



CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL
 (80-6018-900)
 Grades Offered: KG-12
 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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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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	CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL
Principal Name	DR. SERCAN
Address	101 METTLERS ROAD SOMERSET, NJ 08873-1235
Phone Number	(732)649-3954 Ext. 1001
Email Address	NSERCAN@CJCOLLEGEPREP.ORG
Website	http://www.cjcollegeprep.org/
Facebook	https://www.facebook.com/cjcpcs/
Twitter	https://twitter.com/cjcpcs



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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
KG	48	48	73
1	49	48	70
2	0	48	72
3	0	0	48
4	0	0	0
5	0	0	0
6	49	47	72
7	49	48	49
8	48	48	46
9	49	49	48
10	48	45	47
11	50	45	47
12	31	49	44
Total	421	475	616

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	53.0%	52.4%	52.1%
Male	47.0%	47.6%	47.9%
Economically Disadvantaged Students	27.6%	25.7%	21.4%
Students with Disabilities	7.6%	6.7%	6.5%
English Learners	0.0%	0.8%	1.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
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	13.3%	13.1%	13.0%
Hispanic	18.8%	17.1%	14.3%
Black or African American	31.1%	27.8%	25.2%
Asian	34.0%	38.7%	47.2%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	2.4%	3.4%	0.3%

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
KG - Half Day	0	0	0
KG - Full Day	48	48	73

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	421	475	616
Shared Time Students	0	0	0
Full Time Equivalent	421	475	616

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	69.5%
Spanish	7.3%
Hindi	4.1%
Telugu	4.1%
Gujarati	3.1%
Other Languages	12.0%



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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	60	60	50	Exceeds Standard	54	54	50	Met Standard
White	57	57	50	**	*	*	51	**
Hispanic	51	51	49	Met Standard	53.5	53.5	48	**
Black or African American	49.5	49.5	44	Met Standard	65.5	65.5	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	68	68	61	Exceeds Standard	52	52	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	60	60	48	Exceeds Standard	67.5	67.5	47	Exceeds Standard
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	N	N	54	**	N	N	51	**



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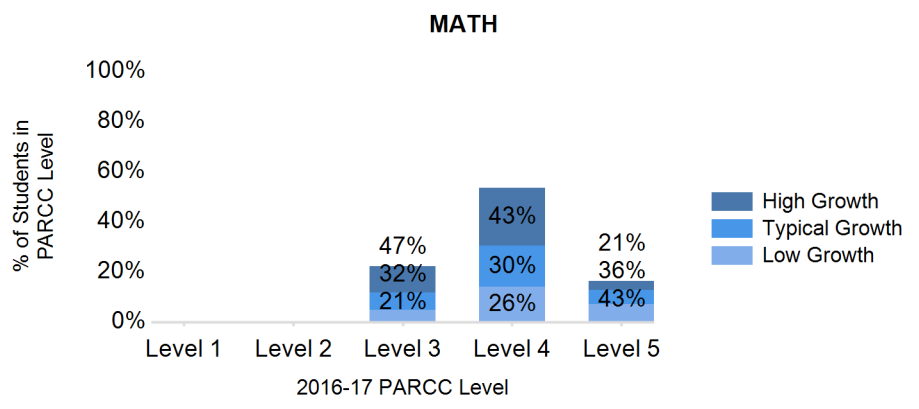
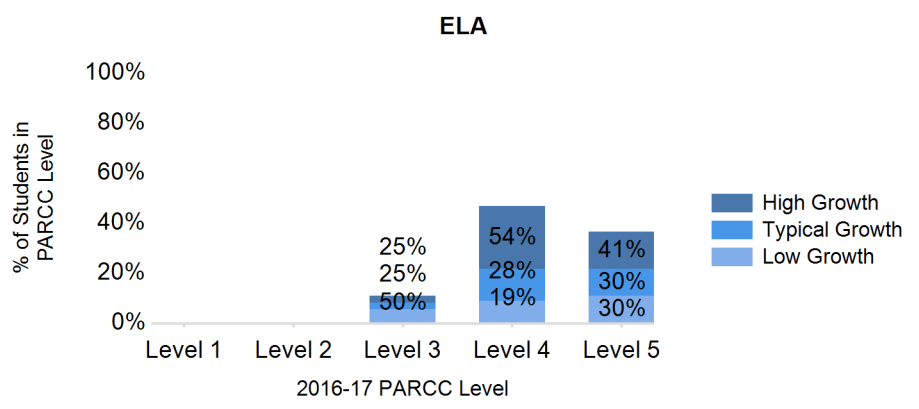
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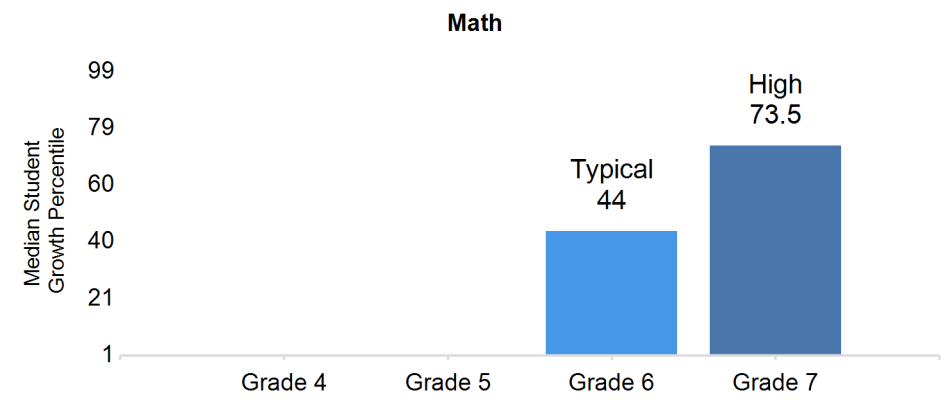
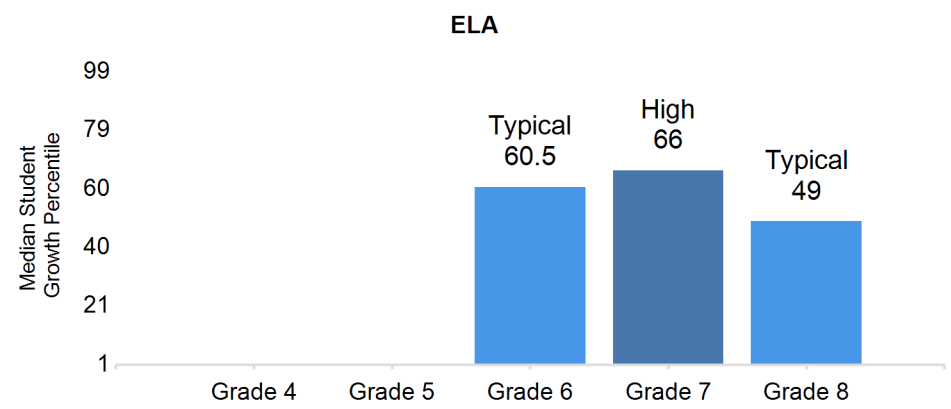
Student Growth by Performance Level

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	308	100.0	81.1	81.1	56.7	81.1	80	Met Goal
White	40	100.0	75.0	75.0	65.6	75.0	80	Met Target†
Hispanic	47	100.0	70.2	70.2	42.5	70.2	80	Met Target†
Black or African American	79	100.0	67.1	67.1	37.3	67.1	78.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	142	100.0	94.3	94.3	82.3	94.3	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	161	100.0	85.7	85.7	64.5	85.7		
Male	147	100.0	76.2	76.2	49.4	76.2		
Economically Disadvantaged Students	74	100.0	68.9	68.9	38.5	68.9	78	Not Met
Non-Economically Disadvantaged Students	234	100.0	85.0	85.0	67.5	85.0		
Students with Disabilities	16	100.0	18.8	18.8	21.6	18.8	**	**
Students without Disabilities	292	100.0	84.6	84.6	63.9	84.6		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	308	100.0	81.1	81.1	59.4	81.1		
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		

† 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	48	782	782	750	*	*	*	58%	25%	83%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	13	771	771	733	*	*	*	*	*	69%	35%
Asian, Native Hawaiian, or Pacific Islander	28	794	794	777	0%	0%	*	*	*	96%	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	30	787	787	756	*	*	*	*	*	90%	57%
Male	18	773	773	744	*	*	*	*	*	72%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	48	782	782	753	*	*	*	58%	25%	83%	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 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	72	773	773	754	*	*	*	44%	32%	76%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	17	749	749	737	*	*	*	*	*	59%	35%
Asian, Native Hawaiian, or Pacific Islander	40	787	787	779	0%	*	*	48%	43%	90%	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	41	783	783	761	*	*	*	*	*	83%	64%
Male	31	760	760	748	*	*	*	*	*	68%	48%
Economically Disadvantaged Students	17	752	752	739	*	*	*	*	*	53%	37%
Non-Economically Disadvantaged Students	55	780	780	764	*	*	*	*	*	84%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	72	773	773	755	*	*	*	44%	32%	76%	*
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	N	N	N	752	N	N	N	N	N	N	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	49	793	793	760	0%	*	*	27%	65%	92%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	18	779	779	740	0%	*	*	*	*	89%	42%
Asian, Native Hawaiian, or Pacific Islander	20	814	814	790	0%	0%	0%	*	*	100%	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	26	800	800	769	0%	*	*	*	*	96%	72%
Male	23	785	785	752	0%	*	*	*	*	87%	54%
Economically Disadvantaged Students	13	778	778	742	0%	*	*	*	*	92%	44%
Non-Economically Disadvantaged Students	36	799	799	771	0%	*	*	*	*	92%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	49	793	793	762	0%	*	*	27%	65%	92%	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%



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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	46	795	795	759	*	*	*	30%	61%	91%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	13	782	782	744	*	0%	0%	*	*	92%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	20	814	814	789	0%	0%	*	*	*	95%	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	805	805	768	*	*	*	*	*	96%	69%
Male	23	784	784	751	*	*	*	*	*	87%	52%
Economically Disadvantaged Students	17	775	775	740	*	*	*	*	*	82%	42%
Non-Economically Disadvantaged Students	29	806	806	769	*	*	*	*	*	97%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	46	795	795	761	*	*	*	30%	61%	91%	*
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%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	778	778	752	0%	*	*	48%	31%	79%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	*	*	*	735	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	16	793	793	782	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	19	790	790	759	0%	*	*	*	*	95%	63%
Male	29	770	770	744	0%	*	*	*	*	69%	46%
Economically Disadvantaged Students	11	764	764	733	0%	*	*	*	*	73%	34%
Non-Economically Disadvantaged Students	37	782	782	761	0%	*	*	*	*	81%	65%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	15%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	48	778	778	755	0%	*	*	48%	31%	79%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL
 (80-6018-900)
 Grades Offered: KG-12
 2017-2018

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

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	47	770	770	749	*	*	*	28%	38%	66%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	803	803	782	0%	*	0%	*	*	94%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	23	766	766	759	*	*	*	*	*	57%	60%
Male	24	774	774	739	*	*	*	*	*	75%	42%
Economically Disadvantaged Students	10	741	741	730	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	37	778	778	758	*	*	*	*	*	70%	59%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	15%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	47	770	770	752	*	*	*	28%	38%	66%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	46	749	749	736	*	*	28%	*	*	48%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	12	742	742	731	*	*	*	*	*	42%	35%
Black or African American	19	750	750	729	*	*	*	*	*	47%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	25	749	749	745	*	*	*	*	*	44%	48%
Male	21	749	749	728	*	*	*	*	*	52%	31%
Economically Disadvantaged Students	12	735	735	730	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	34	754	754	739	*	*	*	*	*	53%	42%
Students with Disabilities	*	*	*	708	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	742	*	*	*	*	*	*	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	46	749	749	738	*	*	28%	*	*	48%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

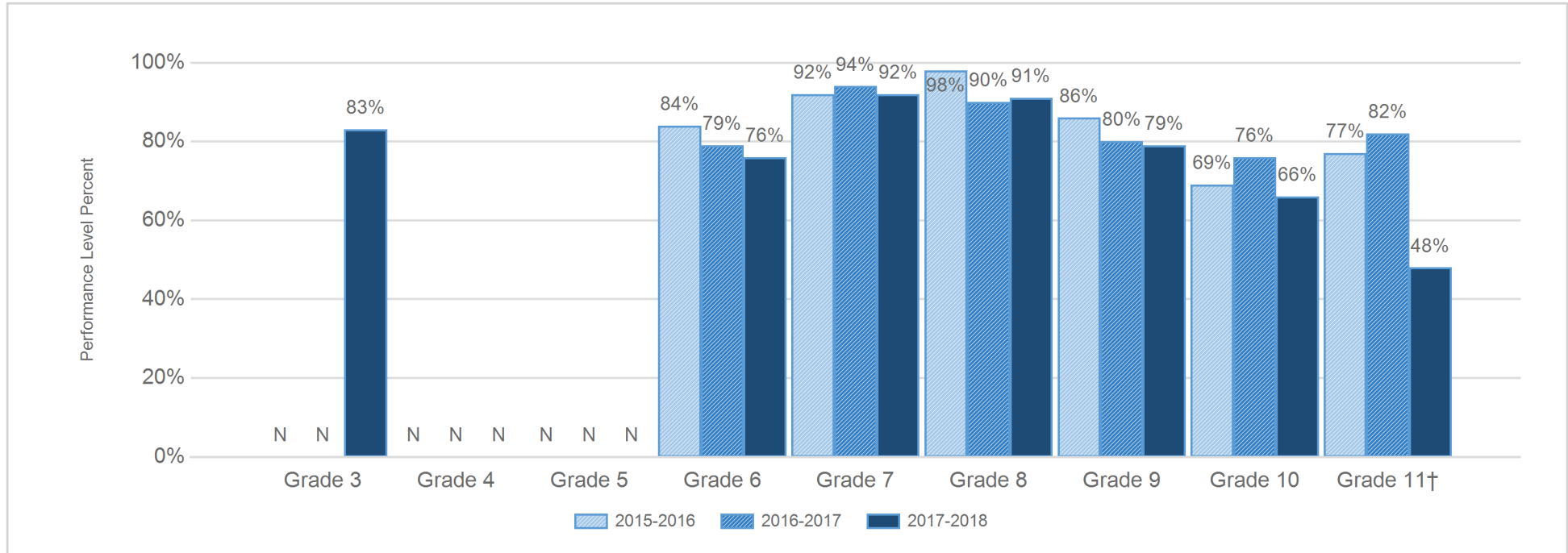


CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL
 (80-6018-900)
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 2017-2018

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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.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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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	297	100.0	72.7	72.7	45.0	72.7	68.8	Met Target
White	39	100.0	69.2	69.2	54.1	69.2	58.7	Met Target
Hispanic	47	100.0	51.1	51.1	29.2	51.1	60.7	Met Target†
Black or African American	78	100.0	57.7	57.7	23.4	57.7	54.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	133	100.0	90.2	90.2	77.0	90.2	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	159	100.0	69.2	69.2	46.0	69.2		
Male	138	100.0	76.8	76.8	43.9	76.8		
Economically Disadvantaged Students	73	100.0	54.8	54.8	26.6	54.8	60.5	Met Target†
Non-Economically Disadvantaged Students	224	100.0	78.6	78.6	55.9	78.6		
Students with Disabilities	16	100.0	25.0	25.0	17.1	25.0	**	**
Students without Disabilities	281	100.0	75.5	75.5	50.5	75.5		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	297	100.0	72.7	72.7	46.9	72.7		
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		

† Target was met within a confidence interval.



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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	48	784	784	752	0%	*	*	33%	50%	83%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	13	776	776	734	0%	*	*	*	*	77%	32%
Asian, Native Hawaiian, or Pacific Islander	28	794	794	780	0%	0%	*	*	*	96%	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	30	784	784	752	0%	*	*	*	*	83%	53%
Male	18	784	784	751	0%	*	*	*	*	83%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	48	784	784	754	0%	*	*	33%	50%	83%	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 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	72	763	763	744	0%	*	*	50%	19%	69%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	17	742	742	726	0%	*	*	*	*	41%	21%
Asian, Native Hawaiian, or Pacific Islander	40	776	776	771	0%	0%	*	*	*	90%	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	41	763	763	745	0%	*	*	*	*	63%	45%
Male	31	763	763	742	0%	*	*	*	*	77%	42%
Economically Disadvantaged Students	17	744	744	729	0%	*	*	*	*	41%	24%
Non-Economically Disadvantaged Students	55	769	769	753	0%	*	*	*	*	78%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	72	763	763	745	0%	*	*	50%	19%	69%	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	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



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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	29	762	762	743	0%	0%	*	*	*	76%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	16	761	761	727	0%	0%	*	*	*	75%	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	17	763	763	745	0%	0%	*	*	*	71%	45%
Male	12	760	760	741	0%	0%	*	*	*	83%	42%
Economically Disadvantaged Students	13	760	760	730	0%	0%	*	*	*	69%	24%
Non-Economically Disadvantaged Students	16	763	763	751	0%	0%	*	*	*	81%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	29	762	762	744	0%	0%	*	*	*	76%	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%



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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	16	763	763	728	*	*	*	*	*	69%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	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	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	16	763	763	729	*	*	*	*	*	69%	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%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	53	778	778	746	*	*	*	62%	19%	81%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	12	756	756	730	0%	*	*	*	*	67%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	23	796	796	779	0%	0%	0%	*	*	100%	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	20	776	776	748	*	*	*	*	*	85%	48%
Male	33	779	779	745	*	*	*	*	*	79%	44%
Economically Disadvantaged Students	11	764	764	729	*	*	*	*	*	82%	25%
Non-Economically Disadvantaged Students	42	781	781	756	*	*	*	*	*	81%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	53	778	778	749	*	*	*	62%	19%	81%	*
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%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	50	760	760	735	*	*	24%	*	*	68%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	10	759	759	723	0%	0%	*	*	*	70%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	23	770	770	760	0%	*	*	*	*	78%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	26	759	759	736	*	*	*	*	*	58%	30%
Male	24	760	760	734	*	*	*	*	*	79%	29%
Economically Disadvantaged Students	10	747	747	722	*	*	*	*	*	50%	13%
Non-Economically Disadvantaged Students	40	763	763	741	*	*	*	*	*	73%	38%
Students with Disabilities	*	*	*	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	50	760	760	736	*	*	24%	*	*	68%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL
 (80-6018-900)
 Grades Offered: KG-12
 2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	63	748	748	727	*	19%	32%	*	*	41%	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	24	745	745	705	*	*	*	*	*	38%	11%
Asian, Native Hawaiian, or Pacific Islander	16	782	782	766	0%	0%	*	*	*	75%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	37	744	744	728	*	*	*	*	*	38%	30%
Male	26	753	753	727	*	*	*	*	*	46%	30%
Economically Disadvantaged Students	17	728	728	709	*	*	*	*	*	18%	13%
Non-Economically Disadvantaged Students	46	755	755	736	*	*	*	*	*	50%	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	63	748	748	729	*	19%	32%	*	*	41%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

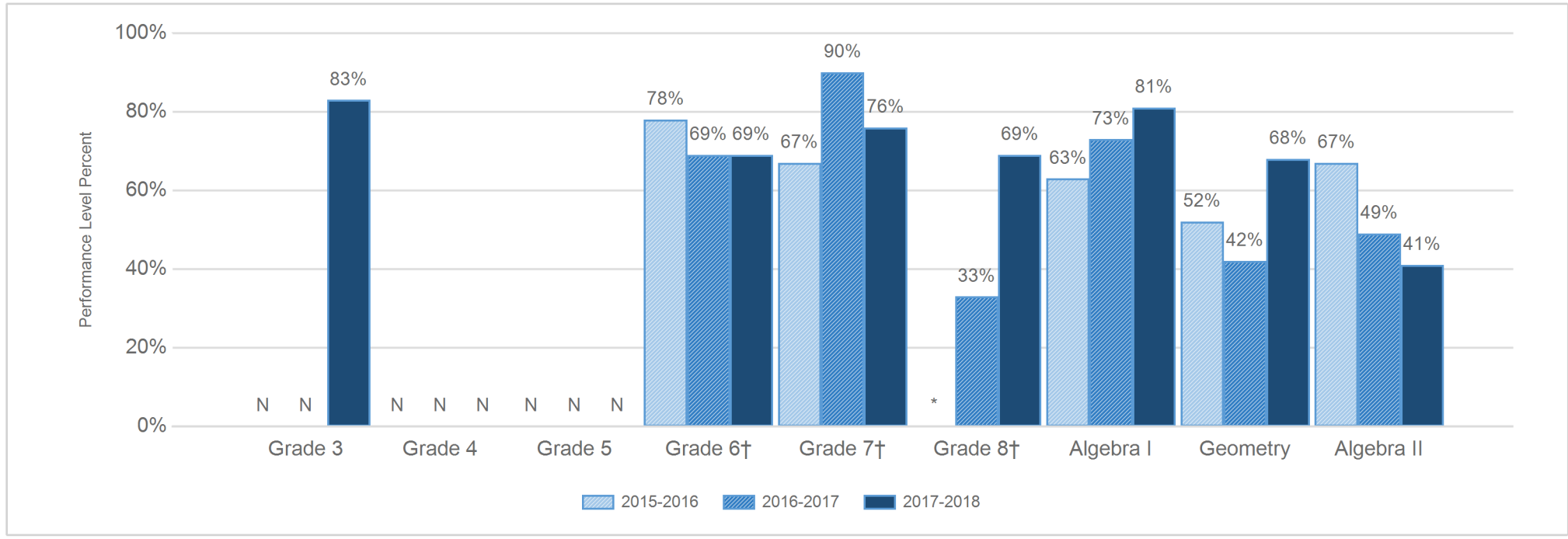


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Mathematics Assessment – Performance Trends

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
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	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	N	N	N

† 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	N	N	N
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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	96.8%	85.0%
12th graders taking SAT in 2017-18 or prior years	86.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	43.2%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	516	478	Grade 10: 430 Grade 11: 460	73%	62%
PSAT 10/NMSQT - Math	515	478	Grade 10: 480 Grade 11: 510	53%	42%
SAT - Reading and Writing	546	542	480	82%	72%
SAT - Math	564	543	530	68%	54%
ACT - Reading	19	24	22	26%	62%
ACT - English	18	24	18	47%	78%
ACT - Math	20	24	22	26%	62%
ACT - Science	19	23	23	21%	53%



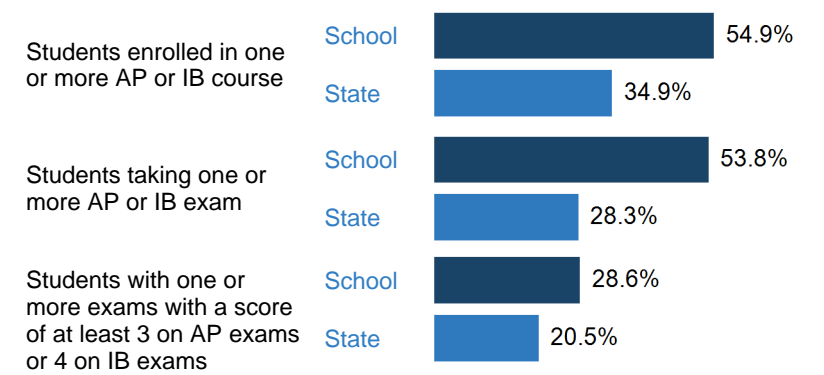
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	20	21
AP Calculus AB	17	17
AP Calculus BC	3	3
AP Chemistry	12	12
AP English Language and Composition	19	19
AP English Literature and Composition	12	12
AP Environmental Science	10	10
AP Human Geography	16	16
AP Macroeconomics	7	7
AP Microeconomics	2	4
AP Psychology	16	16
AP Statistics	7	2
AP Studio Art—Drawing Portfolio	2	1
AP U.S. History	5	5
AP World History	11	11
Exams with scores of at least 3 on AP exams or 4 on IB exams		84



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		156



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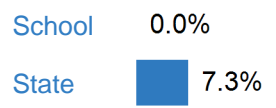
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

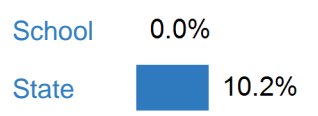
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

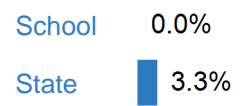
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	72
7	20	0	0	0	0	0	44
8	15	15	0	0	0	0	33
9	17	18	0	0	0	0	15
10	3	14	13	9	2	1	6
11	0	3	27	2	11	2	29
12	0	0	2	7	7	16	17
Total	55	50	42	18	20	19	216
Enrolled in AP/IB Course					20	7	0
Enrolled in Dual Enrollment Course	0	0	0	18	0	12	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	42	2	0	0	0	4
10	7	40	0	1	1	0
11	4	12	0	22	4	6
12	4	1	0	2	2	6
Total	57	55	0	25	7	16
Enrolled in AP/IB Course	20	12		10	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	44	4	2	3	0	16
10	14	43	1	6	0	0
11	2	32	2	1	0	13
12	1	2	25	25	0	31
Total	61	81	30	35	0	60
Enrolled in AP/IB Course	11	5	8	16		16
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	25	0	0	0	0	23	24
7	20	0	0	0	0	16	13
8	16	0	0	0	0	17	13
9	25	0	0	0	0	11	9
10	22	0	0	0	0	12	11
11	10	0	0	0	0	0	6
12	0	0	0	0	0	0	1
Total	118	0	0	0	0	79	77
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	9	0	0	0	0	0	6



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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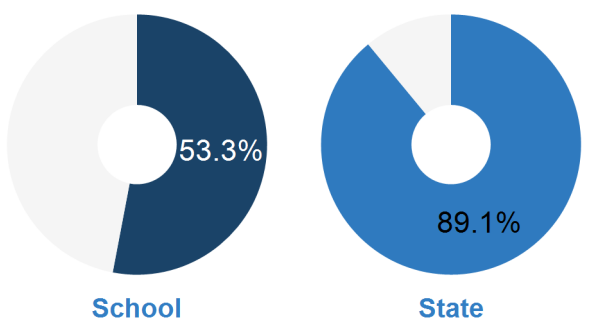
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Visual and Performing Arts – Course Participation

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

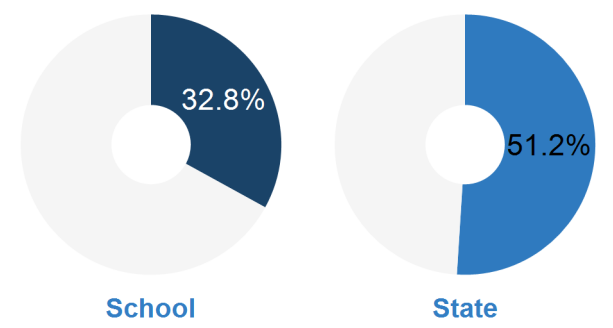
Grades 6-8:

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

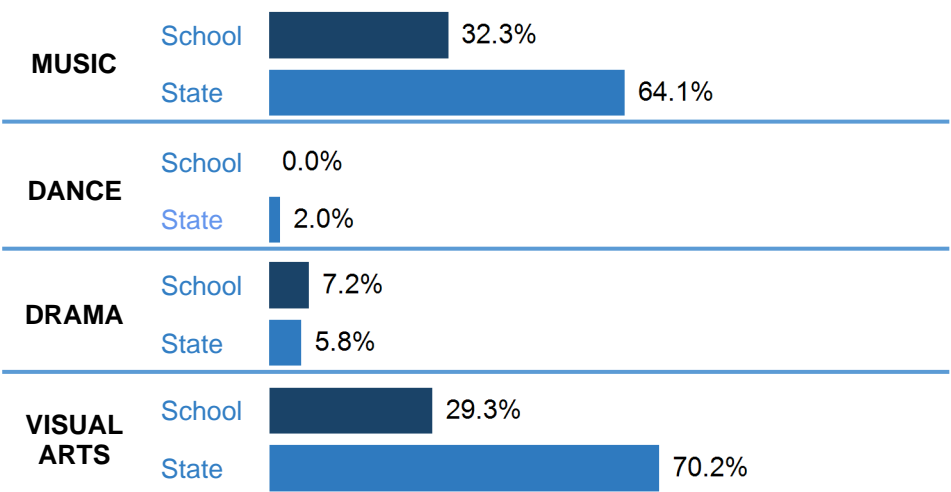


Grades 9-12:

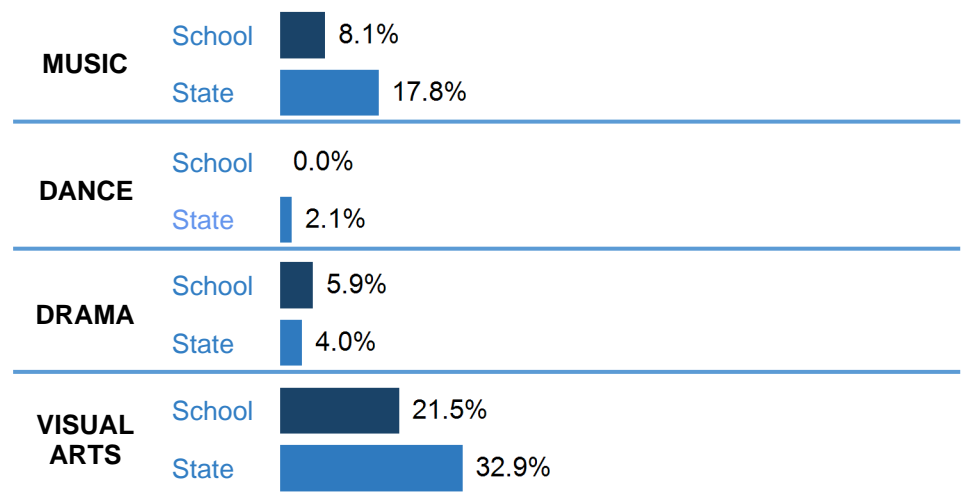
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	100.0%	90.9%	100.0%	92.4%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	*	95.0%	*	95.7%	*	**	**	*	**	**
Hispanic	100.0%	84.8%	*	87.3%	*	**	**	*	**	**
Black or African American	100.0%	84.2%	100.0%	86.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	N	N	N
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	100.0%	84.6%	100.0%	87.0%	100.0%	N	Met Goal	100.0%	**	**
Students with Disabilities	*	80.1%	*	83.5%	*	**	**	*	**	**
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	97.7%	88.6%
Substitute Competency Test	2.3%	6.8%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	4.5%
Unknown	0.0%	0.0%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	100.0%	-
2017	100.0%	100.0%
2016	100.0%	100.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	N	1.2%
2016-2017	N	1.1%
2015-2016	N	1.2%



CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL
 (80-6018-900)
 Grades Offered: KG-12
 2017-2018

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	86.4%	18.4%	81.6%
White	*	*	*
Hispanic	80%	25%	75%
Black or African American	94.4%	11.8%	88.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	100%	7.7%	92.3%
Students with Disabilities	*	*	*
English Learners	N	N	N

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	95.9%	19.1%	80.9%	80.9%	19.1%	78.7%	21.3%
White	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Black or African American	92%	17.4%	82.6%	82.6%	17.4%	82.6%	17.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	88.9%	25%	75%	75%	25%	87.5%	12.5%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



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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.

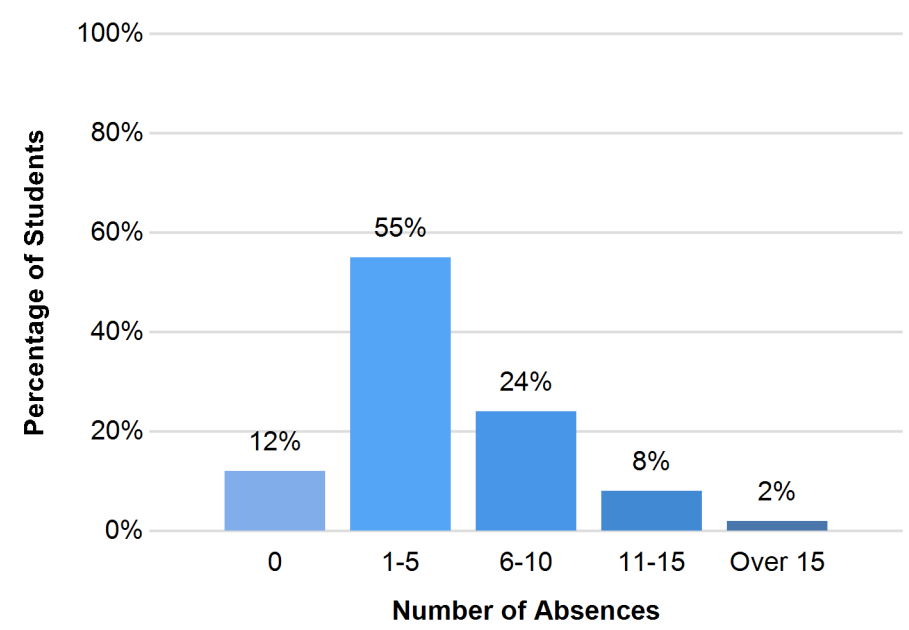
Chronic Absenteeism

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	8	1.3	11.5	Met
White	*	*	11.5	Met
Hispanic	4	4.5	11.5	Met
Black or African American	0	0	11.5	Met
Asian, Native Hawaiian, or Pacific Islander	3	1.0	11.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	2	1.5	11.5	Met
Students with Disabilities	1	2.5	11.5	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.





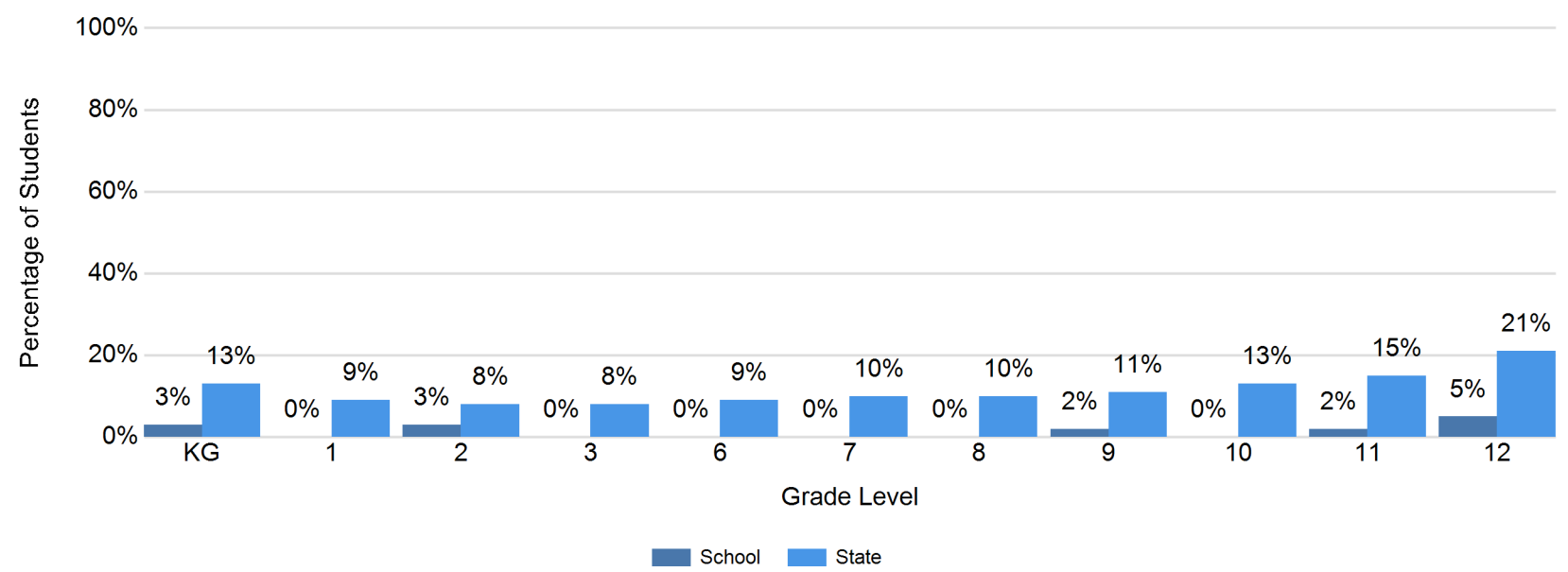
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Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.14

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	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	7	7
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	11	1.8%
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
24



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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	3:10 PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 52 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	1:1

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)	\$505	\$12,700	\$13,205



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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	52	117,464
Average years experience in public schools	4.4	12.0
Average years experience in district	2.0	10.7
Teachers in district for 4 or more years	23.1%	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	5.8	16.0
Average years experience in district	4.5	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	12:1	12:1
Students to Administrators	154:1	154:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		N
Students to Nurses		616:1
Students to Counselors		205:1
Students to Child Study Team		616:1



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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	61.7%	90.2%
2016-17 Administrators: Same district 2017-18	25.0%	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	88.3%



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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	75.0%	25.0%
Male	25.0%	75.0%
White	59.6%	100.0%
Hispanic	9.6%	0.0%
Black or African American	9.6%	0.0%
Asian	21.2%	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	89.58	12.5%
Mathematics Proficiency	91.67	12.5%
Graduation Rate - 4-Year	95.74	15.0%
Graduation Rate - 5-Year	89.36	15.0%
English Language Arts Growth	91.67	15.0%
Mathematics Growth	86.67	15.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	95.45	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	91.49	n/a
Summative Rating: Percentile Rank of Summative Score	97.92	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target	Met Goal	Met Goal	Exceeds Standard	Met Standard	N	Met	No
White	**	**	No	Met Target†	Met Target	**	**	**	**	n/a	Met	No
Hispanic	77.42	14.08	No	Met Target†	Met Target†	**	**	Met Standard	**	n/a	Met	No
Black or African American	92.39	21.20	No	Not Met	Met Target	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	65.11	14.08	No	Met Goal	Met Goal	**	N	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	**	**	n/a	**	No
Economically Disadvantaged Students	93.64	21.20	No	Not Met	Met Target†	Met Goal	**	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	**	**	No	**	**	**	**	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	N	**	**	**	**	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"> • CJCP is a recipient of the 2016 National Blue Ribbon Award and has been a Tier I Charter School serving a diverse student body in a 93,000 sqft, state-of-the-art facility in Somerset, NJ. • CJCP has had 100% college admission rate to accredited four-year colleges. • CJCP has had 100% graduation rate since 2011, with 45% being first generation college students.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Central Jersey College Prep Charter School is to provide academic and social challenges and opportunities for students to attain the skills necessary for success in post-secondary education.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>CJCP was established in 2006-07 and has been statewide and nationally recognized for increasing student achievement and for closing the achievement gap. This recognition includes: 2016 National Blue Ribbon Award 2015 & 2016 Tier I Charter School Designation of High Performing Title I Reward Schools, 2014-15 Recipient of the Title I School Rewards Grant, 2014-15 Recipient of Silver Award by US News & World Report Top US High Schools, 2017 Designation of a Top Ten Middle School by JerseyCAN, 2013-14</p>






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 Courses, Curriculum, Instruction:	<p>CJCP implements rigorous, research-based, and technology-enriched curriculum coupled with distinct and innovative instructional practices to give all students a high-level exposure to the college-prep curriculum. Through the integration of rigorous, ongoing professional learning activities for our teachers, the focus on college-prep is the center of the daily classroom instruction as well as extracurricular activities, which bolsters preparation for post-secondary education. CJCP's curriculum includes (a) Problem-Based Everyday Mathematics (K-5), (b) Inquiry-Based Pearson Science, (c) Pearson Realize Math (6-12), (d) Advanced Placement and Dual Enrollment Programs, (e) One-to-one technology with ChromeBooks, (f) Electronic textbooks including Discovery Education, My World by McGraw Hill, and MyLab by Pearson, (g) A K-12 gifted program, (h) Supplemental electronic resources: RAZ-Kids (Grades K-3 & 6), BrainPop, ReadWorks, NewsELA, iCivics, MathXL, Study Island, and MAP by NWEA.</p>
 Sports and Athletics:	<p>Sports Offered: Basketball (Boys & Girls), Volleyball (Boys & Girls)</p> <p>CJCP believes in the value of team sports. CJCP has an Athletics Coordinator and is a member of NJSIAA and we continue to increase our interscholastic sports offerings. In 2017-18 CJCP offers varsity girls volleyball and varsity boys and girls basketball. This year will be the first year we are offering girls basketball. We are currently completing the construction of a brand new gymnasium and will offer intramural sports clubs for our students later this year.</p>
 Clubs and Activities:	<p>Due to the dedication of our faculty, our students have the opportunity to participate in many enriching educational experiences; regional Science Olympiad competitions, Math competitions, FIRST Robotics competition, JSA, Model United Nations, and many others. Our Model United Nations students won multiple awards at the International Global Classroom competition in New York and our Science Olympiad team has earned numerous medals and in 2018 advanced to state finals again where they won four medals including one first place. Our JSA team went to Washington, DC to compete with other students from across the nation in their debating skills.</p>






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 <p>Before and After School Programs:</p>	<p>CJCP has an aftercare program for our students that runs until 6pm. Students use this time for homework completion and enrichment purposes to support their academic, social, and emotional development. CJCP also accommodates early arrivals offering a free or reduced breakfast for those students who qualify.</p>
 <p>Staff and Professional Learning:</p>	<p>Our professional development reflects the needs of our learning community within the school. It is focused on providing faculty with ongoing support and maximizing teacher effectiveness through professional development opportunities within and outside the school, graduate courses, and onsite training opportunities. We equip our teachers with the most advanced technology to create an integrated, student-centered classroom and support their use of these tools for their individual subjects. To best meet our faculty’s professional development needs, each teacher will create an individual Professional Development Plan (PDP) each year to outline their goals that will further their growth. We provide school-wide opportunities where teachers have a platform to showcase their expertise in a way that will empower, grows, and support one another in the classroom. This will bolster teacher mastery in all areas of teacher practice.</p>
 <p>Postsecondary Information:</p>	<p>CJCP’s graduation rate is 100% since 2011; 100% of our students are accepted by 4-year colleges and universities every year. Our graduates attend a variety of universities including but not limited to Rutgers, Montclair, Kean, Rowan, NYU, NJIT, Emory, UC Berkeley, Rider, Princeton, and Cornell. CJCP has a College Mentorship Program. Students are mentored in small groups for successful SAT/ACT performance, resume development, career/college choice, financial aid, & applications. CJCP has dedicated college admission counselors who support students; parent workshops, SAT practice tests & fee waivers, and college visits & instant decision days.</p>






CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL
 (80-6018-900)
 Grades Offered: KG-12
 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

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 <p>Student Supports and Services:</p>	<p>CJCP offers substantive academic support for students who need extra help including, but not limited to, additional reinforcement from in-class support teachers, supplemental remediation periods, and tutoring as part of our students' daily schedules. CJCP has an Intervention & Referral Services program which includes a full-time social worker, behavioral interventionists, resource teachers, and two school counselors for special education students. CJCP also offers an ELL services provided by certified staff to ensure mastery of the learning objectives by students.</p>
 <p>Student Health and Wellness:</p>	<p>CJCP elementary students have 30 minutes of recess daily and participate in structured activities that include fitness, team-oriented games, interactive dance, and fitness videos. In addition to the physical component of a well-balanced wellness program, students also learn about important topics such as nutrition and hygiene. CJCP's upper school students take health and physical education every year. Our high school students also take Driver's Education and all the Comprehensive Health and Physical Education NJ Student Learning Standards are applied by the school.</p>
 <p>Parent and Community Involvement:</p>	<p>CJCP values the parent-teacher-student triad for maximizing achievement. Our PTSO conducts monthly parent meetings to keep the CJCP community informed of current and future events. Of these events are the Mother's Day Plant Sale, annual Thanksgiving Food Drive, Daddy Daughter Dance, Scholastic Book Fairs, which are held twice during the school year by the CJCP PTSO. CJCP also brings families together in many ways: new student orientations, Back-to-School Night, Parent-Teacher Conferences, workshops, & volunteering. Events include graduations, Winter & Spring Concerts, and an annual STEM Fair. Parents' portal is available 24-7 on the Genesis platform. Our students run annual food drives, coat drives, and blood drives.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The school climate survey is conducted annually with students, parents, and staff. Highlights from the 2017-18 Climate Survey include: CJCP has a safe and positive learning, environment, CJCP offers individual attention to all students, and CJCP teachers and administrators communicate well with parents.</p>
 <p>Facilities:</p>	<p>CJCP has state of the art amenities in a cutting-edge facility that provides students and faculty with a 21st-century learning experience. Located on a 93,000 sq. ft. in the diverse town of Somerset, NJ, our facility features more than 60 classrooms, 8,000 sq.ft. cafeteria, a media center, newly constructed gymnasium with over 13,000 sq. ft. and many office spaces. In addition, CJCP has an advanced safety and security system.</p>
 <p>School Safety:</p>	<p>CJCP prides itself on school safety as the safety of our students and staff are paramount. We have over 130 cameras strategically located within and throughout the building's perimeter. This added security ensures that our students are the top priority in regards to their safety. We have five full-time security officers that serve all grades. CJCP also conducts lockdown and fire drills to ensure compliance with all state requirements.</p>




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 <p>Technology and STEM:</p>	<p>One-to-one technology is a major component of CJCPÖs instructional model where teachers no longer function as the sole source of the content knowledge. In CJCPÖs classrooms, teachers become facilitators while students are held accountable to play a more active role in the learning process. CJCPÖs implementation of one-to-one technology program presents a potential to address disadvantages facing students from minority and low-income families in increasing their technology literacy, which eventually translates into increased student achievement and closure of achievement gap. CJCPÖs teachers use technology to introduce, reinforce, extend, enrich, assess, and remediate student mastery of learning objectives. Students use computers to design their own product by employing word-processing, database, presentation and graphic software. CJCP implements rigorous, research-based, field-tested, and technology-enriched curriculum coupled with distinct and innovative organizational practices.</p>
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 <p>Other Information:</p>	<p>CJCP is invested in small classroom size as an important tried-and-true strategy to promote student success. The school strives to maintain a 10:1 student:teacher ratio in the classroom and utilizes in-class-support teachers to help reach this goal. The CJCP policy is to have no more than 18 students in a classroom. Our maximum enrollment during the school year 2018-19 is 820 students. We are continuing expansion into the elementary grades, and will serve grades 6 ÷ 12 and K ÷ 4 in 2018-19 school year. CJCP will add a grade up every year moving forward until the lower school reaches 5th grade. While located in Somerset, we serve students who reside in Franklin Township, New Brunswick, and North Brunswick.</p>
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