



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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 | JERSEY CITY GOLDEN DOOR CHARTER SCHOOL |
| Principal Name | MR. STILES |
| Address | 3044 KENNEDY BLVD JERSEY CITY, NJ 07306 |
| Phone Number | (201)795-4400 |
| Email Address | BSTILES@GOLDENDOORSCHOOL.ORG |
| Website | http://www.goldendoorschool.org |



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Enrollment Trends by Grade

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

| Grade | 2015-16 | 2016-17 | 2017-18 |
|-------|---------|---------|---------|
| PK | 45 | 45 | 44 |
| KG | 72 | 67 | 72 |
| 1 | 71 | 71 | 69 |
| 2 | 49 | 68 | 75 |
| 3 | 48 | 48 | 69 |
| 4 | 47 | 49 | 49 |
| 5 | 48 | 45 | 44 |
| 6 | 48 | 40 | 48 |
| 7 | 49 | 46 | 45 |
| 8 | 69 | 45 | 39 |
| Total | 546 | 524 | 554 |

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% | 51.3% | 52.3% |
| Male | 48.5% | 48.7% | 47.7% |
| Economically Disadvantaged Students | 53.8% | 61.1% | 55.2% |
| Students with Disabilities | 12.3% | 10.9% | 8.8% |
| English Learners | 2.9% | 2.9% | 2.3% |
| Homeless Students | | 0.2% | 0.0% |
| Students in Foster Care | | 0.2% | 0.4% |
| Military-Connected Students | | 0.0% | 0.4% |
| 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 | 9.2% | 8.8% | 8.8% |
| Hispanic | 31.1% | 28.6% | 27.1% |
| Black or African American | 25.5% | 27.1% | 25.1% |
| Asian | 32.6% | 34.4% | 37.7% |
| Native Hawaiian or Pacific Islander | 0.5% | 0.6% | 0.7% |
| American Indian or Alaska Native | 0.4% | 0.2% | 0.2% |
| Two or More Races | 0.7% | 0.4% | 0.4% |

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 | 45 | 45 | 44 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 72 | 67 | 72 |

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 | 93.7% |
| Spanish | 2.0% |
| Arabic | 1.4% |
| Other Languages | 2.9% |



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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 | 49.5 | 49.5 | 50 | Met Standard | 54.5 | 54.5 | 50 | Met Standard |
| White | 62 | 62 | 50 | ** | 71 | 71 | 51 | ** |
| Hispanic | 47 | 47 | 49 | Met Standard | 49 | 49 | 48 | Met Standard |
| Black or African American | 40 | 40 | 44 | Met Standard | 57 | 57 | 44 | Met Standard |
| Asian, Native Hawaiian, or Pacific Islander | 60 | 60 | 61 | Exceeds Standard | 54 | 54 | 61 | Met Standard |
| American Indian or Alaska Native | N | N | 52 | ** | N | N | 53 | ** |
| Two or More Races | * | * | 49 | ** | * | * | 51 | ** |
| Economically Disadvantaged | 53 | 53 | 48 | Met Standard | 55 | 55 | 47 | Met Standard |
| Students with Disabilities | 48 | 48 | 41 | Met Standard | 68 | 68 | 43 | ** |
| English Learners | * | * | 54 | ** | * | * | 51 | ** |



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A student’s SGP falls between 1 and 99 and can be grouped into three level

Low Growth: Less than 35

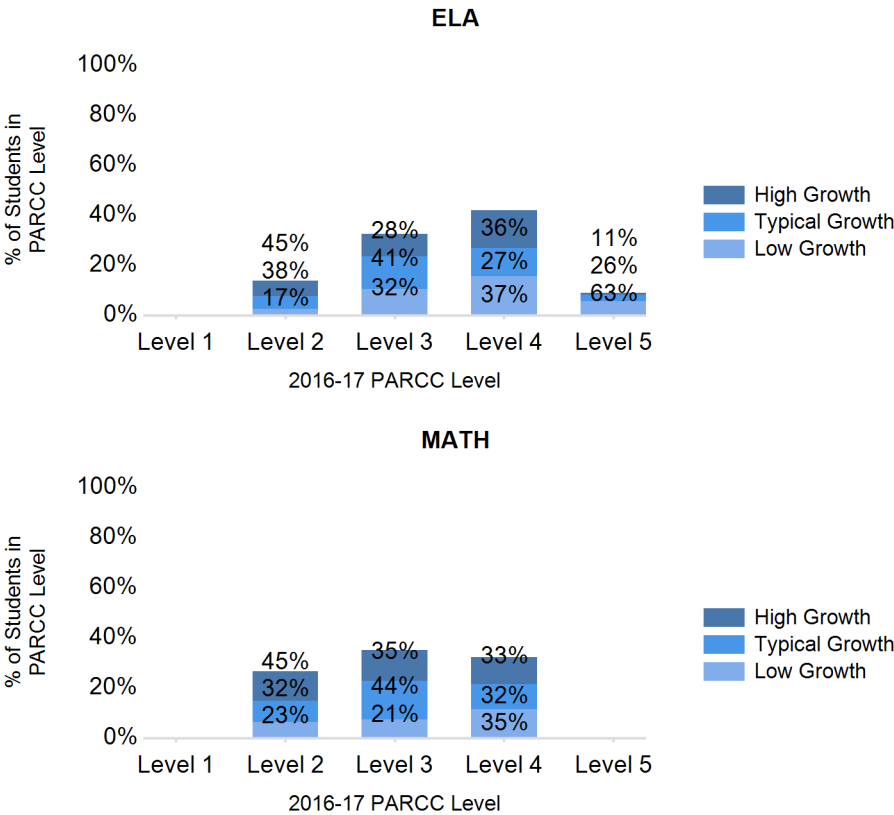
Typical Growth: Between 35 and 65

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.

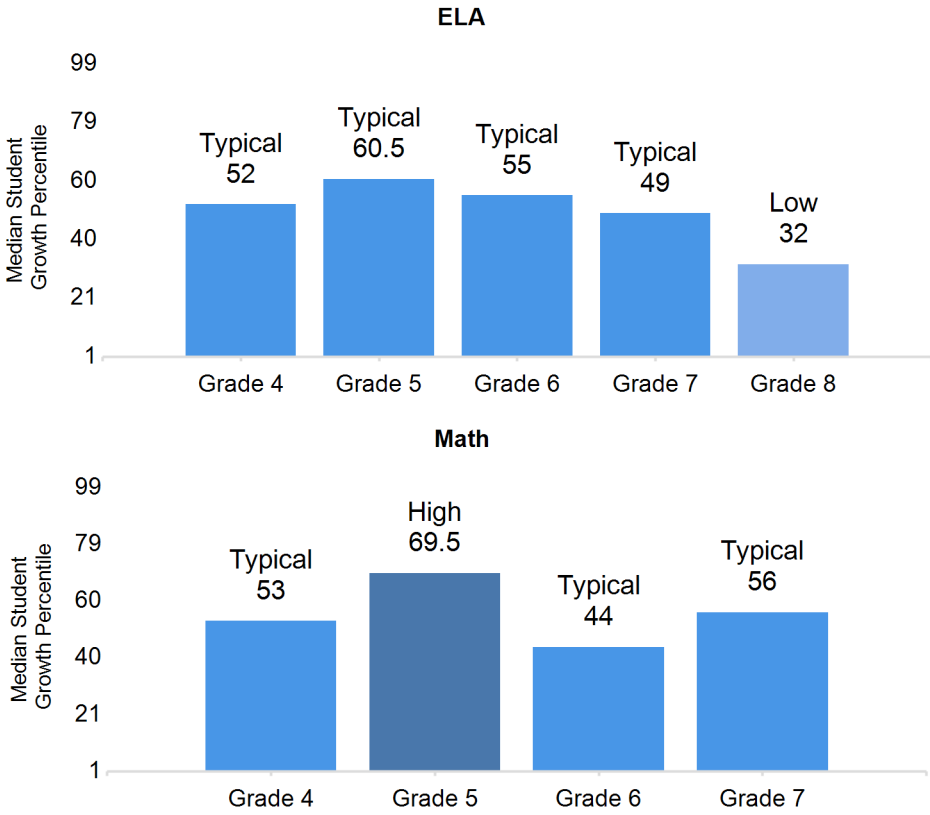
Student Growth by Performance Level

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 | 295 | 98.0 | 53.2 | 53.2 | 56.7 | 53.2 | 50.6 | Met Target |
| White | * | * | * | * | 65.6 | * | 51.5 | Met Target |
| Hispanic | 98 | 99.0 | 50.0 | 50.0 | 42.5 | 50.0 | 44.4 | Met Target |
| Black or African American | 88 | 96.8 | 35.2 | 35.2 | 37.3 | 35.2 | 43.5 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 86 | 97.8 | 69.8 | 69.8 | 82.3 | 69.8 | 73.9 | Met Target† |
| American Indian or Alaska Native | N | N | N | N | 52.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 63.4 | * | ** | ** |
| Female | 159 | 98.2 | 63.5 | 63.5 | 64.5 | 63.5 | | |
| Male | 136 | 97.9 | 41.2 | 41.2 | 49.4 | 41.2 | | |
| Economically Disadvantaged Students | 190 | 99.5 | 48.9 | 48.9 | 38.5 | 48.9 | 42.8 | Met Target |
| Non-Economically Disadvantaged Students | 105 | 95.5 | 60.9 | 60.9 | 67.5 | 60.9 | | |
| Students with Disabilities | 38 | 100.0 | 10.5 | 10.5 | 21.6 | 10.5 | 12.1 | Met Target† |
| Students without Disabilities | 257 | 97.7 | 59.5 | 59.5 | 63.9 | 59.5 | | |
| English Learners | 10 | 100.0 | 40.0 | 40.0 | 27.3 | 40.0 | ** | ** |
| Non-English Learners | 285 | 98.0 | 53.7 | 53.7 | 59.4 | 53.7 | | |
| Homeless Students | N | N | N | N | 27.7 | N | | |
| Students In Foster Care | * | * | * | * | 26.3 | * | | |
| Military-Connected Students | * | * | * | * | 57.4 | * | | |
| Migrant Students | N | N | N | N | 30.1 | N | | |

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 752 | 752 | 750 | * | 16% | 17% | * | * | 57% | 52% |
| White | * | * | * | 759 | * | * | * | * | * | * | 61% |
| Hispanic | * | * | * | 736 | * | * | * | * | * | * | 38% |
| Black or African American | 17 | 721 | 721 | 733 | * | * | * | * | * | 29% | 35% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 766 | 766 | 777 | * | * | * | * | * | 64% | 77% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 758 | N | N | N | N | N | N | 58% |
| Female | 34 | 765 | 765 | 756 | * | * | * | * | * | 76% | 57% |
| Male | 35 | 739 | 739 | 744 | * | * | * | * | * | 37% | 46% |
| Economically Disadvantaged Students | 43 | 744 | 744 | 733 | * | * | * | * | * | 53% | 34% |
| Non-Economically Disadvantaged Students | 26 | 765 | 765 | 762 | * | * | * | * | * | 62% | 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 | 49 | 759 | 759 | 756 | * | * | 22% | 41% | 20% | 61% | 58% |
| White | * | * | * | 764 | * | * | * | * | * | * | 68% |
| Hispanic | 16 | 745 | 745 | 744 | * | * | * | * | * | 44% | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 780 | 780 | 782 | 0% | 0% | * | * | * | 89% | 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 | 28 | 764 | 764 | 762 | * | * | * | * | * | 68% | 63% |
| Male | 21 | 753 | 753 | 751 | * | * | * | * | * | 52% | 53% |
| Economically Disadvantaged Students | 32 | 750 | 750 | 740 | * | * | 34% | * | * | 47% | 40% |
| Non-Economically Disadvantaged Students | 17 | 776 | 776 | 767 | * | * | 0% | * | * | 88% | 70% |
| Students with Disabilities | * | * | * | 726 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 64% |
| English Learners | N | N | N | 720 | N | N | N | N | N | N | 17% |
| Non-English Learners | 49 | 759 | 759 | 759 | * | * | 22% | 41% | 20% | 61% | 61% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Students in Foster Care | * | * | * | 729 | * | * | * | * | * | * | 26% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 57% |
| Migrant Students | N | N | N | 732 | N | N | N | N | N | N | 33% |



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 48 | 751 | 751 | 755 | * | * | 33% | 56% | 0% | 56% | 58% |
| White | * | * | * | 763 | * | * | * | * | * | * | 68% |
| Hispanic | 15 | 747 | 747 | 743 | 0% | * | * | * | * | 47% | 43% |
| Black or African American | 12 | 741 | 741 | 738 | * | * | * | * | * | 50% | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 763 | 763 | 780 | 0% | 0% | * | * | * | 71% | 84% |
| American Indian or Alaska Native | N | N | N | 752 | N | N | N | N | N | N | 53% |
| Two or More Races | * | * | * | 763 | * | * | * | * | * | * | 65% |
| Female | 30 | 756 | 756 | 762 | * | * | * | * | * | 63% | 66% |
| Male | 18 | 744 | 744 | 749 | * | * | * | * | * | 44% | 51% |
| Economically Disadvantaged Students | 27 | 746 | 746 | 739 | * | * | * | 48% | 0% | 48% | 39% |
| Non-Economically Disadvantaged Students | 21 | 759 | 759 | 766 | * | * | * | 67% | 0% | 67% | 71% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 65% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 59% |
| Migrant Students | N | N | N | 732 | N | N | N | N | N | N | 33% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 49 | 751 | 751 | 754 | 0% | * | 47% | * | * | 45% | 56% |
| White | * | * | * | 761 | * | * | * | * | * | * | 66% |
| Hispanic | 23 | 755 | 755 | 742 | 0% | * | * | * | * | 57% | 42% |
| Black or African American | 18 | 744 | 744 | 737 | 0% | * | 61% | * | * | 28% | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | N | 761 | N | N | N | N | N | N | 64% |
| Female | 25 | 757 | 757 | 761 | 0% | * | 44% | * | * | 52% | 64% |
| Male | 24 | 745 | 745 | 748 | 0% | * | 50% | * | * | 38% | 48% |
| Economically Disadvantaged Students | 37 | 751 | 751 | 739 | 0% | * | * | * | * | 46% | 37% |
| Non-Economically Disadvantaged Students | 12 | 751 | 751 | 764 | 0% | * | * | * | * | 42% | 68% |
| Students with Disabilities | * | * | * | 723 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | * | * | 760 | * | * | * | * | * | * | 63% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 26% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 26% |
| Military-Connected Students | * | * | * | 752 | * | * | * | * | * | * | 55% |
| Migrant Students | N | N | N | 732 | N | N | N | N | N | N | 36% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 44 | 750 | 750 | 760 | 0% | * | 39% | * | * | 48% | 63% |
| White | * | * | * | 768 | * | * | * | * | * | * | 72% |
| Hispanic | 12 | 746 | 746 | 746 | 0% | * | * | * | * | 42% | 49% |
| Black or African American | 21 | 743 | 743 | 740 | 0% | * | 52% | * | * | 33% | 42% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 790 | * | * | * | * | * | * | 87% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 57% |
| Two or More Races | N | N | N | 767 | N | N | N | N | N | N | 68% |
| Female | 20 | 752 | 752 | 769 | 0% | * | * | * | * | 55% | 72% |
| Male | 24 | 747 | 747 | 752 | 0% | * | * | * | * | 42% | 54% |
| Economically Disadvantaged Students | 27 | 750 | 750 | 742 | 0% | * | * | * | * | 48% | 44% |
| Non-Economically Disadvantaged Students | 17 | 749 | 749 | 771 | 0% | * | * | * | * | 47% | 73% |
| Students with Disabilities | * | * | * | 721 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 768 | * | * | * | * | * | * | 71% |
| English Learners | * | * | * | 705 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 32% |
| Students in Foster Care | N | N | N | 725 | N | N | N | N | N | N | 25% |
| Military-Connected Students | N | N | N | 758 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 21% |



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL
(80-6915-950)
Grades Offered: PK-08
2017-2018

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 39 | 748 | 748 | 759 | * | * | 31% | * | * | 46% | 60% |
| White | * | * | * | 767 | * | * | * | * | * | * | 70% |
| Hispanic | 23 | 754 | 754 | 744 | * | * | * | * | * | 52% | 45% |
| Black or African American | 13 | 741 | 741 | 739 | * | * | * | * | * | 38% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 789 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 759 | N | N | N | N | N | N | 59% |
| Two or More Races | N | N | N | 766 | N | N | N | N | N | N | 66% |
| Female | 23 | 753 | 753 | 768 | * | * | * | * | * | 57% | 69% |
| Male | 16 | 742 | 742 | 751 | * | * | * | * | * | 31% | 52% |
| Economically Disadvantaged Students | 27 | 746 | 746 | 740 | * | * | * | * | * | 44% | 42% |
| Non-Economically Disadvantaged Students | 12 | 753 | 753 | 769 | * | * | * | * | * | 50% | 71% |
| Students with Disabilities | 11 | 727 | 727 | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 28 | 757 | 757 | 766 | * | * | * | * | * | * | 68% |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 761 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 760 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 21% |



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

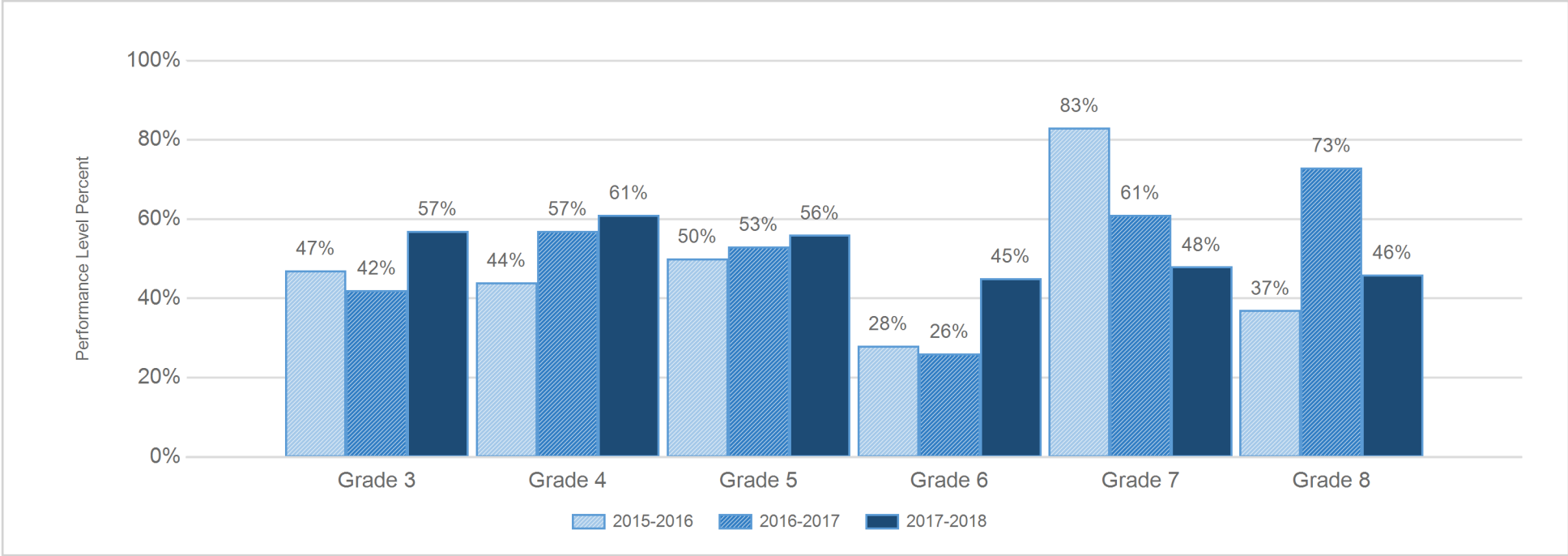
Grades Offered: PK-08

2017-2018

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance 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.





JERSEY CITY GOLDEN DOOR CHARTER SCHOOL
 (80-6915-950)
 Grades Offered: PK-08
 2017-2018

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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2017-18 Annual Target | Met 2017-18 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 295 | 98.0 | 40.0 | 40.0 | 45.0 | 40.0 | 42.3 | Met Target† |
| White | * | * | * | * | 54.1 | * | 64.4 | Met Target† |
| Hispanic | 98 | 99.0 | 31.6 | 31.6 | 29.2 | 31.6 | 33 | Met Target† |
| Black or African American | 88 | 96.8 | 19.3 | 19.3 | 23.4 | 19.3 | 34 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 86 | 97.8 | 64.0 | 64.0 | 77.0 | 64.0 | 65.9 | Met Target† |
| American Indian or Alaska Native | N | N | N | N | 42.5 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.0 | * | ** | ** |
| Female | 159 | 98.2 | 42.2 | 42.2 | 46.0 | 42.2 | | |
| Male | 136 | 97.9 | 37.5 | 37.5 | 43.9 | 37.5 | | |
| Economically Disadvantaged Students | 190 | 99.5 | 35.3 | 35.3 | 26.6 | 35.3 | 38.6 | Met Target† |
| Non-Economically Disadvantaged Students | 105 | 95.5 | 48.6 | 48.6 | 55.9 | 48.6 | | |
| Students with Disabilities | 38 | 100.0 | 10.5 | 10.5 | 17.1 | 10.5 | 11.5 | Met Target† |
| Students without Disabilities | 257 | 97.7 | 44.3 | 44.3 | 50.5 | 44.3 | | |
| English Learners | 10 | 100.0 | 20.0 | 20.0 | 24.6 | 20.0 | ** | ** |
| Non-English Learners | 285 | 98.0 | 40.7 | 40.7 | 46.9 | 40.7 | | |
| Homeless Students | N | N | N | N | 17.3 | N | | |
| Students In Foster Care | * | * | * | * | 16.2 | * | | |
| Military-Connected Students | * | * | * | * | 45.8 | * | | |
| Migrant Students | N | N | N | N | 23.7 | N | | |

† Target was met within a confidence interval.



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL
 (80-6915-950)
 Grades Offered: PK-08
 2017-2018

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 755 | 755 | 752 | * | * | 22% | 32% | 23% | 55% | 53% |
| White | * | * | * | 760 | * | * | * | * | * | * | 64% |
| Hispanic | * | * | * | 739 | * | * | * | * | * | * | 38% |
| Black or African American | 17 | 716 | 716 | 734 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 771 | 771 | 780 | * | * | * | 39% | 36% | 75% | 83% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 59% |
| Female | 34 | 761 | 761 | 752 | * | * | * | * | * | 59% | 53% |
| Male | 35 | 749 | 749 | 751 | * | * | * | * | * | 51% | 53% |
| Economically Disadvantaged Students | 43 | 747 | 747 | 736 | * | * | * | * | * | 49% | 35% |
| Non-Economically Disadvantaged Students | 26 | 768 | 768 | 762 | * | * | * | * | * | 65% | 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% |



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

Grades Offered: PK-08

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

Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 49 | 746 | 746 | 748 | * | * | 35% | * | * | 41% | 49% |
| White | * | * | * | 755 | * | * | * | * | * | * | 60% |
| Hispanic | 16 | 730 | 730 | 737 | * | * | * | * | * | 13% | 34% |
| Black or African American | * | * | * | 730 | * | * | * | * | * | * | 27% |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 768 | 768 | 774 | 0% | 0% | * | * | * | 72% | 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 | 28 | 752 | 752 | 748 | * | * | * | * | * | 46% | 50% |
| Male | 21 | 737 | 737 | 748 | * | * | * | * | * | 33% | 49% |
| Economically Disadvantaged Students | 32 | 737 | 737 | 733 | * | * | * | * | * | 28% | 30% |
| Non-Economically Disadvantaged Students | 17 | 761 | 761 | 758 | * | * | * | * | * | 65% | 62% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 753 | * | * | * | * | * | * | 55% |
| English Learners | N | N | N | 722 | N | N | N | N | N | N | 16% |
| Non-English Learners | 49 | 746 | 746 | 750 | * | * | 35% | * | * | 41% | 52% |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Students in Foster Care | * | * | * | 723 | * | * | * | * | * | * | 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% |



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

Grades Offered: PK-08

2017-2018

Report Key:

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N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 48 | 751 | 751 | 748 | * | * | 40% | * | * | 50% | 49% |
| White | * | * | * | 756 | * | * | * | * | * | * | 60% |
| Hispanic | 15 | 745 | 745 | 736 | 0% | * | * | * | * | 40% | 32% |
| Black or African American | 12 | 735 | 735 | 730 | * | * | * | * | * | 33% | 26% |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 765 | 765 | 777 | 0% | * | * | * | * | 65% | 82% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 55% |
| Female | 30 | 751 | 751 | 749 | * | * | * | * | * | 50% | 50% |
| Male | 18 | 750 | 750 | 747 | * | * | * | * | * | 50% | 48% |
| Economically Disadvantaged Students | 27 | 743 | 743 | 733 | * | * | * | * | * | 41% | 29% |
| Non-Economically Disadvantaged Students | 21 | 760 | 760 | 758 | * | * | * | * | * | 62% | 62% |
| Students with Disabilities | * | * | * | 726 | * | * | * | * | * | * | 20% |
| Students without Disabilities | * | * | * | 752 | * | * | * | * | * | * | 55% |
| English Learners | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Non-English Learners | * | * | * | 750 | * | * | * | * | * | * | 51% |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 17% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 20% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 29% |



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

Grades Offered: PK-08

2017-2018

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N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 6

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 49 | 732 | 732 | 744 | 0% | 31% | 59% | * | * | 10% | 44% |
| White | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Hispanic | 23 | 733 | 733 | 731 | 0% | * | 61% | * | * | 13% | 27% |
| Black or African American | 18 | 726 | 726 | 726 | * | * | * | * | * | * | 21% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 78% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 48% |
| Two or More Races | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Female | 25 | 729 | 729 | 745 | * | * | * | * | * | * | 45% |
| Male | 24 | 735 | 735 | 742 | * | * | * | * | * | * | 42% |
| Economically Disadvantaged Students | 37 | 732 | 732 | 729 | * | * | * | * | * | * | 24% |
| Non-Economically Disadvantaged Students | 12 | 732 | 732 | 753 | * | * | * | * | * | * | 56% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 49% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | 45% |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Military-Connected Students | * | * | * | 745 | * | * | * | * | * | * | 45% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 18% |



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

Grades Offered: PK-08

2017-2018

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N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 7

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 44 | 740 | 740 | 743 | 0% | 27% | 36% | 36% | 0% | 36% | 43% |
| White | * | * | * | 750 | * | * | * | * | * | * | 54% |
| Hispanic | 12 | 734 | 734 | 732 | 0% | * | * | * | * | 33% | 27% |
| Black or African American | 21 | 738 | 738 | 727 | 0% | * | * | * | * | 33% | 21% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 767 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 39% |
| Two or More Races | N | N | N | 748 | N | N | N | N | N | N | 51% |
| Female | 20 | 741 | 741 | 745 | 0% | * | * | * | * | 35% | 45% |
| Male | 24 | 740 | 740 | 741 | 0% | * | * | * | * | 38% | 42% |
| Economically Disadvantaged Students | 27 | 739 | 739 | 730 | 0% | * | * | * | * | 33% | 24% |
| Non-Economically Disadvantaged Students | 17 | 743 | 743 | 751 | 0% | * | * | * | * | 41% | 55% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 744 | * | * | * | * | * | * | 45% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 11% |



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

Grades Offered: PK-08

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

Mathematics Assessment - Performance by Grade: Grade 8

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 39 | 740 | 740 | 728 | * | * | 33% | * | * | 38% | 28% |
| White | * | * | * | 736 | * | * | * | * | * | * | 36% |
| Hispanic | 23 | 748 | 748 | 722 | * | * | * | * | * | 48% | 22% |
| Black or African American | 13 | 727 | 727 | 715 | * | * | * | * | * | 23% | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 721 | N | N | N | N | N | N | 21% |
| Two or More Races | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Female | 23 | 737 | 737 | 731 | * | * | * | * | * | 39% | 31% |
| Male | 16 | 744 | 744 | 725 | * | * | * | * | * | 38% | 26% |
| Economically Disadvantaged Students | 27 | 748 | 748 | 719 | * | * | * | * | * | 48% | 20% |
| Non-Economically Disadvantaged Students | 12 | 722 | 722 | 735 | * | * | * | * | * | 17% | 35% |
| Students with Disabilities | 11 | 724 | 724 | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | 28 | 746 | 746 | 735 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 705 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Homeless Students | N | N | N | 708 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 708 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 734 | N | N | N | N | N | N | 31% |
| Migrant Students | N | N | N | 703 | N | N | N | N | N | N | 10% |



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

Grades Offered: PK-08

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

Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | N | N | N | 746 | N | N | N | N | N | N | 46% |
| White | N | N | N | 755 | N | N | N | N | N | N | 57% |
| Hispanic | N | N | N | 730 | N | N | N | N | N | N | 27% |
| Black or African American | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 779 | N | N | N | N | N | N | 79% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 54% |
| Female | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Male | N | N | N | 745 | N | N | N | N | N | N | 44% |
| Economically Disadvantaged Students | N | N | N | 729 | N | N | N | N | N | N | 25% |
| Non-Economically Disadvantaged Students | N | N | N | 756 | N | N | N | N | N | N | 57% |
| Students with Disabilities | N | N | N | 716 | N | N | N | N | N | N | 13% |
| Students without Disabilities | N | N | N | 752 | N | N | N | N | N | N | 52% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | N | N | N | 749 | N | N | N | N | N | N | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 16% |
| Students in Foster Care | N | N | N | 712 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 752 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 720 | N | N | N | N | N | N | 11% |



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

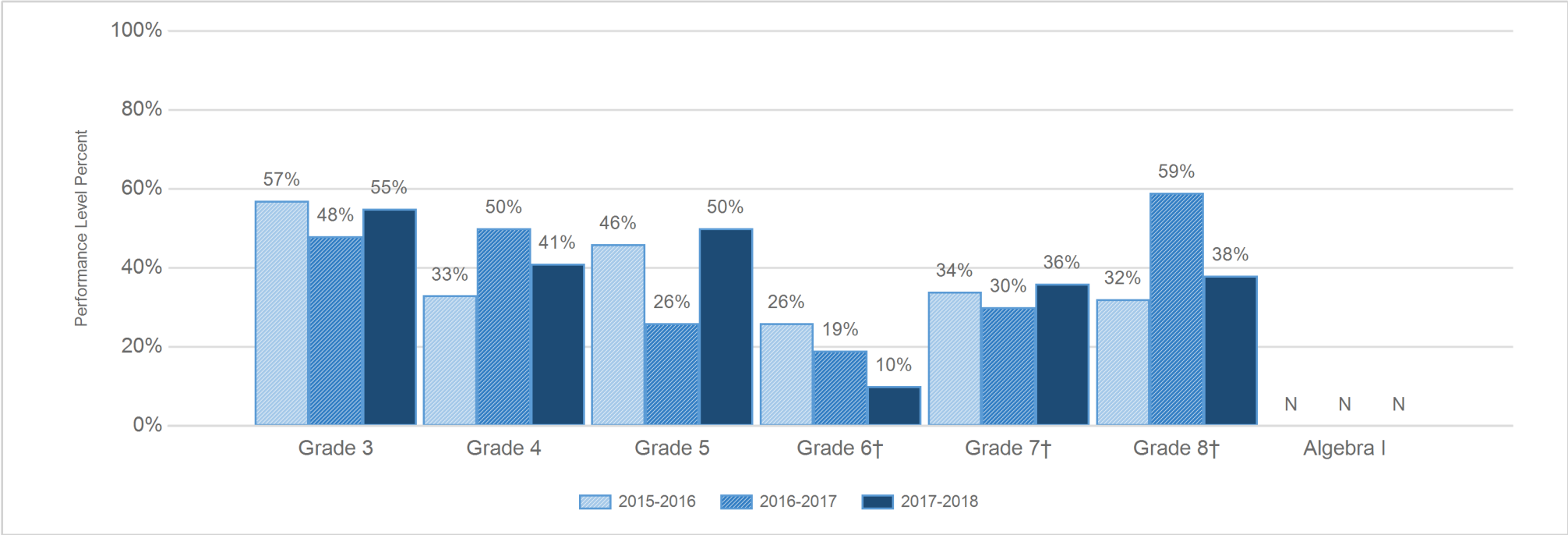
Grades Offered: PK-08

2017-2018

Report Key:
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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.



JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

Grades Offered: PK-08

2017-2018

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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | N | N |
| 5 | N | N |
| 6 | N | N |
| 7 | N | N |
| 8 | 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 | 10 | 90.0% | 10.0% |
| 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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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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.

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|-------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 50 |
| 7 | 0 | 0 | 47 |
| 8 | 0 | 0 | 40 |
| Total | 0 | 0 | 137 |

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.

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 50 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 47 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 40 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 137 | 0 | 0 | 0 | 0 | 0 | 0 |



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Visual and Performing Arts – Course Participation

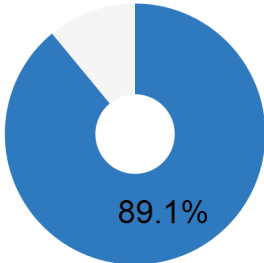
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

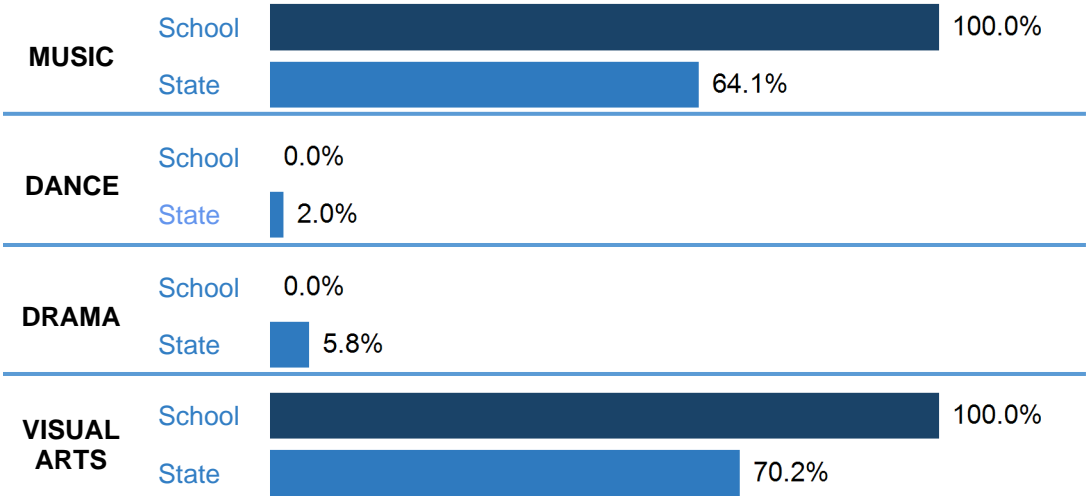


School



State

Students enrolled in one or more classes by discipline:





JERSEY CITY GOLDEN DOOR CHARTER SCHOOL

(80-6915-950)

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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.

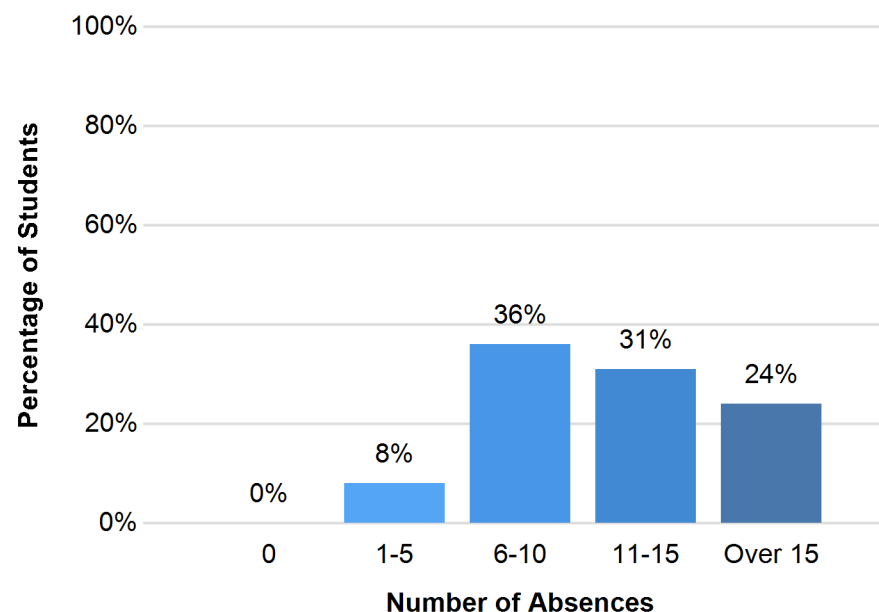
Chronic Absenteeism

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 | 75 | 14.8 | 9.1 | Not Met |
| White | 3 | 7.3 | 9.1 | Met |
| Hispanic | 28 | 19.3 | 9.1 | Not Met |
| Black or African American | 27 | 20.0 | 9.1 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 8.2 | 9.1 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | * | * | ** | ** |
| Economically Disadvantaged Students | 48 | 16.7 | 9.1 | Not Met |
| Students with Disabilities | 10 | 20.4 | 9.1 | Not Met |
| English Learners | 1 | 8.3 | ** | ** |

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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Grades Offered: PK-08

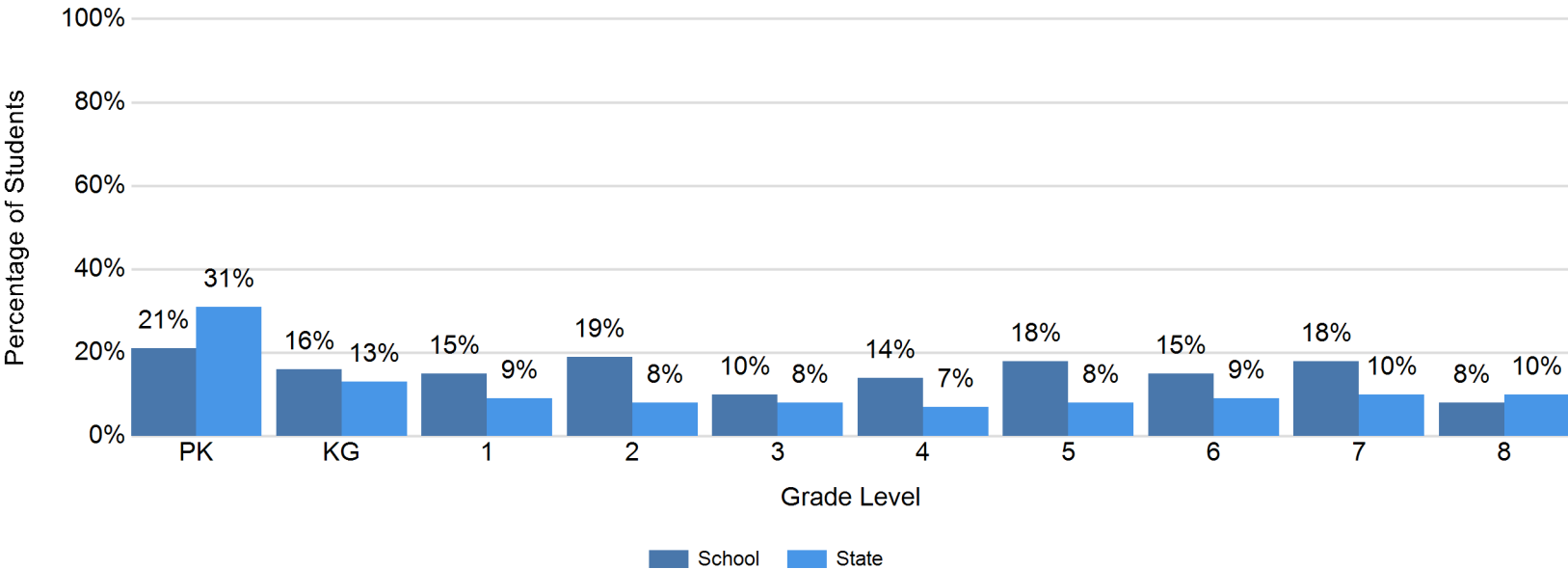
2017-2018

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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 | 3 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 5 |
| Incidents Per 100 Students Enrolled | 0.90 |

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 |



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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 | 1 | 1 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 1 | 1 |
| 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 | 0 | 0.0% |
| Out-of-School Suspensions | * | * |
| Any Suspension | * | * |
| 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 |
|---|
| 16 |



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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 | 7:55 AM |
| Typical End Time | 3:00 PM |
| Length of School Day | 7 Hrs 5 Mins |
| Full Time - Instructional Time | 6 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 | 11.3:1 |

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) | \$778 | \$11,785 | \$12,563 |



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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 | 42 | 117,464 |
| Average years experience in public schools | 6.7 | 12.0 |
| Average years experience in district | 5.3 | 10.7 |
| Teachers in district for 4 or more years | 59.5% | 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 | 5 | 9,374 |
| Average years experience in public schools | 16.4 | 16.0 |
| Average years experience in district | 15.8 | 12.0 |
| Administrators in district for 4 or more years | 100.0% | 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 | 13:1 | 13:1 |
| Students to Administrators | 111:1 | 111:1 |
| Teachers to Administrators | 8:1 | 8:1 |
| Students to Librarians/Media Specialists | | N |
| Students to Nurses | | 554:1 |
| Students to Counselors | | 277:1 |
| Students to Child Study Team | | N |



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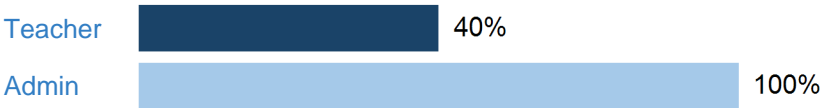
Teachers and Administrators - Level of Education

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

Bachelor’s Degree



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 | 82.9% | 90.2% |
| 2016-17 Administrators: Same district 2017-18 | 100.0% | 86.2% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2017-18 | 97.0% |



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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 | 78.6% | 60.0% |
| Male | 21.4% | 40.0% |
| White | 50.0% | 40.0% |
| Hispanic | 47.6% | 60.0% |
| Black or African American | 0.0% | 0.0% |
| Asian | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 2.4% | 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 | 38.86 | 17.5% |
| Mathematics Proficiency | 33.71 | 17.5% |
| English Language Arts Growth | 48.58 | 25.0% |
| Mathematics Growth | 63.09 | 25.0% |
| Progress Towards English Language Proficiency | ** | ** |
| Chronic Absenteeism | 12.71 | 15.0% |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | 42.52 | n/a |
| Summative Rating: Percentile Rank of Summative Score | 36.02 | 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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2017-2018

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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 Support 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 | Met Standard | ** | Not Met | No |
| White | ** | ** | No | Met Target | Met Target† | ** | ** | n/a | Met | No |
| Hispanic | 43.72 | 14.08 | No | Met Target | Met Target† | Met Standard | Met Standard | n/a | Not Met | No |
| Black or African American | 48.68 | 14.08 | No | Met Target† | Not Met | Met Standard | Met Standard | n/a | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | 25.08 | 14.08 | No | Met Target† | Met Target† | Exceeds Standard | Met Standard | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | 66.70 | 14.08 | No | Met Target | Met Target† | Met Standard | Met Standard | n/a | Not Met | No |
| Students with Disabilities | 41.94 | 14.08 | No | Met Target† | Met Target† | Met Standard | ** | 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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| | |
|--|---|
| <div>  <div>Highlights:</div> </div> | <ul style="list-style-type: none"> • All teaching staff and administrators are New Jersey DOE Certified. • Curriculum overview view available on school website. Course: reading, writing, mathematics, science, social studies, character education, art, music, technology, Spanish, health and PE. • Special education services provided in an inclusion setting. After school Activities; Basketball, soccer, choir, cheerleading, yearbook, student council, yoga, tutoring. |
| <div>  <div>Mission, Vision, Theme:</div> </div> | <p>The Golden Door Charter School was founded on the simple convictions that a first-rate education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her full potential. The overarching goals of the school are to: 1. Demonstrate the benefits of academic achievement that public school students can routinely attain when the advantages of charter school governance are coupled with ambitious new academic standards. 2.Offer Jersey City families rich new choices in public education. 3. Create new professional settings for teachers that permit them to succeed, free from debilitating work, financial constraints, and excess regulations.</p> |



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|--|--|
| <div>  <div>Courses, Curriculum, Instruction:</div> </div> | <p>High quality instruction at Golden Door is defined as instruction that is student-centered, interactive, and includes multiple measures of assessment.Students are challenged to work collaboratively, problem solve, and engage in higher-order thinking activities while maintaining a respectful learning environment.The education model in preschool is centered-based learning.The school has adopted Tools of the Mind as the core program.The education model used in the elementary grades K-4 was created in collaboration with the Hudson County Curriculum Consortium as well as adopting the following Pearson elementary programs, Reading Street, EnVisions Math, My World for Social Studies, and Interactive Science.The instructional practices used in grades 5-8 effectively move students towards their learning and ensure that the student learning standards are meet. In all subjects that include mathematics, science, social studies and English language arts.</p> |
| <div>  <div>Clubs and Activities:</div> </div> | <p>Golden Door encourages all types of after school activities and clubs. Currently the school offers the following after school clubs and activities; cheerleading, basketball, soccer, yoga, academic tutoring (3-8), remedial reading (k-2), yearbook, student council, elementary choir & middle school choir. School wide initiatives that support our community include; Saint Jude’s Children’s Research Hospital and Student’s Change Hunger (New Jersey Community Food Bank).</p> |



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|--|--|
| <div>  <div>Before and After School Programs:</div> </div> | <p>Golden Door offers an early morning before-care program to all enrolled pre-k4 students. Students may be dropped off between 7:30 a.m. and 8:45 a.m. They are monitored by a member of the school staff. This program is run by the school. An on-site afterschool program is in place run by the Apollo After School Program. The program begins at dismissal and ends at 6:00 p.m. daily. The after school program offers a variety of educational offerings including; Homework Assistance, Arts & Crafts, Young Explorers, World Explorers, Lego Builders, Science Club, Board Games Club, Basket Ball and Apollo Olympics. Apollo is fully licensed and credentialed. Also included at various times throughout the school year is Bambino Chef and Chess Wizards. A free afterschool tutoring program is offered to students who are struggling academically. This program is taught by classroom teachers. Major subjects are covered once per week.</p> |
| <div>  <div>Staff and Professional Learning:</div> </div> | <p>Continued teacher training and professional development is a priority at Golden Door. Pre-service trainings are scheduled for the week before students arrive back to school in September. Trainings focus on approved programs that support the school?s curriculum, classroom management, infusion of technology within the classroom and for instructional purposes, educational best practices and new teacher support. This is done during the five-day preservice training, half-day in-service days, continuous coaching and content area meetings by contracted ELA and mathematics specialists, and approved off-site professional development opportunities. Behavior/classroom climate meetings are conducted bi-monthly. In addition, Golden Door encourages/organizes peer sharing and observations with neighboring schools so that teachers can see what is happening in other schools and how they deliver their educational programs.</p> |



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Student Supports and Services:

Golden Door offers a variety of student support services including Special Education, English Language Learners, general assistance for students who are struggling as well as intervention and referral services designed to assist student who are experiencing learning, behavior or health difficulties. Golden Door's special education program is delivered in an inclusion format. Students with Individual Educational Programs (IEPs) or 504 plans receive assistance by a certified special education teacher within the general education classroom setting. English Language Learners are provided support within the general education classroom as well as by a certified ESL teacher. Support is also available for general education students who may be struggling in a given subject. A free after school tutoring program is offered after school during the winter/spring months. An array of services are made available to students and families through two full time school counselors.



Student Health and Wellness:

Golden Door places great emphasis on student health and wellness. Continuous instruction takes place, provided by certified health/PE teachers which focuses on health and wellness through our health education and physical education programs. In addition, all students are provided with a 20-minute recess period each day of school which includes additional time in our gymnasium and our outside playground. The school offers various programs through our certified school nurse and two certified health/PE teachers. Various programs/assemblies which promote health and wellness include "Give a Smile to Kids Day", the 3rd grade dental care program, bicycle safety, Otto the Auto-pedestrian safety, Health Fair and Garden Club. All students participate in annual health screenings. Prior to the projected Influenza season, all staff members are encouraged to receive the flu shot. Flu shots are offered on-site by Rite Aid Pharmacy.



Parent and Community Involvement:

Golden Door Charter School has a Parent-Teacher Association (PTA) that organizes various fundraisers and activities that support classroom activities. Parents are encouraged to become involved in the school community in a number of ways, including; Pre-k and Kindergarten meet & greet, Back-to-School Open House, Fall Character Day Parade and Activities, Parent/Teacher Conferences, High School Open House, Winter and Spring Concerts, School-wide Spelling Bee, STEM Fair, Tricky Tray Fundraiser, Kindergarten and 8th Grade Graduations and the Honors Awards Ceremony. A parent portal is available to every parent that allows them constant access to their child's academic information. The school has a number of community partnerships which include; Saint Peter's University, New Jersey City University, The Community Food Bank of New Jersey, Saint John's Church, Jersey City Fire Department, Hudson County Prosecutor's Office, Saint Jude Children's Research Hospital, and Pennies for Patients.



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

Staff climate surveys were issued to all staff members(including non-teachers).67% of the staff submitted a completed staff climate survey.Results of staff climate survey; School Leadership Approval Rating:87%.Satisfaction with Overall School Environment Approval Rating:96%.The main positive aspects teachers identified;1.Staff members are proud to say they work at Golden Door:98% of staff agree.2.Staff members get a lot of satisfaction from working at Golden Door: 96% of staff agree. 3. Staff members agree with the school?s mission: 96% of staff agree.4.Staff members feel Golden Door has a strong mathematics curriculum:96% of staff agree.5.Staff member feel supported by their colleagues:96% of staff agree.Parent satisfaction surveys were made available to all parents.A total of 155 parent surveys were submitted for review.There were no components of the survey that were identified as areas of need of improvement. Feed back was all positive.



Facilities:

Golden Door Charter School is located in two stunning historic buildings in the heart of Jersey City,just blocks from Journal Square.Golden Door has two educational buildings located on the same property.The administrative building (3040 Kennedy Blvd.)is a 75-year old building that was renovated in 2011 and now serves as the school's main office,administrative offices and pre-k4 facility.The main school building (3044 Kennedy Blvd.)is a 115- year old building which was recently renovated/restored in 2011.Both restorations included updating the electrical,lighting and internet/technology capability.The facility includes a newly refreshed,state-of-the-art computer lab,art room,music room,Spanish room,recently updated state-of-the-art kitchen,cafeteria and gymnasium/auditorium.The school building has 30 classrooms,a nurse?s office, principal?s office and assistant principal?s office.A new, state-of-the-art playground was recently constructed on the north side of the campus.



School Safety:

Safety is equally important as our educational program. The school is in compliance with all requirements and recommendations in the area of school safety. Golden Door has a designated School Safety Specialist who participates in all required/recommended school safety trainings. The school has an approved school safety plan. All staff members are trained on the school safety plan. School safety drills are conducted on a regular basis. The building is equipped with the latest security system and the building is locked at all times school is in session. The school employs two (2) full-time security guards. In addition to extensive security measures in place, a safe school environment is reinforced through our character education curriculum, Hero in the Hallway program and various school assemblies that focus on good character, anti-bullying, drug awareness, gang awareness and cyber-bullying.





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| | |
|---|---|
|  <div>Technology and STEM:</div> | <p>Golden Door Charter school has a state-of-the-art computer lab/classroom in which all students receive regular instruction in the latest technology. In addition, each classroom is equipped with an interactive whiteboard (Smart Board Technology) and Elmo?s, which have replaced the old overhead projectors. The building is fully equipped with wireless capability and bandwidth. In addition to a designated computer lab, the school has four mobile Chromebook carts which house 180 Chromebooks. Technology is integrated throughout the school in every classroom. The programs that support reading, mathematics, science and social studies also have a technology element. All programs are supported by online resources. Teachers use OnCourse Systems for planning instruction, maintaining and reporting student data. Teacher websites are maintained with parent portals. The school also holds an annual STEM fair. The STEM fair follows a designated theme that is suggested and voted on by teachers.</p> |
|  <div>Early Childhood Education:</div> | <p>Golden door is in its fifth year of implementation of our Pre-k4 program. The Pre-k4 program consists of three classrooms. There is one certified teacher and one teacher assistant in each classroom. Each classroom can accommodate 15 students. The program runs from 8:45 a.m. until 2:45 p.m. The school year is 190 days. The Pre-k4 curriculum is Tools of the Mind. Our program is state funded. We have been very well received by the Jersey City community and are fully enrolled in our Pre-k4 with 45 students and over 200 students on the waitlist.</p> |



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Other Information:

Golden Door Charter School has an extended school day and extended school year. The school day begins at 7:55a.m. and ends at 3:00p.m. Our school year consists of 190 school days as opposed to the typical 180 school days in district schools. As a charter school, students are enrolled via an annual lottery. Golden Door is a public charter school and students are not charged tuition. The only requirement to attend Golden Door is residency in Jersey City. The school has a strict uniform policy. Traditional school bus transportation is not provided. Students who live over two miles away from the school are provided public transportation tickets.