



NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL
(80-6029-911)
Grades Offered: PK-04
2017-2018

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

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

Type	Contact Information
County	CHARTERS
District	NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL
Principal Name	MS VELEZ
Address	9-11 HILL ST NEWARK, NJ 07102
Phone Number	(973)732-3848
Email Address	DVELEZ@NEWARKEDUCATORS.ORG
Website	https://newarkeducators.org
Facebook	https://www.facebook.com/newark.educators



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	43	45	45
KG	50	50	57
1	47	50	49
2	52	47	47
3	52	49	49
4	47	48	48
Total	291	289	295

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	51.5%	52.2%	52.2%
Male	48.5%	47.8%	47.8%
Economically Disadvantaged Students	89.7%	86.2%	88.8%
Students with Disabilities	10.0%	9.0%	18.3%
English Learners	2.1%	1.4%	0.7%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	1.7%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	1.7%	1.7%	0.7%
Hispanic	18.9%	18.0%	18.3%
Black or African American	78.0%	78.9%	79.7%
Asian	0.3%	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	1.0%	1.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	43	45	45
KG - Half Day	0	0	0
KG - Full Day	50	50	57

Enrollment by Home Language

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

Home Language	% of Students
English	86.8%
Spanish	8.5%
French	1.7%
Twi	1.0%
Other Languages	2.0%



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44.5	44.5	50	Met Standard	31.5	31.5	50	Not Met
White	*	*	50	**	*	*	51	**
Hispanic	*	*	49	**	*	*	48	**
Black or African American	48	48	44	Met Standard	33	33	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	61	**	N	N	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	45	45	48	Met Standard	33	33	47	Not Met
Students with Disabilities	52.5	52.5	41	**	16	16	43	**
English Learners	*	*	54	**	*	*	51	**



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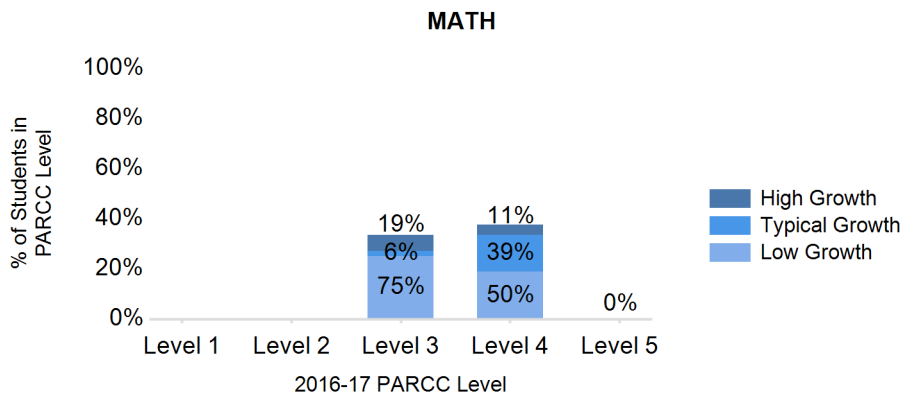
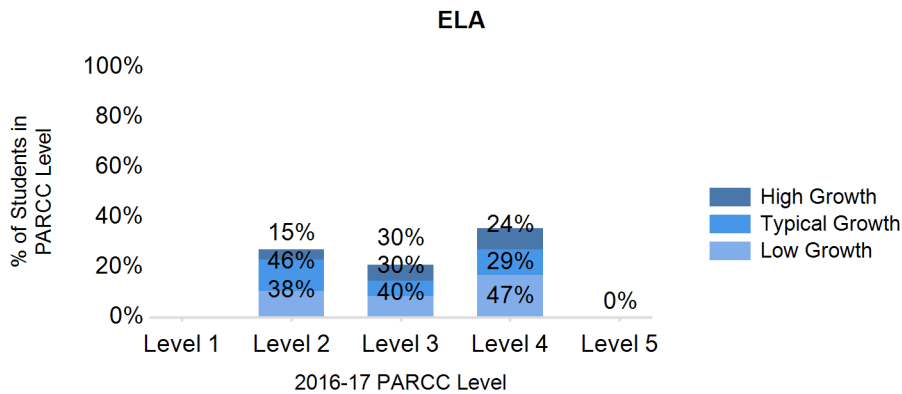
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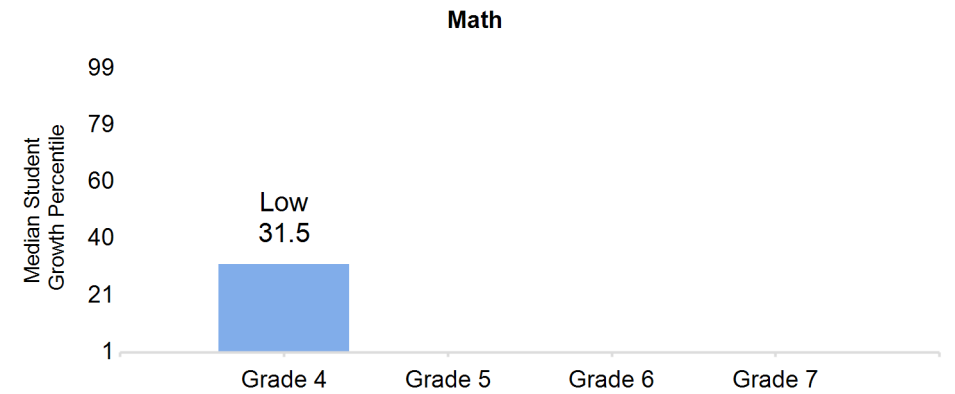
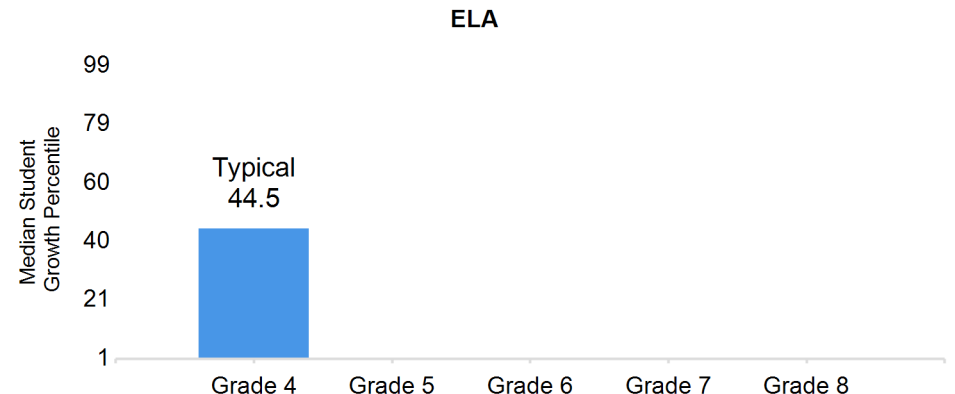
Student Growth by Performance Level

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



Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	96	100.0	32.3	32.3	56.7	32.3	33	Met Target†
White	*	*	*	*	65.6	*	**	**
Hispanic	13	100.0	38.5	38.5	42.5	38.5	**	**
Black or African American	79	100.0	30.4	30.4	37.3	30.4	34.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	51	100.0	45.1	45.1	64.5	45.1		
Male	45	100.0	17.8	17.8	49.4	17.8		
Economically Disadvantaged Students	86	100.0	33.8	33.8	38.5	33.8	31.1	Met Target
Non-Economically Disadvantaged Students	10	100.0	20.0	20.0	67.5	20.0		
Students with Disabilities	19	100.0	*	*	21.6	*	**	**
Students without Disabilities	77	100.0	*	*	63.9	*		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	727	727	750	*	29%	27%	*	*	25%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	40	725	725	733	*	33%	30%	*	*	20%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	25	738	738	756	*	*	*	*	*	*	57%
Male	23	715	715	744	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	740	740	756	*	31%	23%	*	*	40%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	39	742	742	739	*	31%	*	*	*	41%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	26	748	748	762	*	*	*	*	*	50%	63%
Male	22	732	732	751	*	*	*	*	*	27%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	10	712	712	726	*	*	*	*	*	*	25%
Students without Disabilities	38	748	748	762	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	48	740	740	759	*	31%	23%	*	*	40%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



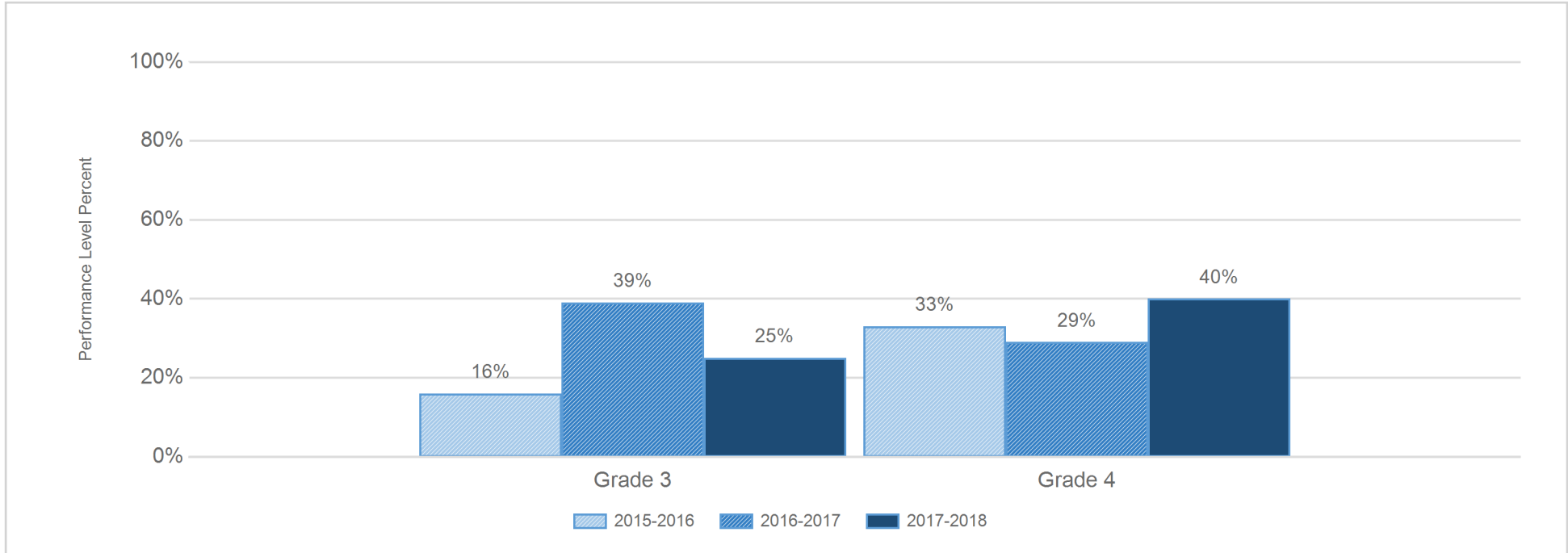
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	96	100.0	28.1	28.1	45.0	28.1	24.1	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	13	100.0	30.8	30.8	29.2	30.8	**	**
Black or African American	79	100.0	26.6	26.6	23.4	26.6	24.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	51	100.0	33.3	33.3	46.0	33.3		
Male	45	100.0	22.2	22.2	43.9	22.2		
Economically Disadvantaged Students	86	100.0	27.9	27.9	26.6	27.9	22.3	Met Target
Non-Economically Disadvantaged Students	10	100.0	30.0	30.0	55.9	30.0		
Students with Disabilities	19	100.0	*	*	17.1	*	**	**
Students without Disabilities	77	100.0	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

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Schoolwide	48	736	736	752	*	29%	33%	*	*	27%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	40	733	733	734	*	30%	35%	*	*	23%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	25	744	744	752	*	*	*	*	*	40%	53%
Male	23	728	728	751	*	*	*	*	*	13%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



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Mathematics Assessment - Performance by Grade: Grade 4

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	731	731	748	*	*	35%	29%	0%	29%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	39	731	731	730	*	*	33%	31%	0%	31%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	26	730	730	748	*	*	*	*	*	27%	50%
Male	22	731	731	748	*	*	*	*	*	32%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	10	703	703	725	*	*	*	*	*	*	22%
Students without Disabilities	38	738	738	753	*	*	*	*	*	*	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	48	731	731	750	*	*	35%	29%	0%	29%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

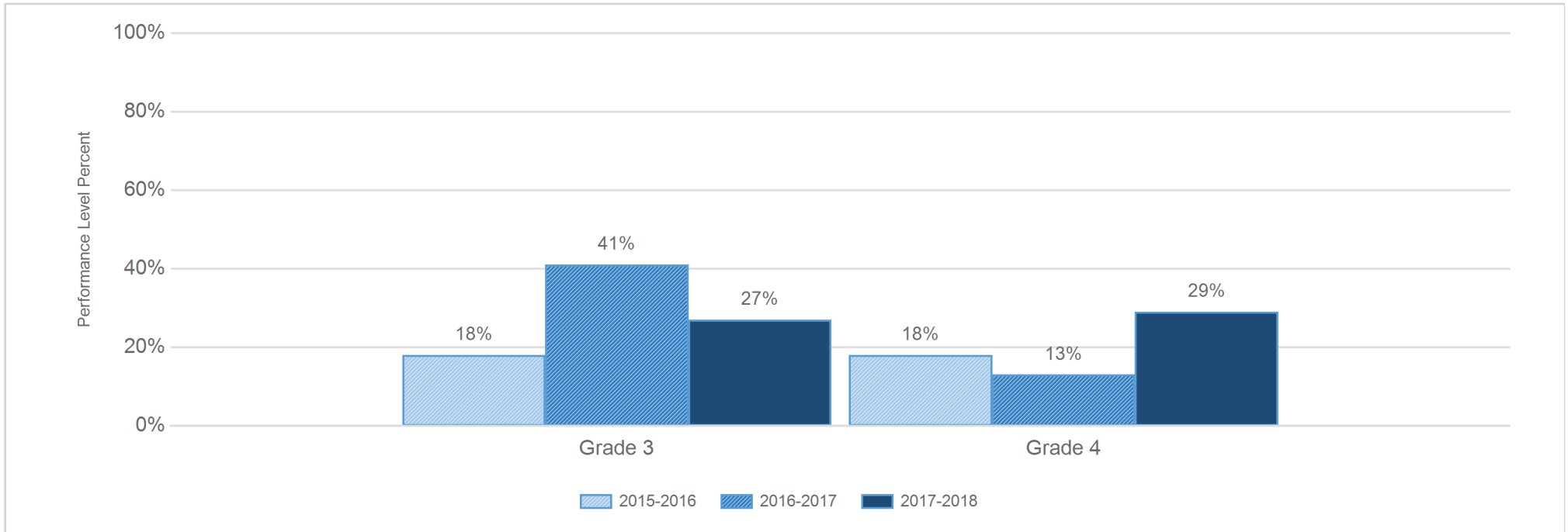


NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL
 (80-6029-911)
 Grades Offered: PK-04
 2017-2018

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Mathematics Assessment – Performance Trends

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



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



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	N	N	N
3-4	*	*	*
5 or more	N	N	N



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

NJASK Science Assessment Information

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



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

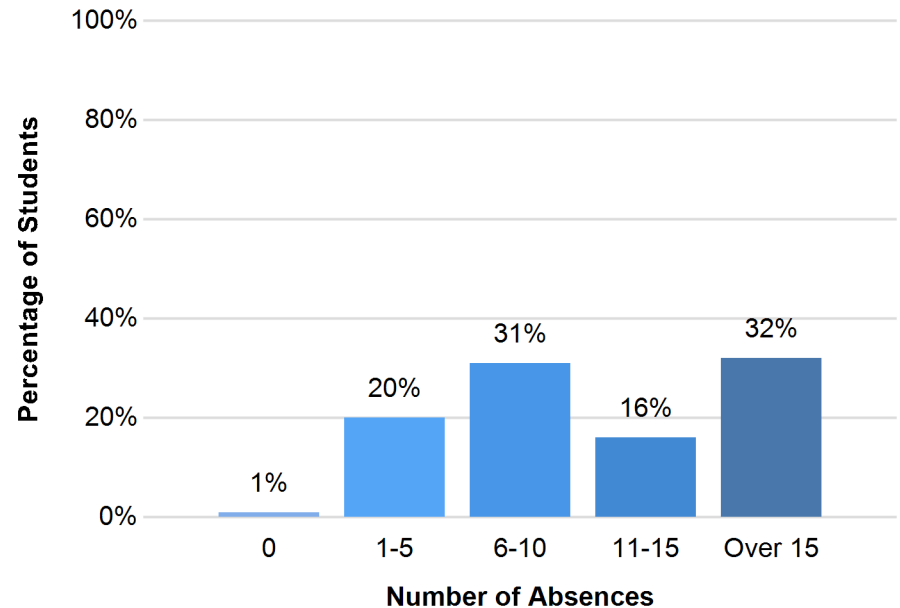
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	63	25.5	9.1	Not Met
White	*	*	**	**
Hispanic	14	29.8	9.1	Not Met
Black or African American	49	25.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	62	27.4	9.1	Not Met
Students with Disabilities	15	29.4	9.1	Not Met
English Learners	*	*	**	**

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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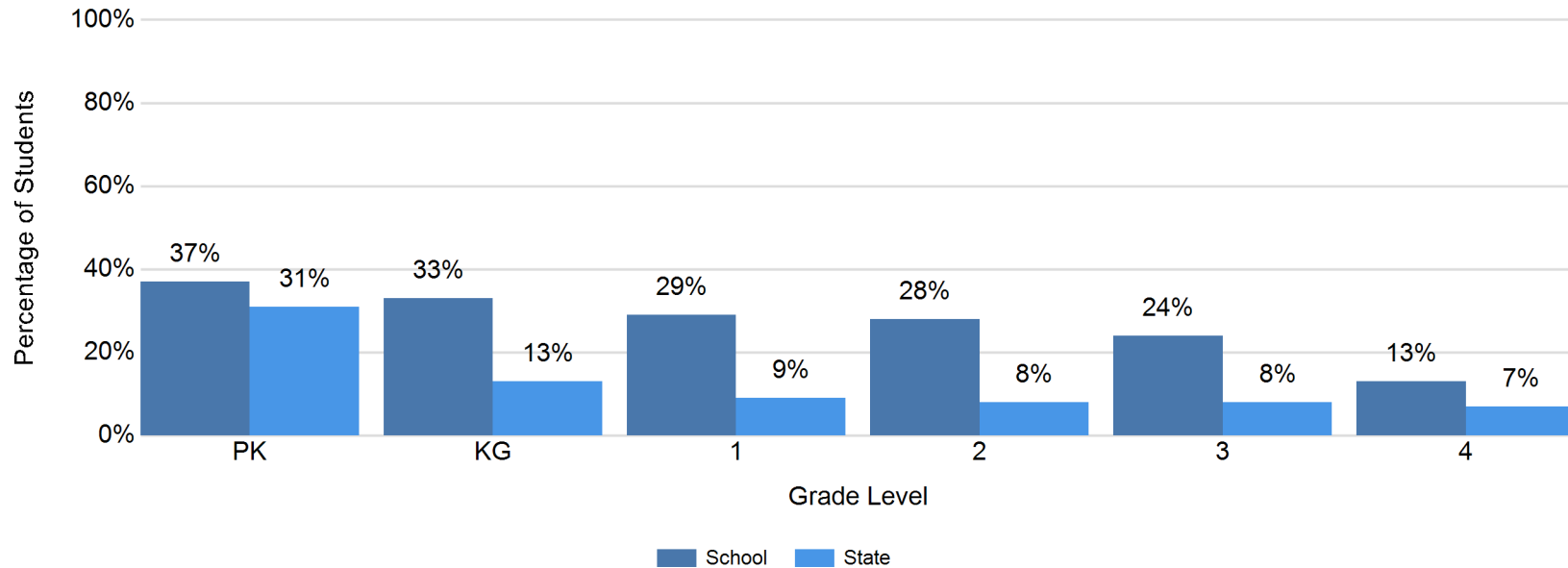
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	25
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	8.47

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	*	*
Any Suspension	10	3.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
19



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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	8:00 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	7 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.9:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	\$1,134	\$17,968	\$19,102



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	17	117,464
Average years experience in public schools	5.2	12.0
Average years experience in district	3.3	10.7
Teachers in district for 4 or more years	20.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	4	9,374
Average years experience in public schools	11.5	16.0
Average years experience in district	5.0	12.0
Administrators in district for 4 or more years	75.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	17:1	17:1
Students to Administrators	74:1	74:1
Teachers to Administrators	4:1	4:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team		148:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	100.0%	90.2%
2016-17 Administrators: Same district 2017-18	66.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	92.2%



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	100.0%	75.0%
Male	0.0%	25.0%
White	41.2%	50.0%
Hispanic	17.6%	50.0%
Black or African American	29.4%	0.0%
Asian	11.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

Comprehensive Status

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

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

Targeted Status

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	15.52	17.5%
Mathematics Proficiency	25.77	17.5%
English Language Arts Growth	37.56	25.0%
Mathematics Growth	7.60	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	3.42	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	19.03	n/a
Summative Rating: Percentile Rank of Summative Score	7.46	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Met Standard	Not Met	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	**	**	**	**	n/a	Not Met	No
Black or African American	38.37	14.08	No	Met Target†	Met Target	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	27.24	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Balanced literacy, Integrated units of study, Responsive Classroom, and D.R.E.A.M.S. Curriculum
 <p>Mission, Vision, Theme:</p>	<p>Our school is an engaging learning community. We support the holistic growth of children and educators. Our school is a place where culture, community, and professional knowledge come together.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Students are recognized each month at the Star Student Breakfast for exemplifying the school's D.R.E.A.M.S motto (Determination, Respect, Excellence, Attitude, Motivation, and Safety). Each grade also has an opportunity to showcase their talents and efforts as a class during regular school assemblies. Staff are recognized monthly for perfect attendance, as well as annually for outstanding efforts and performance over the course of the school year. NECCS's Rooftop Garden was recognized by the Department of Education as a Farm to School participant. One of our staff members was recognized by the Department of Agriculture as "Top Tomato" as part of making a difference in Farm to School.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>NECCS' instructional program uses Balanced Literacy, Eureka Math, Full Option Science System (FOSS), and integrated units of study for Social Studies, Supplemental courses in Technology, Spanish, and Health & Nutrition, as well as an arts program provided by Arts for Kids, Inc. to enhance student learning and provide a well-rounded education. Pre-K and K instruction uses the Tools of the Mind Curriculum.</p>
 <p>Clubs and Activities:</p>	<p>Along with the core content subjects, students at NECCS receive integrated arts program provided by Arts for Kids Inc. Students and staff are provided with authentic, hands-on opportunities to integrate their multicultural program into our Social Studies, Literacy, and Math curricula. NECCS also uses a creative, developmental and interactive child-based curriculum, provided by Evolve Creative Alliance that targets various elements of New Jersey's student learning standards. Their curriculum optimizes the educational experience by engaging the teacher as both the facilitator and participant in the classroom and is tailored to our students' needs.</p>





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 <p>Before and After School Programs:</p>	<p>NECCS provides a comprehensive Breakfast and Aftercare program. Our Breakfast program consists of early drop off at 7:15 AM as well as a free hot breakfast until 8:30 AM. Our Aftercare program, run by highly qualified staff members, serves Prekindergarten to Grade 4. All students in the program are provided with snacks and homework assistance. Dinner is also provided to Kindergarten through Grade 4 as part of our Supper program. The Aftercare program runs from 3:30 PM to 6:00 PM.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Learning is provided on an ongoing basis each year during summer's August Institute, as well as at weekly grade-level team meetings. The administration also provides monthly Faculty Professional Learning, and professional development days are scheduled throughout the school year (both half and full days). Teachers are also provided the opportunity for off-site professional learning.</p>






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 (80-6029-911)
 Grades Offered: PK-04
 2017-2018

Report Key:

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- ** Accountability calculations require 20 or more students
- 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 your school directly.

 <p>Student Supports and Services:</p>	<p>NECCS partners with Main Street Counseling (MSC) to provide social and emotional counseling to students, families and staff members. MSC's services include both individual and small-group therapy services.</p>
 <p>Student Health and Wellness:</p>	<p>NECCS decided several years ago to make a proactive decision to save the lives of our community when our Nurse shared crucial information regarding student body mass indicator data with administration. Our curriculum team presented to our board members a Health & Nutrition program that would be hands-on and support all students from Prekindergarten through Grade 4 with a holistic focus that is inter-curricular in nature. We developed a program that responds to quality and risk management techniques within an evaluative culture and continue to support the instructional plan of the school. Yearly, we assess the nutrition education needs of the school and coordinate/integrate nutrition education with the school's curriculum. As a team of educators, we continue to develop and implement up-to-date nutrition education curriculum, researching and distributing teaching aids and resource materials for classroom nutrition education.</p>
 <p>Parent and Community Involvement:</p>	<p>NECCS hosts monthly Coffee with the Principal workshops, during which parents have an opportunity to interact and engage with the school's administration and staff members each month, while focusing on targeted topics of interest. Partnerships with local organizations such as Evolve Creative Alliance, the Newark Conservancy, Arts for Kids, and Main Street Counseling, support student learning and parent involvement outside of the classroom. The Community Parent Involvement Specialist facilitates various workshops to engage the Early Childhood families, which includes a Stress Management workshop, Just for Dads workshop, The Week of the Young Child workshop, and Transition to Kindergarten Information workshop.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>The school climate survey is distributed to all stakeholders twice a year (Fall and Spring).</p>
 <p>Facilities:</p>	<p>Newark Educators Community Charter School is located at 9-11 Hill Street, in downtown Newark New Jersey, and sits on the corner of Hill Street and Broad Street, directly in front of City Hall. Its contemporary features offer an exceptional environment, one with marble walls and floors in the foyer, and granitic countertops in the bathrooms. All throughout the building, there are huge wall to wall and ceiling height windows that allow for bright, sunny instructional spaces. The building consists of 58,000 square feet with nine (9) stories and a basement. There are two elevators, and girls, boys and staff bathrooms on each floor as well as several storage spaces on each floor. The building houses all of the school's classrooms, activity and support staff spaces, administrative offices, a cafeteria, gymnasium, technology lab, library, and the after-school program areas. There are also two terraces, one on the 3rd floor and the other on the 9th floor.</p>
 <p>School Safety:</p>	<p>Each year, the Principal along with the School Safety Committee, completes a comprehensive safety plan. The Safety Plan is updated each year to meet changing needs and conditions. NECCS conducts a Fire Drill within the first 15 days of school, thus, all staff read and familiarize themselves with the school's fire drill – evacuation plan, including both their primary and secondary routes, then practice them with their students. NECCS also spends time training the staff to respond to the School Safety Color Codes, i.e., Active Shooter, Heighten Alert, Bomb Threat, etc. Information within the School Safety Manual include names of all staff members, floor plans of each floor of the school, staff emergency contact information, evacuation plan, a color code chart, and a security guard on duty through the Aftercare program. We have a surveillance system covering each floor and stairwells, as well as electronic locks on doors. All staff must use a code to enter through two sets of doors.</p>





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 <p>Technology and STEM:</p>	<p>NECCS provides technology instruction, which engages students in the process of learning to use tools that are developing and being integrated into classroom instruction. Basic technology skills such as typing, internet research, and Microsoft Office are taught which will be useful for students as they grow and mature into adulthood. The students gather knowledge, transform resources, and use tools and machines to meet their needs, solve problems, bond with and internalize skills necessary for the changing world. Through technology, the students use their minds, creative abilities and hands-on skills together to solve challenging academic problems.</p>
 <p>Early Childhood Education:</p>	<p>NECCS's Early Childhood program is a research-based early childhood model combining teacher professional development with the comprehensive innovative State approved curriculum Tools of the Mind (T.O.T.M.) to help young children develop the cognitive, social-emotional, self-regulatory and foundational academic skills needed to succeed in school and beyond. Our Preschool program services both three and four year old students in a multi-aged classroom setting. All preschool classrooms are aligned to high ECERS-3 standards incorporating ESI-R and Teaching Pyramid Tools to ensure every child becomes a successful learner, developing the underlying cognitive, social and emotional skills needed to reach their highest potential. NECCS is fully funded as a NJ Public school and currently, we have an ongoing waiting list for both Kindergarten and Prekindergarten.</p>