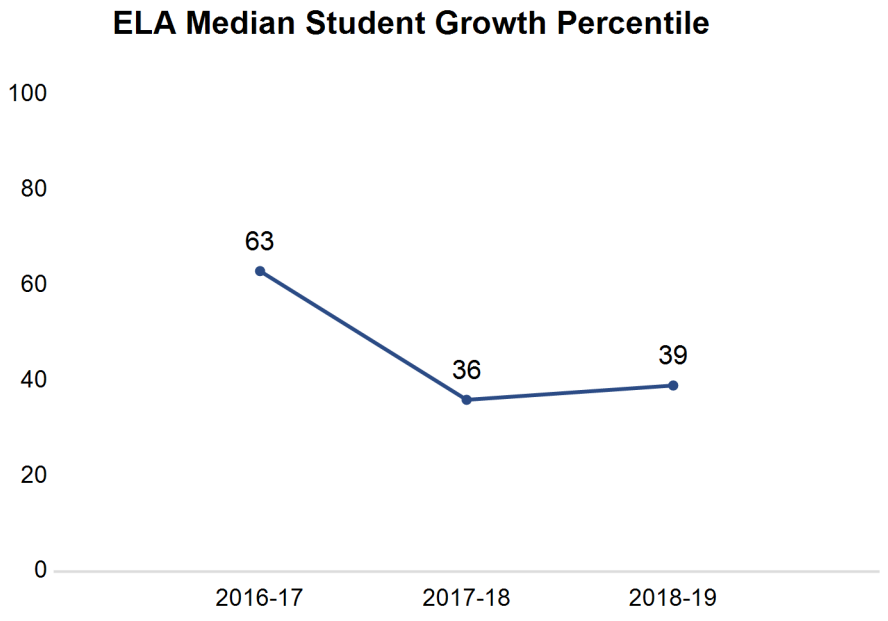


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	36	39	45.5	26	36
Met Standard (40-59.5)?	Exceeds Standard	Not Met	Not Met	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	39	39	50	Not Met	36	36	50	Not Met
White	*	*	50	**	*	*	52	**
Hispanic	39	39	49	Not Met	36	36	47	Not Met
Black or African American	40	40	45	Met Standard	37.5	37.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	N	N	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	39	39	53	N	35.5	35.5	50	N
Male	39	39	47	N	36	36	51	N
Economically Disadvantaged Students	40	40	48	Met Standard	36	36	46	Not Met
Students with Disabilities	39	39	43	Not Met	28	28	45	Not Met
English Learners	41	41	52	Met Standard	36	36	50	Not Met
Homeless Students	41	41	43	N	46.5	46.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	*	47	N	*	*	51	N



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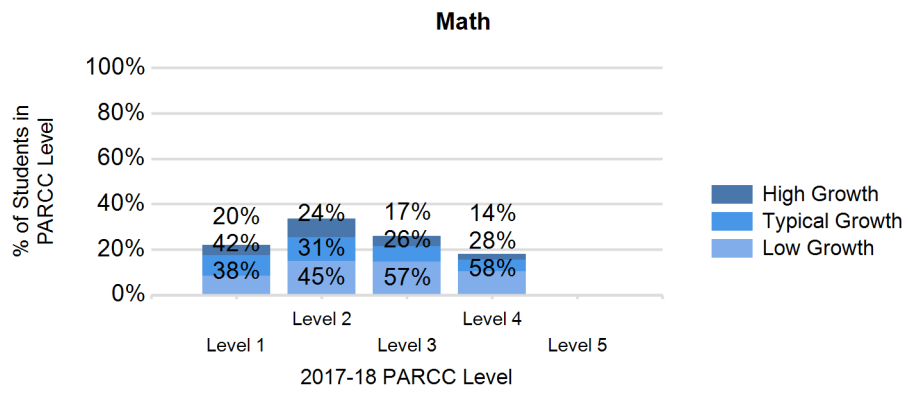
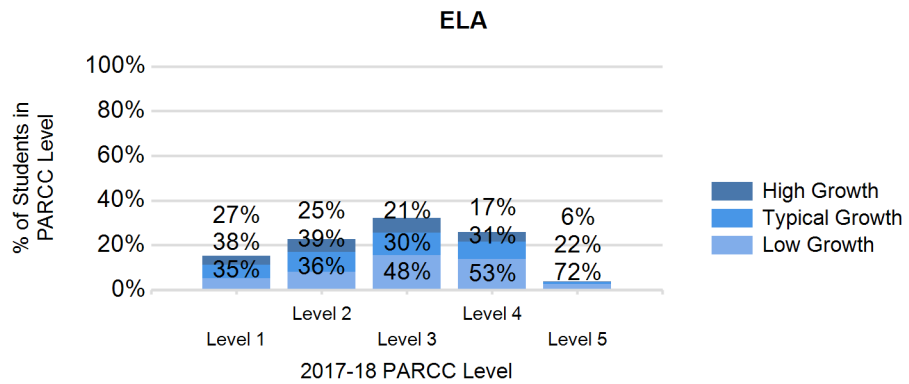
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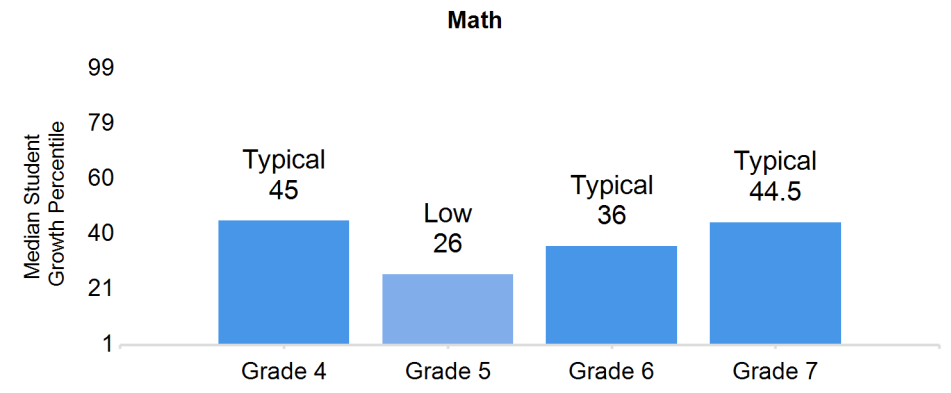
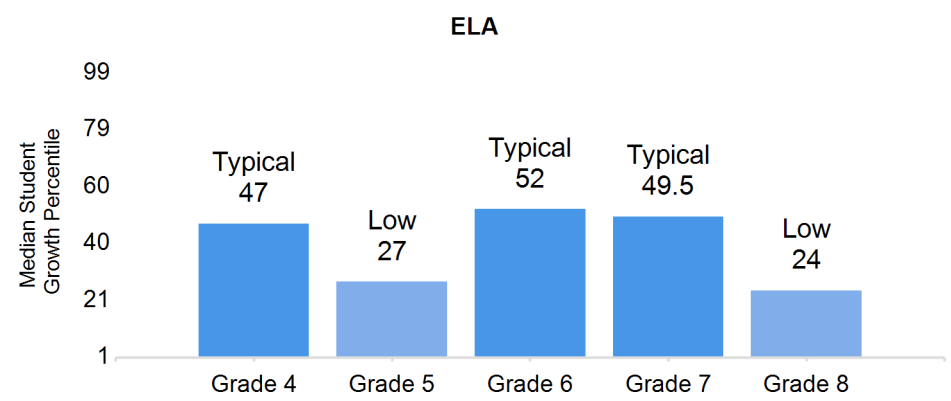
Student Growth by Performance Level

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



Student Growth by Grade

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



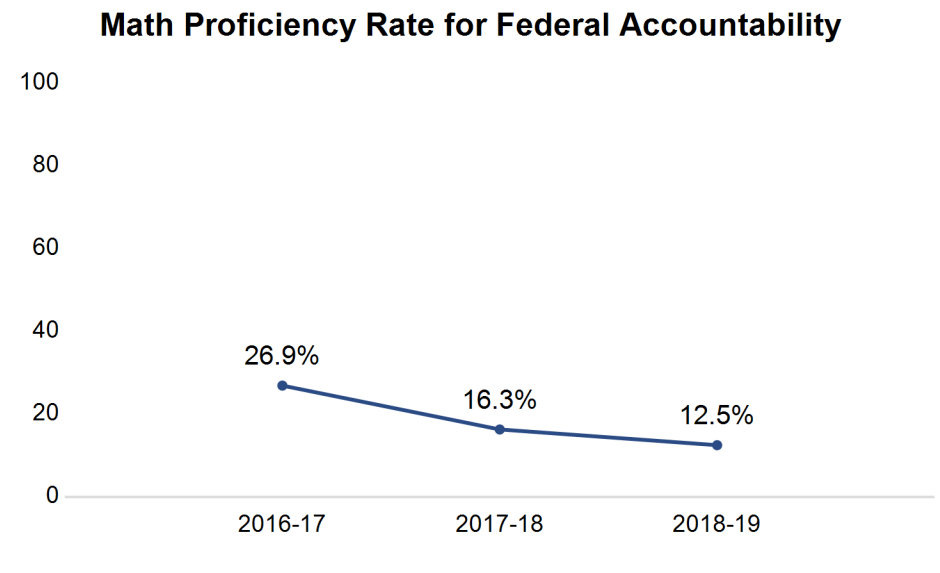
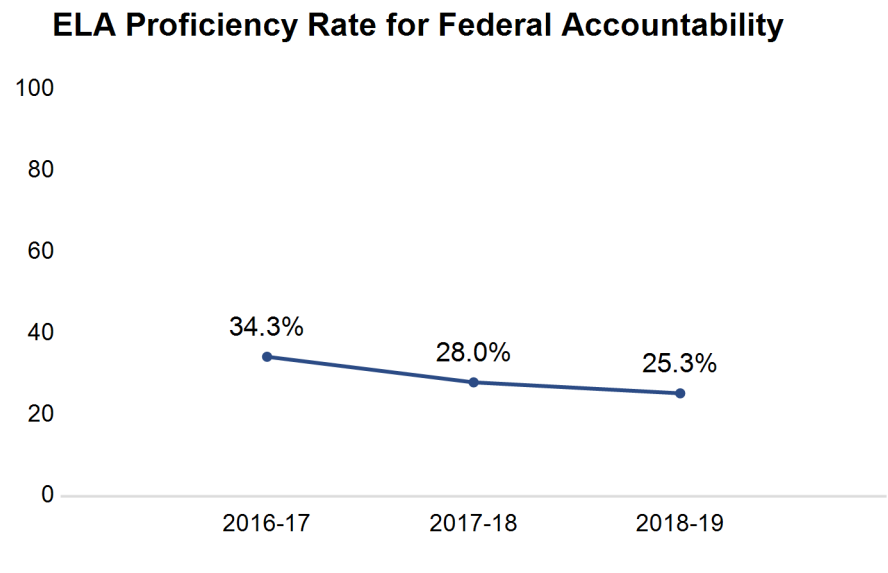


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	99.0%	97.8%	98.4%	99.2%	97.8%
Proficiency Rate for Federal Accountability	34.3%	28.0%	25.3%	26.9%	16.3%	12.5%
Annual Target	N	36.6%	38.9%	N	29.6%	32.2%
Met Annual Target?	N	Not Met	Not Met	N	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	665	97.8	25.3	25.3	57.9	25.3	38.9	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	484	98.0	23.8	23.8	43.9	23.8	33	Not Met
Black or African American	171	97.2	28.7	28.7	38.5	28.7	49.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	346	97.8	30.3	30.3	64.8	30.3		
Male	319	97.9	19.7	19.7	51.3	19.7		
Economically Disadvantaged Students	466	97.7	22.3	22.3	40.0	22.3	36.8	Not Met
Non-Economically Disadvantaged Students	199	98.1	32.2	32.2	67.9	32.2		
Students with Disabilities	56	96.6	*	*	22.7	*	6.4	Met Target†
Students without Disabilities	609	97.9	*	*	65.1	*		
English Learners	188	99.5	11.2	11.2	29.3	11.2	8	Met Target
Non-English Learners	477	97.2	30.8	30.8	60.6	30.8		
Homeless Students	95	97.0	23.2	23.2	29.1	23.2		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

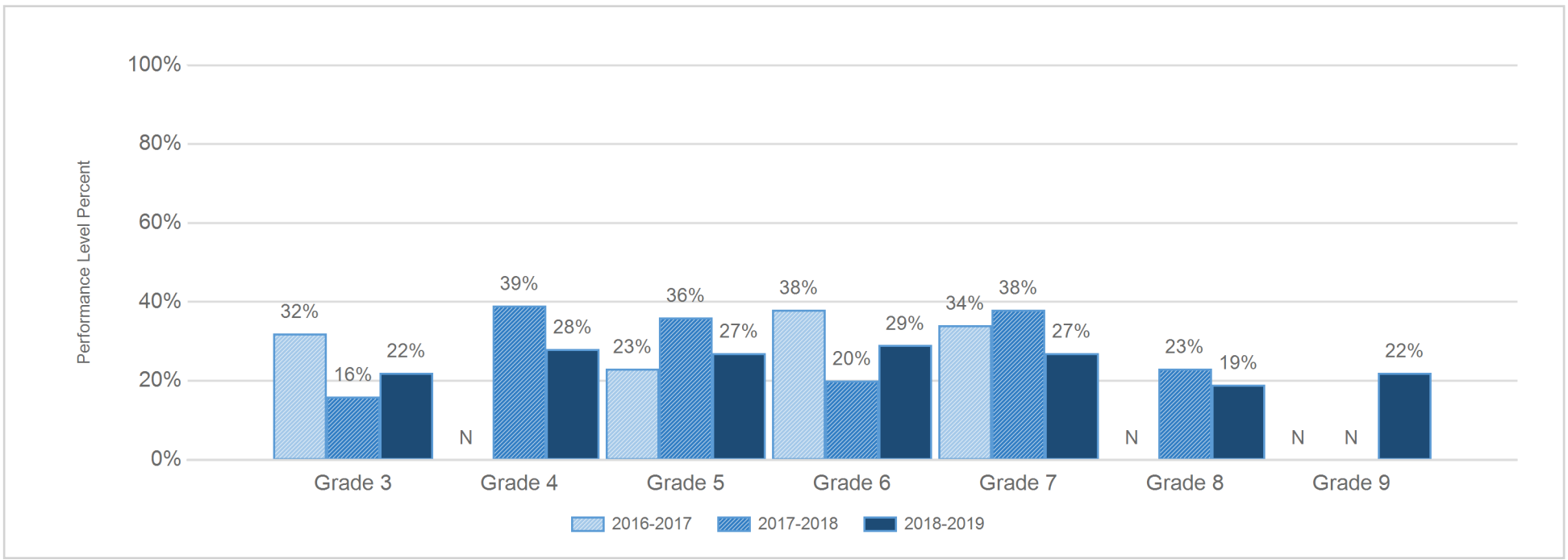


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	720	720	748	30%	19%	29%	22%	0%	22%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	67	717	717	734	33%	21%	25%	21%	0%	21%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	51	727	727	753	*	*	31%	*	*	25%	55%
Male	42	711	711	743	*	*	26%	*	*	17%	46%
Economically Disadvantaged Students	69	719	719	731	*	*	*	*	*	22%	33%
Non-Economically Disadvantaged Students	24	724	724	759	*	*	*	*	*	21%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	22	704	704	713	*	*	*	*	*	*	17%
Non-English Learners	71	725	725	751	*	*	*	*	*	*	54%
Homeless Students	20	728	728	720	*	*	*	*	*	30%	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	731	731	755	18%	27%	26%	*	*	28%	57%
White	N	N	N	763	N	N	N	N	N	N	67%
Hispanic	83	729	729	743	*	*	*	*	*	28%	44%
Black or African American	16	741	741	739	*	*	*	*	*	31%	39%
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	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	54	729	729	760	*	24%	26%	*	*	26%	62%
Male	45	733	733	750	*	31%	27%	*	*	31%	53%
Economically Disadvantaged Students	73	727	727	740	*	*	*	*	*	23%	40%
Non-Economically Disadvantaged Students	26	739	739	765	*	*	*	*	*	42%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	29	709	709	720	*	*	*	*	*	*	17%
Non-English Learners	70	740	740	758	*	*	*	*	*	*	60%
Homeless Students	12	731	731	730	*	*	*	*	*	25%	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	*	*	*	718	*	*	*	*	*	*	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	731	731	756	15%	19%	38%	27%	0%	27%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	63	728	728	743	19%	24%	33%	24%	0%	24%	44%
Black or African American	30	735	735	739	*	*	50%	*	*	30%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	68	737	737	761	*	*	40%	*	*	32%	64%
Male	31	720	720	750	*	*	35%	*	*	16%	52%
Economically Disadvantaged Students	69	727	727	740	*	*	38%	22%	0%	22%	39%
Non-Economically Disadvantaged Students	30	741	741	766	*	*	40%	40%	0%	40%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	28	724	724	713	*	*	43%	*	*	11%	11%
Non-English Learners	71	735	735	758	*	*	37%	*	*	34%	60%
Homeless Students	15	729	729	730	*	*	*	*	*	20%	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	737	737	754	*	27%	37%	*	*	29%	56%
White	N	N	N	762	N	N	N	N	N	N	65%
Hispanic	78	735	735	743	*	*	*	*	*	26%	43%
Black or African American	25	743	743	738	*	*	*	*	*	40%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	38	745	745	762	*	26%	37%	*	*	37%	64%
Male	65	733	733	748	*	28%	37%	*	*	25%	48%
Economically Disadvantaged Students	68	738	738	740	*	25%	41%	*	*	28%	39%
Non-Economically Disadvantaged Students	35	737	737	763	*	31%	29%	*	*	31%	67%
Students with Disabilities	12	718	718	722	*	*	*	*	*	*	19%
Students without Disabilities	91	740	740	761	*	*	*	*	*	*	64%
English Learners	40	727	727	710	*	35%	40%	*	*	13%	*
Non-English Learners	63	744	744	756	*	22%	35%	*	*	40%	*
Homeless Students	26	731	731	729	*	*	42%	*	*	19%	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	731	731	761	16%	20%	37%	*	*	27%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	68	726	726	747	22%	*	31%	*	*	26%	50%
Black or African American	24	744	744	741	0%	*	54%	*	*	29%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	42	733	733	769	*	*	36%	*	*	31%	71%
Male	50	729	729	753	*	*	38%	*	*	24%	55%
Economically Disadvantaged Students	57	727	727	743	*	*	35%	*	*	25%	45%
Non-Economically Disadvantaged Students	35	737	737	771	*	*	40%	*	*	31%	73%
Students with Disabilities	13	712	712	720	*	*	*	*	*	*	22%
Students without Disabilities	79	734	734	769	*	*	*	*	*	*	71%
English Learners	25	718	718	706	*	*	*	*	*	20%	12%
Non-English Learners	67	735	735	763	*	*	*	*	*	30%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	723	723	762	26%	30%	26%	*	*	19%	63%
White	N	N	N	770	N	N	N	N	N	N	72%
Hispanic	69	721	721	747	29%	28%	26%	*	*	17%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	41	735	735	771	*	37%	24%	*	*	29%	71%
Male	49	713	713	753	*	24%	27%	*	*	10%	55%
Economically Disadvantaged Students	65	722	722	743	*	*	*	*	*	18%	45%
Non-Economically Disadvantaged Students	25	725	725	772	*	*	*	*	*	20%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	19	705	705	708	*	*	*	*	*	11%	12%
Non-English Learners	71	728	728	764	*	*	*	*	*	21%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	726	726	753	22%	24%	31%	*	*	22%	56%
White	N	N	N	762	N	N	N	N	N	N	65%
Hispanic	64	727	727	737	22%	23%	33%	*	*	22%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	58	731	731	760	21%	24%	26%	*	*	29%	63%
Male	40	720	720	746	25%	25%	38%	*	*	13%	49%
Economically Disadvantaged Students	69	725	725	734	*	*	*	*	*	19%	36%
Non-Economically Disadvantaged Students	29	729	729	762	*	*	*	*	*	31%	65%
Students with Disabilities	12	703	703	717	*	*	*	*	*	*	17%
Students without Disabilities	86	730	730	760	*	*	*	*	*	*	63%
English Learners	27	712	712	693	44%	*	*	*	*	11%	*
Non-English Learners	71	732	732	755	14%	*	*	*	*	27%	*
Homeless Students	11	721	721	720	*	*	*	*	*	18%	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	665	97.8	12.5	12.5	44.5	12.5	32.2	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	484	98.0	13.2	13.2	28.8	13.2	31.5	Not Met
Black or African American	171	97.2	*	*	23.0	*	30.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	346	97.8	12.7	12.7	44.9	12.7		
Male	319	97.9	12.2	12.2	44.2	12.2		
Economically Disadvantaged Students	466	97.7	12.7	12.7	26.3	12.7	30.5	Not Met
Non-Economically Disadvantaged Students	199	98.1	12.1	12.1	54.9	12.1		
Students with Disabilities	56	96.6	*	*	17.4	*	6.4	Not Met
Students without Disabilities	609	97.9	*	*	50.0	*		
English Learners	188	99.5	*	*	25.0	*	15.5	Not Met
Non-English Learners	477	97.2	*	*	46.5	*		
Homeless Students	95	97.0	16.8	16.8	17.1	16.8		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

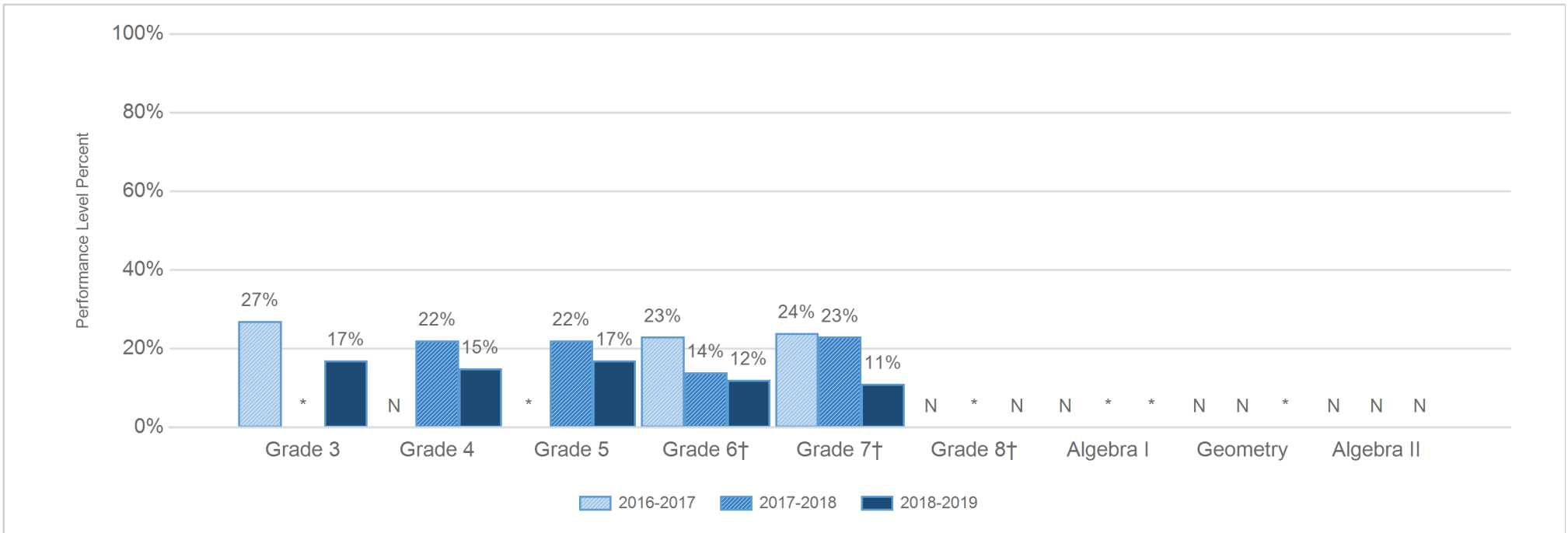


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	718	718	752	28%	34%	20%	*	*	17%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	67	720	720	739	27%	33%	18%	*	*	22%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	51	722	722	751	24%	31%	*	*	*	22%	54%
Male	42	712	712	752	33%	38%	*	*	*	12%	56%
Economically Disadvantaged Students	69	719	719	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	24	714	714	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	22	716	716	728	*	45%	*	*	*	14%	26%
Non-English Learners	71	718	718	754	*	31%	*	*	*	18%	58%
Homeless Students	20	728	728	724	*	*	*	*	*	25%	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	718	718	749	29%	31%	25%	*	*	15%	51%
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	84	716	716	737	35%	*	21%	*	*	15%	36%
Black or African American	16	727	727	731	0%	*	*	*	*	13%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	55	710	710	749	*	29%	20%	*	*	11%	50%
Male	45	727	727	749	*	33%	31%	*	*	20%	52%
Economically Disadvantaged Students	74	716	716	734	*	*	*	*	*	14%	32%
Non-Economically Disadvantaged Students	26	723	723	759	*	*	*	*	*	19%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	30	702	702	722	*	*	*	*	*	*	18%
Non-English Learners	70	724	724	751	*	*	*	*	*	*	54%
Homeless Students	13	718	718	722	*	*	*	*	*	23%	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	*	*	*	717	*	*	*	*	*	*	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	719	719	747	26%	34%	22%	17%	0%	17%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	63	717	717	735	25%	40%	24%	*	*	11%	30%
Black or African American	30	719	719	729	*	*	*	*	*	17%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	68	723	723	747	18%	*	*	*	*	21%	47%
Male	31	710	710	747	45%	*	*	*	*	10%	47%
Economically Disadvantaged Students	69	717	717	732	*	*	*	*	*	14%	27%
Non-Economically Disadvantaged Students	30	723	723	757	*	*	*	*	*	23%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	28	712	712	718	*	*	*	*	*	*	12%
Non-English Learners	71	721	721	749	*	*	*	*	*	*	49%
Homeless Students	15	725	725	723	*	*	*	*	*	20%	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	719	719	741	25%	38%	25%	*	*	12%	41%
White	N	N	N	749	N	N	N	N	N	N	51%
Hispanic	78	718	718	729	*	*	21%	*	*	12%	24%
Black or African American	25	722	722	722	*	*	40%	*	*	12%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	38	721	721	742	*	45%	*	*	*	11%	42%
Male	65	718	718	740	*	34%	*	*	*	12%	40%
Economically Disadvantaged Students	68	718	718	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	35	720	720	750	*	*	*	*	*	*	53%
Students with Disabilities	12	711	711	716	*	*	*	*	*	*	12%
Students without Disabilities	91	720	720	746	*	*	*	*	*	*	46%
English Learners	40	709	709	709	*	*	*	*	*	*	*
Non-English Learners	63	725	725	743	*	*	*	*	*	*	*
Homeless Students	26	713	713	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	720	720	744	17%	46%	26%	11%	0%	11%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	68	720	720	733	*	*	24%	*	*	10%	26%
Black or African American	24	722	722	727	*	*	*	*	*	13%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	42	719	719	744	*	*	*	*	*	*	42%
Male	50	722	722	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	57	717	717	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	35	726	726	751	*	*	*	*	*	*	53%
Students with Disabilities	13	705	705	718	*	*	*	*	*	*	13%
Students without Disabilities	79	723	723	749	*	*	*	*	*	*	48%
English Learners	25	721	721	716	*	*	*	*	*	*	10%
Non-English Learners	67	720	720	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



College Achieve Central Charter School
 (80-6101-992)
 Grades Offered: KG-09
 2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	728	N	N	N	N	N	N	29%
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	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	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	N	731	N	N	N	N	N	N	31%
Male	N	N	N	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	N	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	N	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	713	713	744	*	*	*	*	*	*	42%
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	115	713	713	728	26%	50%	13%	*	*	10%	24%
Black or African American	43	713	713	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	81	713	713	745	*	*	*	*	*	*	44%
Male	80	714	714	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	113	714	714	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	48	713	713	752	*	*	*	*	*	*	52%
Students with Disabilities	15	697	697	717	*	*	*	*	*	*	12%
Students without Disabilities	146	715	715	748	*	*	*	*	*	*	47%
English Learners	44	707	707	710	*	*	*	*	*	*	*
Non-English Learners	117	716	716	745	*	*	*	*	*	*	*
Homeless Students	15	715	715	718	*	*	*	*	*	13%	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	718	718	737	*	*	*	*	*	*	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	755	N	N	N	N	N	N	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	N	N	N	731	N	N	N	N	N	N	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	N	N	N	752	N	N	N	N	N	N	55%
Male	N	N	N	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	N	756	N	N	N	N	N	N	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	755	N	N	N	N	N	N	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	44.3%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	235	79.6%	20.4%
3-4	55	87.3%	12.7%
5 or more	32	78.1%	21.9%



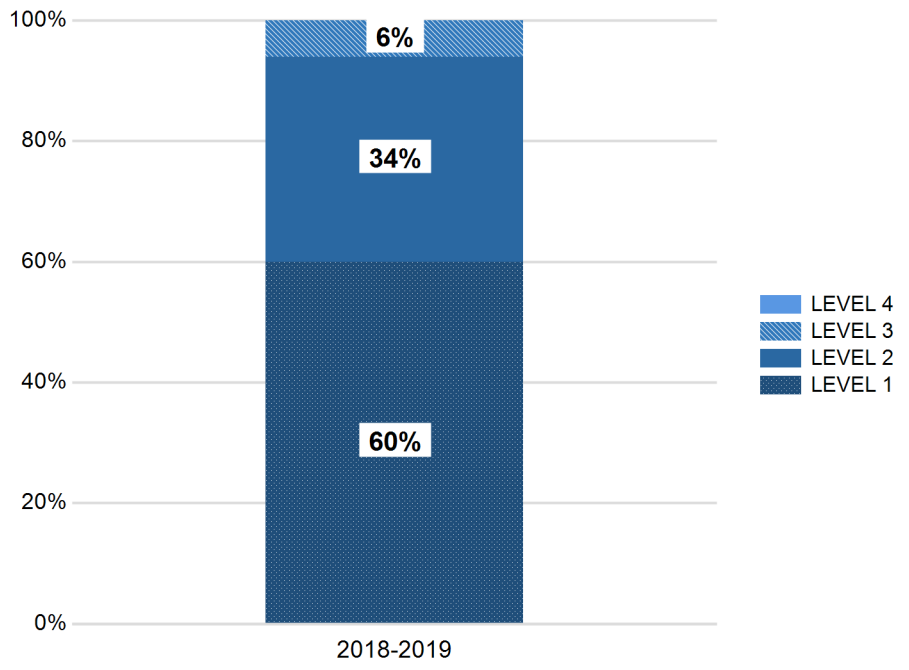
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	34	6	0
White	*	*	*	*
Hispanic	62	35	3	0
Black or African American	59	28	13	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	53	40	7	0
Male	74	23	3	0
Economically Disadvantaged Students	66	30	5	0
Non-Economically Disadvantaged Students	49	43	9	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	78	22	0	0
Non-English Learners	53	39	8	0
Homeless Students	53	40	7	0
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



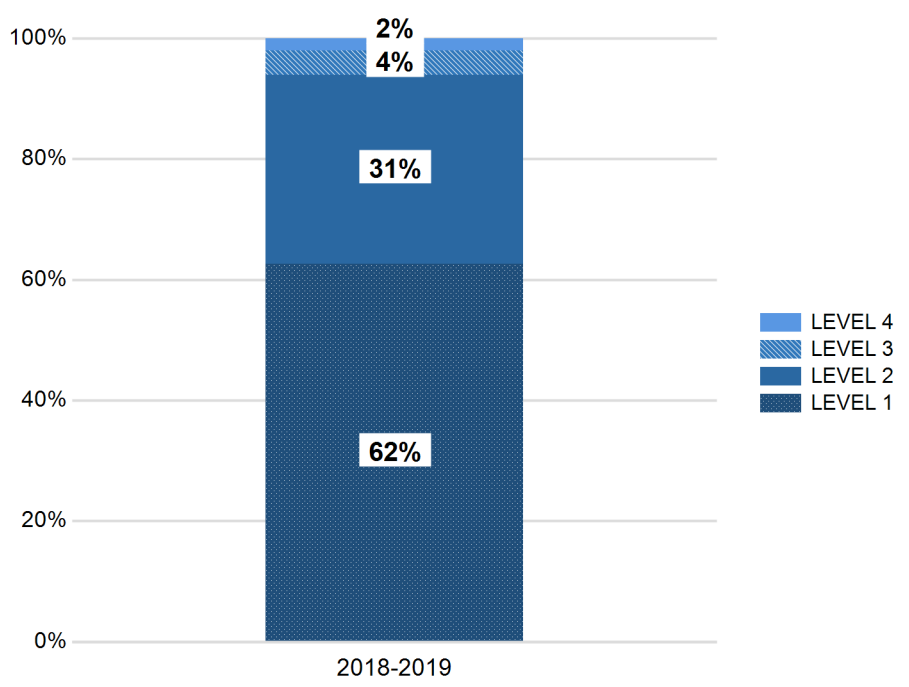
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	62	31	4	2
White	N	N	N	N
Hispanic	67	26	4	3
Black or African American	44	50	6	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	56	39	5	0
Male	67	24	4	4
Economically Disadvantaged Students	66	27	5	2
Non-Economically Disadvantaged Students	55	39	3	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	88	12	0	0
Non-English Learners	56	36	5	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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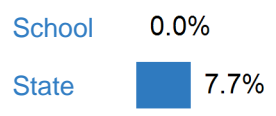
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

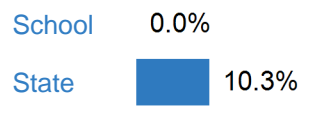
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

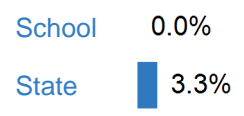
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	N	N	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	N	N	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	105
7	0	0	0	0	0	0	94
8	97	0	0	0	0	0	0
9	73	28	0	0	0	0	0
Total	170	28	0	0	0	0	199
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	16	0	0	0	0	86
Total	16	0	0	0	0	86
Enrolled in AP/IB Course	16	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	101	0	0	0	0
Total	0	101	0	0	0	0
Enrolled in AP/IB Course	0	12	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	28	0	0	0	0	0	0
9	24	0	0	0	0	0	0
Total	52	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



College Achieve Central Charter School
 (80-6101-992)
 Grades Offered: KG-09
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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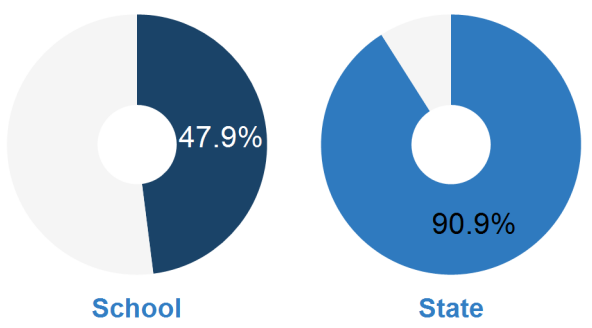
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Visual and Performing Arts – Course Participation

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

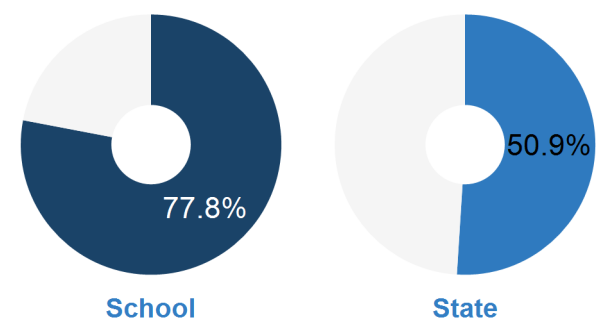
Grades 6-8:

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

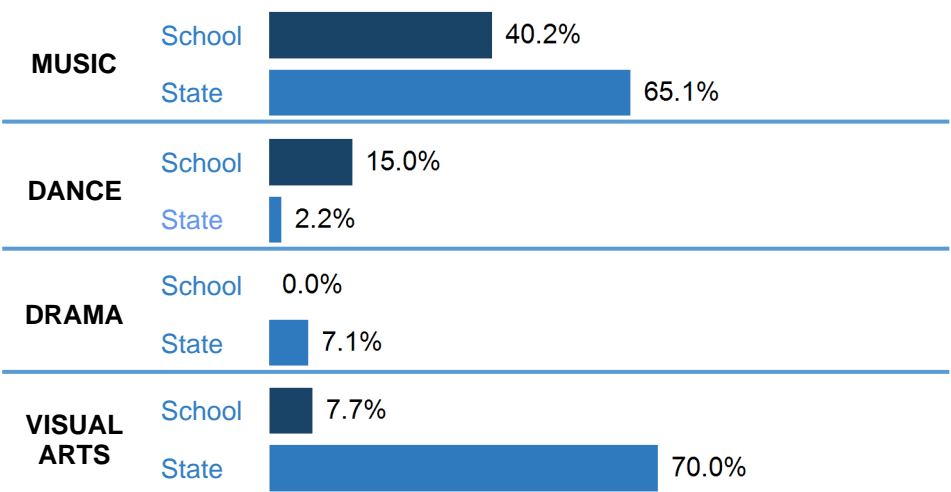


Grades 9-12:

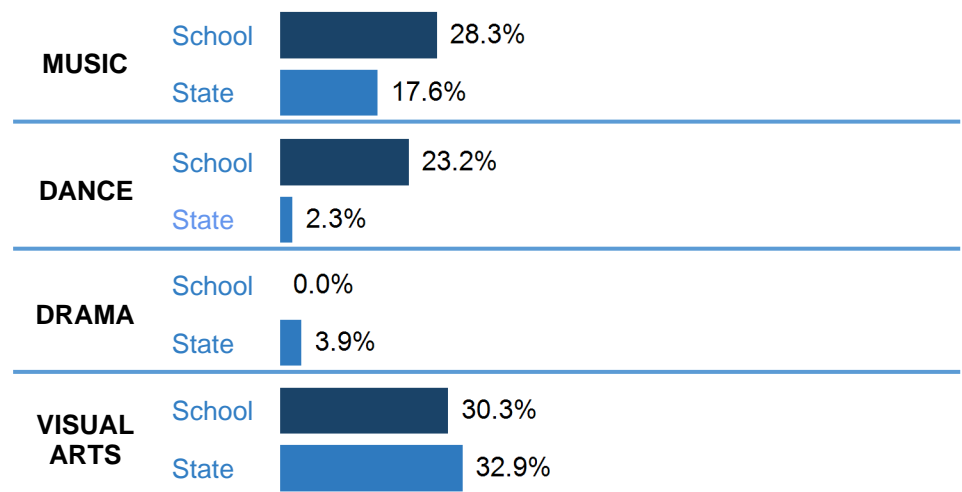
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

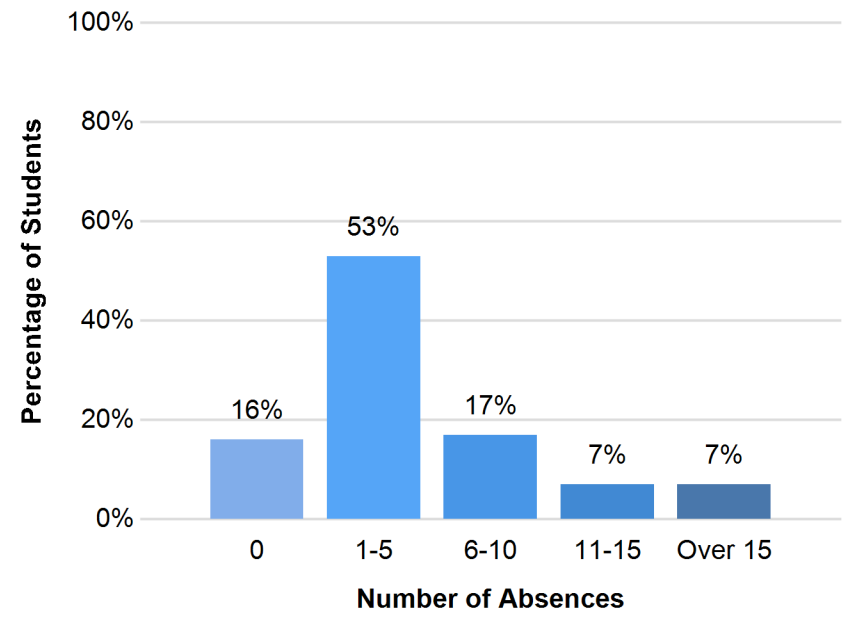
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	41	4.2	9.2	Met
White	*	*	**	**
Hispanic	31	4.3	9.2	Met
Black or African American	9	3.9	9.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	6.3	**	**
Female	26	4.9		
Male	15	3.4		
Economically Disadvantaged Students	24	3.9	9.2	Met
Students with Disabilities	3	4.2	9.2	Met
English Learners	10	5.7	9.2	Met
Homeless Students	9	5.7		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





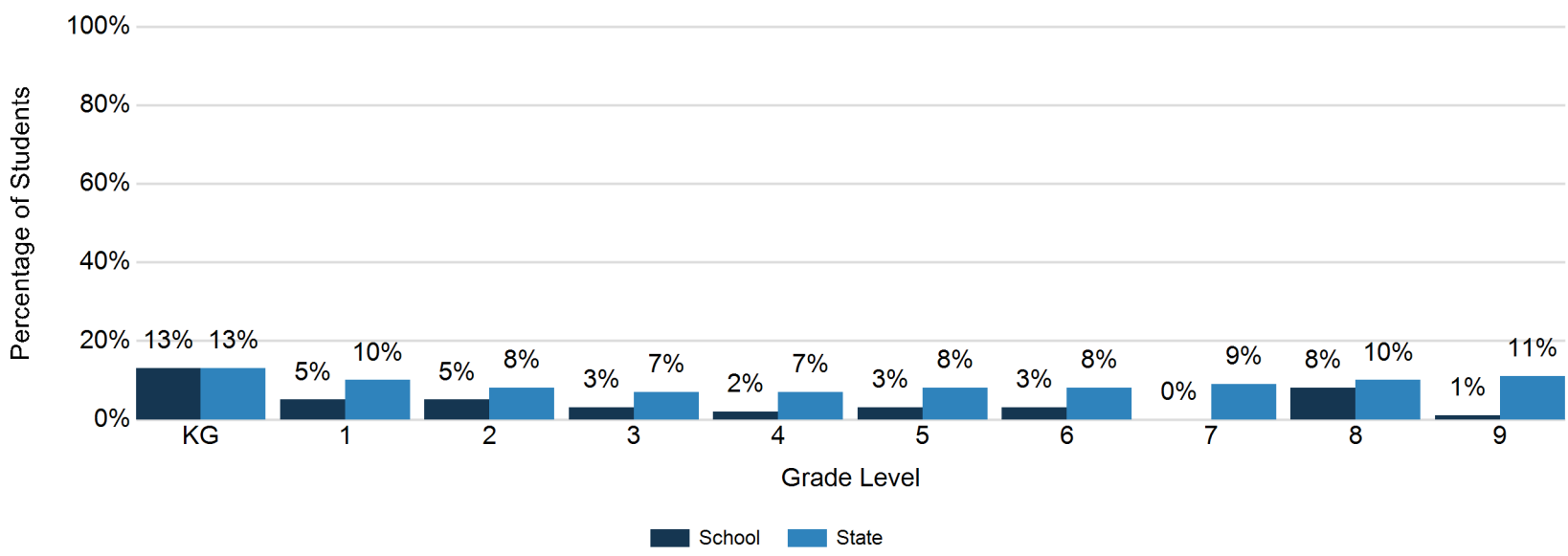
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	2.26

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	12	14
No Identified Nature	19		19

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	27	2.8%
Any Suspension	32	3.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
58



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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	3:45 PM
Length of School Day	8 Hrs 15 Mins
Full Time - Instructional Time	8 Hrs 0 Mins
Shared Time - Instructional Time	8 Hrs. 0 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	70	118,214
Average years experience in public schools	4.3	12.1
Average years experience in district	0.7	10.8
Percentage of Teachers with 4 or more years experience in the district	0.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	4	9,530
Average years experience in public schools	12.8	16.0
Average years experience in district	3.0	12.0
Percentage of Administrators with 4 or more years experience in the district	25.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	244:1	244:1
Teachers to Administrators	18:1	18:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		488:1
Students to Child Study Team Members		975:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.4%	77.1%	100.0%	48.4%	77.1%	54.9%
Male	45.6%	22.9%	0.0%	51.6%	22.9%	45.1%
White	0.2%	61.4%	25.0%	42.4%	83.6%	77.4%
Hispanic	74.6%	7.1%	50.0%	29.9%	7.3%	7.2%
Black or African American	23.4%	18.6%	25.0%	15.0%	6.6%	13.9%
Asian	0.2%	11.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	1.4%	0.0%	2.1%	0.2%	0.2%



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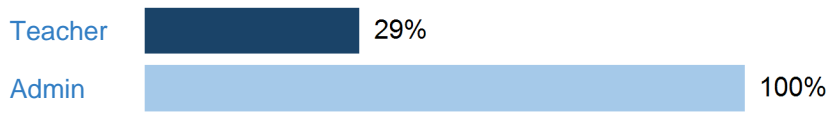
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	54.5%	90.5%
2017-18 Administrators: Same district 2018-19	33.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	92.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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

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

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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

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

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.3%	28.0%	25.3%
Math Proficiency	26.9%	16.3%	12.5%
ELA Growth	63	36	39
Math Growth	46	26	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		33.1%	44.3%
Chronic Absenteeism	10.2%	10.2%	4.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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






College Achieve Central Charter School
 (80-6101-992)
 Grades Offered: KG-09
 2018-2019

Report Key:

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

School Narrative

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

 <p align="center">Highlights:</p>	<ul style="list-style-type: none"> • CACCS provides a rigorous curriculum, Toulmin College writing model, more time with hands on learning, foster each scholars natural talents, and set high expectations. • Our scholars are afforded the academic opportunities to qualify and participate in the NJHS & engage in community service projects. • The school operates as a Google school using chromebooks for instruction and communication.
 <p align="center">Mission, Vision, Theme:</p>	<p>The mission of College Achieve Central Charter School (CACCS) is to prepare all of its students to excel in and graduate from the top colleges and universities in the nation. The Vision of CACCS is to discover and develop each child's gifts and talents. We seek, through the Pillars of a College Achieve Educations, to develop the whole child into a confident, strong, adult who can think for her or himself. We will produce generation after generation of college graduates who will return to their communities to become the next generation of leaders.</p>
 <p align="center">Awards, Recognition, Accomplishments:</p>	<p>College Achieve Central Charter School is affiliated and/ or a member of the following organizations: College Board, National Junior Honor Society, Student Council</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Toulmin Writing. The Toulmin Model teaches students to make a claim, define the issue in the claim, support the claim with evidence, explain how the evidence supports that claim, and finally consider and engage with possible counterclaims. This writing model supports both higher order thinking and a rigorous approach to writing. Toulmin model is one of the three writing models recommended by the Advanced Placement Program. Shakespeare Play Analysis - Starting in 5th grade, students study one Shakespeare play each year. We scaffold the play by acting scenes out, explaining and translating them in current English, and analyzing speeches from Shakespeare-s most iconic characters. Curriculum used includes: McGraw Hill Reading Wonders Program K-5th Grade Literacy, Grammar, Reading & Writing. Sight Word Scholars. SpringBoard English Language Arts Grades 6-12.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Soccer (Boys & Girls), Volleyball (Boys & Girls)</p> <p>BG</p>
 <p>Clubs and Activities:</p>	<p>At College Achieve Central Charter School we offer a multitude of different club and activities. This includes but is not limited to, national honor society, junior national honor society, student council, art, music, and dance.</p>





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 <p>Before and After School Programs:</p>	<p>College Achieve Central Charter School offers after school tutoring beginning in the Winter and ending in the Spring for students who are in danger of failing, need further support, or require intervention. This level of tutoring is provided by teachers.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff have extensive professional development--three weeks over the summer with five additional full days during the school year. Topics are based on developing the instructional practice to support our curriculum and key instructional elements, as well as on needs identified by student assessment data. Furthermore, there is heavy emphasis on standard based instruction. Additionally, teachers spend two hours every Friday in session reviewing assessment data, furthering their instructional practices to improve student achievement, and engaging in targeted professional development based on identified trends. The school is training its educators to implement extensive Data Collection Practices to enable teachers to leverage assessment data to inform instruction and drive student achievement.</p>






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 <p>Student Supports and Services:</p>	<p>College Achieve offers a range of special education programs and services based on student IEPs, 504 plans, and other identified needs. The school is committed to providing its students a free and appropriate education in the least restrictive environment and seeks to empower students to achieve to the highest potential. or English Language Learners - identification begins with a Home Language Survey. This is completed at registration. Services include Sheltered, push-in services by certified ESL teachers, and peer-to-peer groupings where students assist one another. The schools focus on providing students with a full English immersion experience according to the WIDA assessment data collected.</p>
 <p>Student Health and Wellness:</p>	<p>In support of student health and wellness, College Achieve sponsors a Community Health Fair where students participate in activities designed to promote hand hygiene, healthy food choices, dental hygiene, physical activity, and stress relievers. College Achieve offers a free breakfast and lunch program, an annual Be Fit campaign for the month of January in addition to physical education, recess, and a robust sports program.</p>
 <p>Parent and Community Involvement:</p>	<p>At College Achieve we understand the importance of family and community engagement. We provide a variety of programs, practices, and events to facilitate this engagement. Parent University partners with College Achieve school community stakeholders, teachers, and parents to offer workshops, trainings and activities that will equip families with new or additional skills, knowledge, and resources. Parent University provides families a fun and interactive way to learn the very latest in a vast array of current topics related to raising happy, healthy, successful students. Additionally, the school hosts a large number of various events such as: Fall Festival, Hispanic Heritage, Black History Festival, College and Career Nights, Top 100 Colleges & University Campus Visits, Earth Day, Non-Violence Awareness Week, NJHS ceremony, Student Council sponsored events, Honor Roll Ceremonies, Dr. Seuss & Read Across America Week, Visual & Performing Arts Program</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers CACCS sends a survey to all staff, teachers, faculty, parents, and students annually. The survey asks questions that would allow for reflection on the year. Each individual has an opportunity to identify strong and weak points that happened during the year. The school surveys constituents to assess their level of satisfaction with the school. The survey is provided at the end of the year.</p>
 <p>Facilities:</p>	<p>College Achieve Central opened in August of 2015 in the former Catholic Elementary School of St. Bernard-s at 365 Emerson Avenue in Plainfield with 343 students. Today, this College Achieve campus houses Kindergarten to third grade, with approximately 400 students. In 2017, College Achieve Central expanded to 1225 South Avenue in Plainfield, NJ. The site has a capacity for nearly 500 students. Renovations have begun to expand in this space. In 2016, College Achieve Central expanded to what was formally another Catholic elementary school, St. Joseph-s at 107 Westervelt Avenue in North Plainfield with 200 students. Today this campus is utilized by middle and high school scholars with approximately 400 students for capacity due to an expansion and renovation completed In 2018. College Achieve Central opened our first high school, building a \$17 million addition at the Westervelt site.</p>
 <p>School Safety:</p>	<p>College Achieve Central Charter School has a camera system in its buildings and surrounding its buildings at each campus. Visitors are signed in at each front office, with identification. For security and safety, the building is closed to visitors the first hour and last hour of the school day. This is due to the immense amount of transitions occurring for children arriving and departing. Students, as well as staff, all are provided ID badges for identification. We have a HIB Program as well as a progressive discipline for internal safety and reporting measures as well.</p>




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 Technology and STEM:	<p>The College Achieve Technology Plan embraces 21st Century Skills and the NJ Common Core Technology Standards. By providing students and staff with accessible and effective technologies, smartboards, Chromebook devices, etc. all stakeholders will have the opportunity to develop 21st century technology skills that will enhance student learning increase college and career readiness in preparation for the future within our global society. Theory of Action: College Achieve will provide high quality instruction for the 21st century technology skills so that teaching, learning, and student performance will improve for every student, in every classroom, every day.</p>
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