

**COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL**

(80-6101-992)

Grades Offered: KG-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

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

Type	Contact Information
County	CHARTERS
District	COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL
Principal Name	MS. NELSON
Address	365 EMERSON AVE PLAINFIELD, NJ 07062
Phone Number	(908)625-1879
Email Address	RNELSON@COLLEGEACHIEVE.ORG
Website	http://collegeachievecentral.org
Facebook	https://www.facebook.com/Collegeachievecpublicschools



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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	77	95	90
1	68	97	95
2	47	90	96
3	0	72	95
4	0	0	85
5	72	58	64
6	72	99	101
7	0	75	99
8	0	0	72
Total	336	586	797

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	53.3%	52.3%	53.1%
Male	46.7%	47.7%	46.9%
Economically Disadvantaged Students	66.7%	61.3%	57.3%
Students with Disabilities	5.1%	7.2%	3.9%
English Learners	0.0%	17.5%	23.7%
Homeless Students		0.3%	15.7%
Students in Foster Care		0.2%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	1.2%	1.0%	0.6%
Hispanic	64.3%	69.8%	72.9%
Black or African American	33.6%	27.9%	25.7%
Asian	0.0%	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	0.9%	0.5%

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	77	95	90

Enrollment by Home Language

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

Home Language	% of Students
Spanish	69.9%
English	30.1%



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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	36	36	50	Not Met	26	26	50	Not Met
White	*	*	50	**	*	*	51	**
Hispanic	37	37	49	Not Met	25	25	48	Not Met
Black or African American	32	32	44	Not Met	29.5	29.5	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	34	34	48	Not Met	25.5	25.5	47	Not Met
Students with Disabilities	29	29	41	Not Met	37	37	43	Not Met
English Learners	51.5	51.5	54	Met Standard	18	18	51	Not Met



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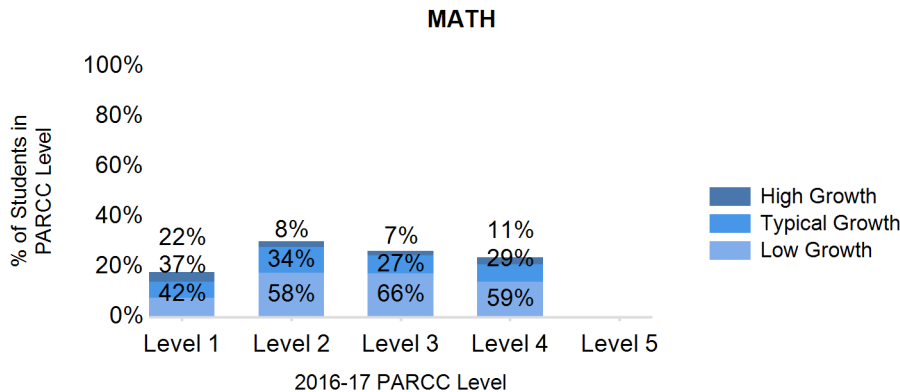
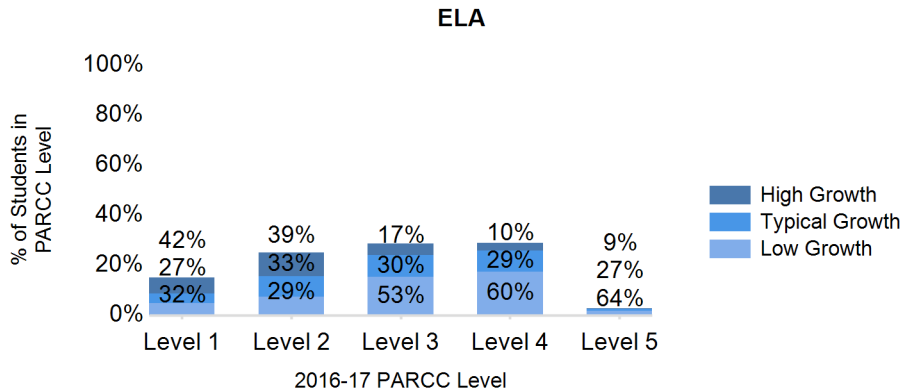
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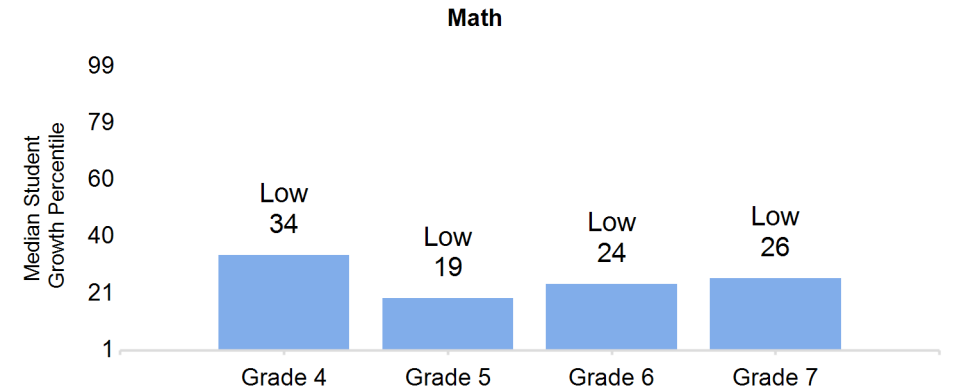
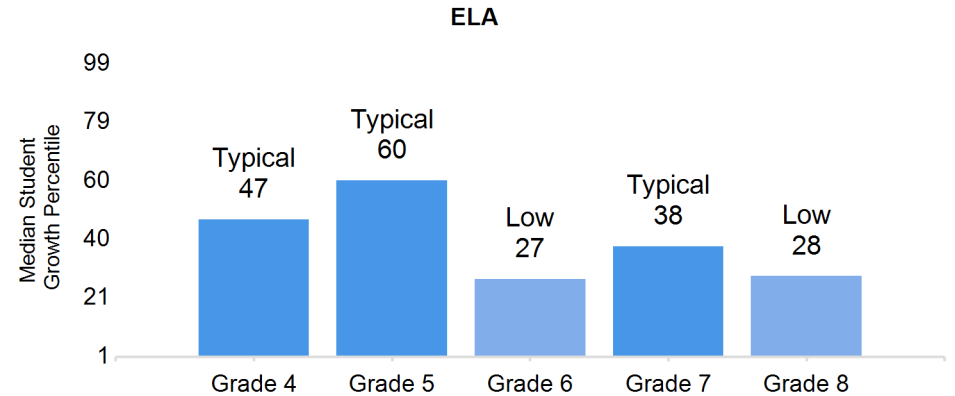
Student Growth by Performance Level

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	501	99.0	28.0	28.0	56.7	28.0	36.6	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	366	98.9	25.4	25.4	42.5	25.4	30.4	Not Met
Black or African American	129	99.2	33.3	33.3	37.3	33.3	47.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	267	99.3	32.5	32.5	64.5	32.5		
Male	234	98.8	22.6	22.6	49.4	22.6		
Economically Disadvantaged Students	302	99.4	24.8	24.8	38.5	24.8	34.4	Not Met
Non-Economically Disadvantaged Students	199	98.5	32.6	32.6	67.5	32.6		
Students with Disabilities	40	100.0	*	*	21.6	*	4	Met Target†
Students without Disabilities	461	98.9	*	*	63.9	*		
English Learners	106	97.3	11.3	11.3	27.3	11.3	4	Met Target
Non-English Learners	395	99.5	32.4	32.4	59.4	32.4		
Homeless Students	64	97.0	25.0	25.0	27.7	25.0		
Students In Foster Care	*	*	*	*	26.3	*		
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	92	718	718	750	29%	25%	29%	16%	0%	16%	52%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	64	712	712	736	34%	25%	28%	*	*	13%	38%
Black or African American	28	730	730	733	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	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	52	716	716	756	*	21%	25%	*	*	17%	57%
Male	40	720	720	744	*	30%	35%	*	*	15%	46%
Economically Disadvantaged Students	60	714	714	733	*	20%	*	*	*	13%	34%
Non-Economically Disadvantaged Students	32	725	725	762	*	34%	*	*	*	22%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	21	698	698	712	*	*	*	*	*	*	15%
Non-English Learners	71	724	724	753	*	*	*	*	*	*	55%
Homeless Students	15	712	712	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	741	741	756	13%	18%	30%	*	*	39%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	56	736	736	744	*	21%	27%	*	*	36%	44%
Black or African American	23	747	747	739	*	*	*	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	57	745	745	762	*	*	*	*	*	44%	63%
Male	27	734	734	751	*	*	*	*	*	30%	53%
Economically Disadvantaged Students	54	734	734	740	*	*	28%	*	*	31%	40%
Non-Economically Disadvantaged Students	30	754	754	767	*	*	33%	*	*	53%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	18	714	714	720	*	*	*	*	*	11%	17%
Non-English Learners	66	749	749	759	*	*	*	*	*	47%	61%
Homeless Students	14	744	744	729	*	*	*	*	*	43%	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	738	738	755	*	*	34%	36%	0%	36%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	56	737	737	743	*	*	30%	38%	0%	38%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	29	744	744	762	*	*	34%	41%	0%	41%	66%
Male	35	732	732	749	*	*	34%	31%	0%	31%	51%
Economically Disadvantaged Students	25	743	743	739	*	*	40%	40%	0%	40%	39%
Non-Economically Disadvantaged Students	39	734	734	766	*	*	31%	33%	0%	33%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	22	733	733	712	*	*	*	*	*	32%	11%
Non-English Learners	42	740	740	757	*	*	*	*	*	38%	60%
Homeless Students	16	727	727	731	*	*	*	*	*	25%	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	727	727	754	10%	39%	31%	20%	0%	20%	56%
White	N	N	N	761	N	N	N	N	N	N	66%
Hispanic	74	723	723	742	14%	39%	34%	14%	0%	14%	42%
Black or African American	28	738	738	737	0%	39%	*	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	44	732	732	761	*	36%	36%	*	*	23%	64%
Male	58	724	724	748	*	41%	28%	*	*	17%	48%
Economically Disadvantaged Students	54	723	723	739	*	44%	31%	*	*	13%	37%
Non-Economically Disadvantaged Students	48	732	732	764	*	33%	31%	*	*	27%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	19	724	724	712	*	*	*	*	*	*	*
Non-English Learners	83	728	728	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	98	739	739	760	14%	12%	36%	*	*	38%	63%
White	N	N	N	768	N	N	N	N	N	N	72%
Hispanic	75	739	739	746	13%	13%	37%	*	*	36%	49%
Black or African American	23	738	738	740	*	*	*	*	*	43%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	47	744	744	769	*	*	36%	*	*	43%	72%
Male	51	734	734	752	*	*	35%	*	*	33%	54%
Economically Disadvantaged Students	67	737	737	742	*	*	*	*	*	36%	44%
Non-Economically Disadvantaged Students	31	742	742	771	*	*	*	*	*	42%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	14	728	728	705	*	*	*	*	*	14%	11%
Non-English Learners	84	741	741	762	*	*	*	*	*	42%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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%



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL
(80-6101-992)
Grades Offered: KG-08
2017-2018

Report Key:

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	730	730	759	15%	21%	41%	23%	0%	23%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	49	726	726	744	*	29%	33%	*	*	20%	45%
Black or African American	22	741	741	739	*	*	59%	*	*	27%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	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	43	736	736	768	*	*	*	*	*	30%	69%
Male	28	723	723	751	*	*	*	*	*	11%	52%
Economically Disadvantaged Students	50	731	731	740	*	*	*	*	*	24%	42%
Non-Economically Disadvantaged Students	21	730	730	769	*	*	*	*	*	19%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	13	708	708	703	*	*	*	*	*	*	*
Non-English Learners	58	736	736	761	*	*	*	*	*	*	*
Homeless Students	12	721	721	727	*	*	*	*	*	*	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%



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

Grades Offered: KG-08

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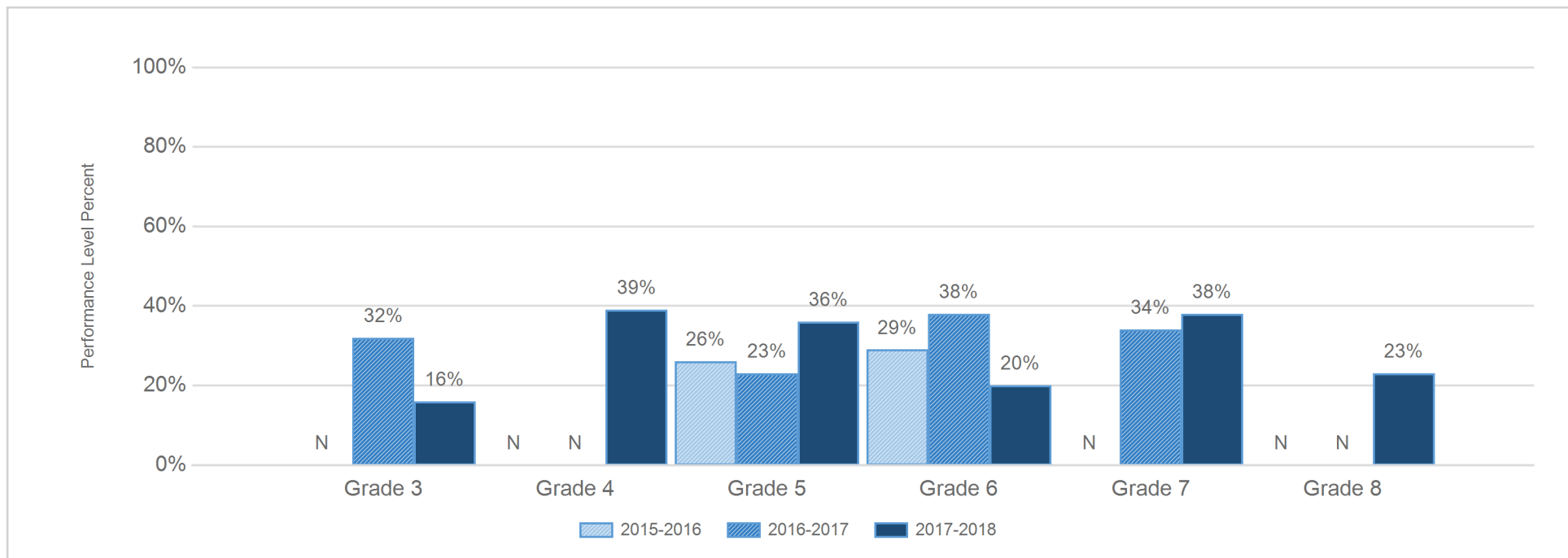
** Accountability calculations require 20 or more students

N No Data is available to display

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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	504	99.2	16.3	16.3	45.0	16.3	29.6	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	370	99.5	15.6	15.6	29.2	15.6	28.8	Not Met
Black or African American	128	98.5	16.4	16.4	23.4	16.4	27.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	268	99.3	16.8	16.8	46.0	16.8		
Male	236	99.2	15.6	15.6	43.9	15.6		
Economically Disadvantaged Students	302	99.0	14.2	14.2	26.6	14.2	27.8	Not Met
Non-Economically Disadvantaged Students	202	99.5	19.3	19.3	55.9	19.3		
Students with Disabilities	40	100.0	*	*	17.1	*	10	Not Met
Students without Disabilities	464	99.2	*	*	50.5	*		
English Learners	110	99.1	*	*	24.6	*	11.9	Not Met
Non-English Learners	394	99.3	*	*	46.9	*		
Homeless Students	66	98.5	12.1	12.1	17.3	12.1		
Students In Foster Care	*	*	*	*	16.2	*		
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	91	713	713	752	*	*	*	*	*	*	53%
White	N	N	N	760	N	N	N	N	N	N	64%
Hispanic	64	711	711	739	38%	33%	19%	*	*	11%	38%
Black or African American	27	718	718	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	51	708	708	752	*	*	*	*	*	*	53%
Male	40	720	720	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	59	712	712	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	32	716	716	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	21	698	698	726	*	*	*	*	*	*	23%
Non-English Learners	70	717	717	754	*	*	*	*	*	*	56%
Homeless Students	15	701	701	723	*	*	*	*	*	*	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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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	724	724	748	26%	31%	21%	22%	0%	22%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	57	719	719	737	30%	30%	25%	*	*	16%	34%
Black or African American	23	728	728	730	*	*	*	*	*	30%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	58	726	726	748	*	*	*	*	*	24%	50%
Male	27	719	719	748	*	*	*	*	*	19%	49%
Economically Disadvantaged Students	54	719	719	733	*	*	*	*	*	17%	30%
Non-Economically Disadvantaged Students	31	732	732	758	*	*	*	*	*	32%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	19	706	706	722	*	*	*	*	*	*	16%
Non-English Learners	66	729	729	750	*	*	*	*	*	*	52%
Homeless Students	14	726	726	722	*	*	*	*	*	29%	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	724	724	748	22%	31%	26%	22%	0%	22%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	57	723	723	736	21%	32%	25%	23%	0%	23%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	30	725	725	749	*	33%	*	*	*	27%	50%
Male	35	723	723	747	*	29%	*	*	*	17%	48%
Economically Disadvantaged Students	25	728	728	733	*	*	*	*	*	20%	29%
Non-Economically Disadvantaged Students	40	721	721	758	*	*	*	*	*	23%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	23	714	714	718	*	*	*	*	*	*	13%
Non-English Learners	42	729	729	750	*	*	*	*	*	*	51%
Homeless Students	17	715	715	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



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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	102	714	714	744	26%	45%	15%	14%	0%	14%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	74	712	712	731	28%	47%	14%	*	*	11%	27%
Black or African American	28	720	720	726	*	39%	*	*	*	21%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	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	44	715	715	745	*	*	*	*	*	*	45%
Male	58	714	714	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	54	712	712	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	48	716	716	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	19	709	709	713	*	*	*	*	*	11%	11%
Non-English Learners	83	715	715	745	*	*	*	*	*	14%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	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	99	722	722	743	20%	39%	17%	*	*	23%	43%
White	N	N	N	750	N	N	N	N	N	N	54%
Hispanic	76	723	723	732	20%	38%	17%	*	*	25%	27%
Black or African American	23	716	716	727	*	43%	*	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	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	47	723	723	745	*	40%	*	*	*	26%	45%
Male	52	720	720	741	*	38%	*	*	*	21%	42%
Economically Disadvantaged Students	68	722	722	730	*	38%	*	*	*	25%	24%
Non-Economically Disadvantaged Students	31	721	721	751	*	42%	*	*	*	19%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	15	715	715	716	*	*	*	*	*	13%	10%
Non-English Learners	84	723	723	744	*	*	*	*	*	25%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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%



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

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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	37	707	707	728	*	*	*	*	*	*	28%
White	N	N	N	736	N	N	N	N	N	N	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	19	709	709	731	*	*	*	*	*	*	31%
Male	18	706	706	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	24	711	711	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	13	701	701	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	12	693	693	705	*	*	*	*	*	*	10%
Non-English Learners	25	714	714	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	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	35	730	730	746	*	*	*	*	*	*	46%
White	N	N	N	755	N	N	N	N	N	N	57%
Hispanic	20	735	735	730	*	*	70%	*	*	10%	27%
Black or African American	15	725	725	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	24	729	729	748	*	*	*	*	*	*	48%
Male	11	735	735	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%

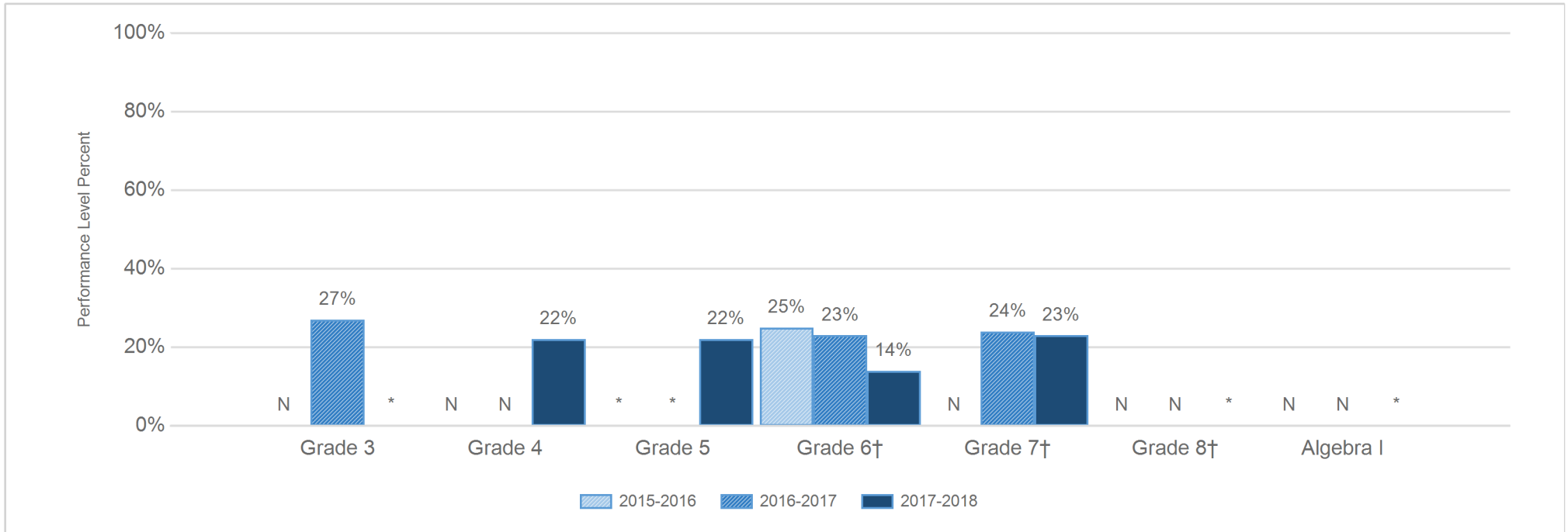


COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL
 (80-6101-992)
 Grades Offered: KG-08
 2017-2018

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

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.



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

Grades Offered: KG-08

2017-2018

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	33.1%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	153	*	*
3-4	16	*	*
5 or more	26	88.5%	11.5%



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

Grades Offered: KG-08

2017-2018

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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.



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL
 (80-6101-992)
 Grades Offered: KG-08
 2017-2018

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	100
7	0	0	99
8	35	0	37
Total	35	0	236

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

Grades Offered: KG-08

2017-2018

Report Key:

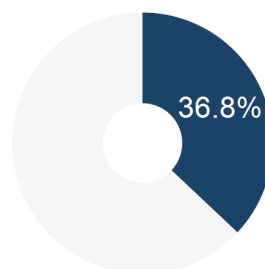
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Visual and Performing Arts – Course Participation

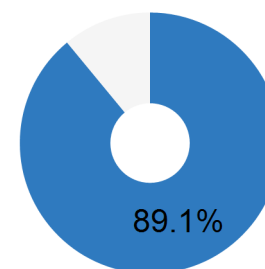
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

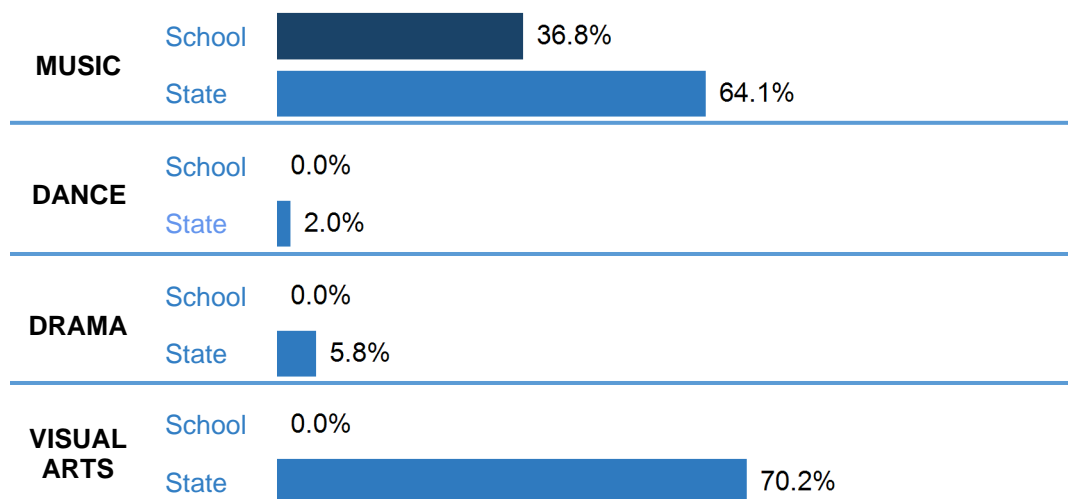


School



State

Students enrolled in one or more classes by discipline:





COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

Grades Offered: KG-08

2017-2018

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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.

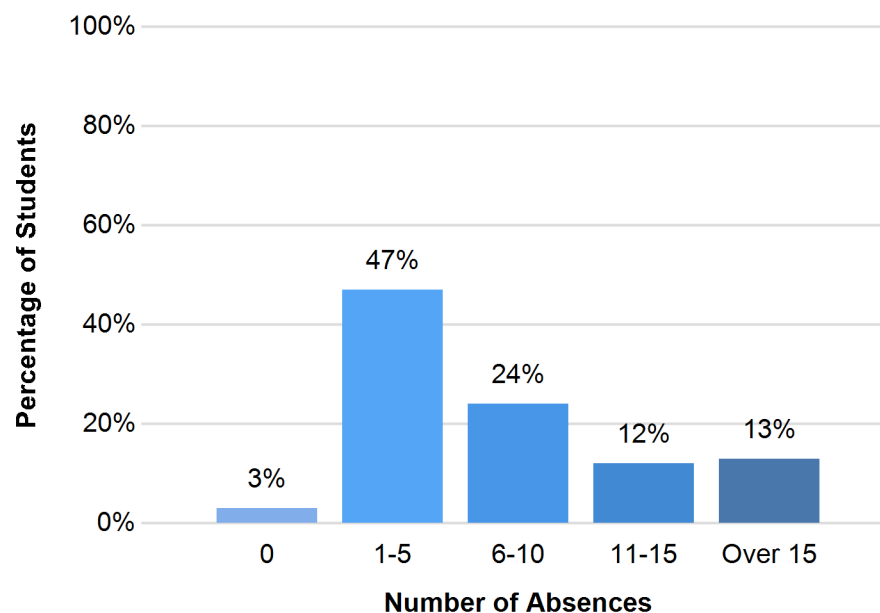
Chronic Absenteeism

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	81	10.2	9.1	Not Met
White	*	*	**	**
Hispanic	50	8.6	9.1	Met
Black or African American	31	15.1	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	44	9.6	9.1	Not Met
Students with Disabilities	4	12.9	9.1	Not Met
English Learners	15	7.9	9.1	Met

Days Absent

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





COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

Grades Offered: KG-08

2017-2018

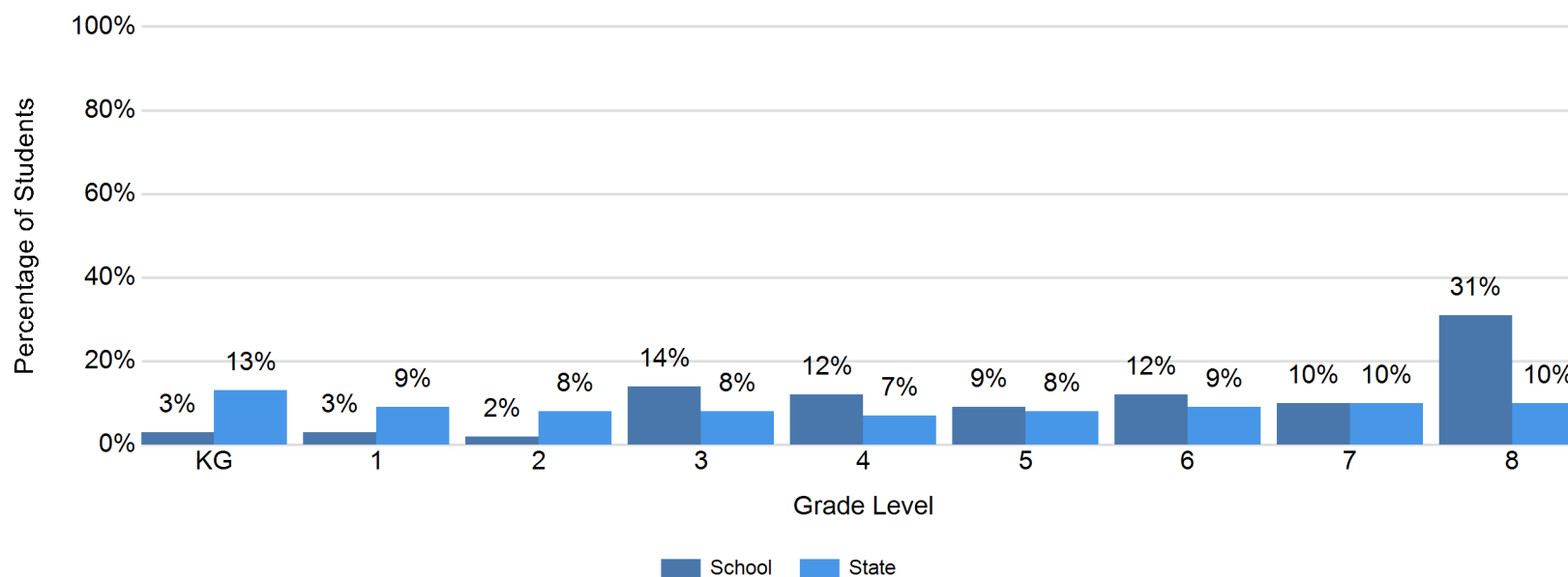
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Chronic Absenteeism by Grade

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





COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

Grades Offered: KG-08

2017-2018

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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	0.88

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



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

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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	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	1	4	5
No Identified Nature	6		6

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	*	*
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

25



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

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School Day

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

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

Device Ratios

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

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). 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)	\$606	\$11,275	\$11,881



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

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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	55	117,464
Average years experience in public schools	3.9	12.0
Average years experience in district	0.6	10.7
Teachers in district for 4 or more years	0.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	3	9,374
Average years experience in public schools	21.3	16.0
Average years experience in district	1.3	12.0
Administrators in district for 4 or more years	0.0%	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	14:1	14:1
Students to Administrators	266:1	266:1
Teachers to Administrators	18:1	18:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		797:1
Students to Child Study Team		797:1



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 (80-6101-992)
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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	45.0%	90.2%
2016-17 Administrators: Same district 2017-18	N	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	92.9%



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(80-6101-992)

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	83.6%	66.7%
Male	16.4%	33.3%
White	54.5%	33.3%
Hispanic	10.9%	66.7%
Black or African American	20.0%	0.0%
Asian	10.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	3.6%	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
Yes	No	Yes

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		


COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

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2017-2018

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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	8.47	15.0%
Mathematics Proficiency	6.10	15.0%
English Language Arts Growth	10.07	20.0%
Mathematics Growth	2.20	20.0%
Progress Towards English Language Proficiency	10.00	20.0%
Chronic Absenteeism	35.73	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	10.21	n/a
Summative Rating: Percentile Rank of Summative Score	2.49	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	Yes	n/a

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


COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

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2017-2018

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Not Met	Not Met	Met Target†	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	16.13	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	23.21	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	17.23	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	18.74	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	19.91	14.08	No	Met Target	Not Met	Met Standard	Not Met	Not Met	Met	No

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



COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL

(80-6101-992)

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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.



Highlights:

- CACCS provides a rigorous curriculum, small group instruction, Toulmin College writing model, more time with hands on learning, foster each scholars natural talents, and set high expectations.
- Our scholars are afforded the academic opportunities to qualify and participate in the NJHS & engage in community service projects. CACCS offers scholars a variety of sports & fine arts.
- The school operates as a Google school using chromebooks for instruction and communication.



Mission, Vision, Theme:

The mission of College Achieve Central Charter School (CACCS) is to prepare all of its students to excel in and graduate from the top colleges and universities in the nation. The Vision of CACCS is to discover and develop each child's gifts and talents. We seek, through the Pillars of a College Achieve Education, to develop the whole child into a confident, strong, adult who can think for her or himself. We will produce generation after generation of college graduates who will return to their communities to become the next generation of leaders.



Awards, Recognition, Accomplishments:

College Achieve Central Charter School is affiliated and/ or a member of the following organizations: College Board, National Junior Honor Society, Student Council



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(80-6101-992)

Grades Offered: KG-08

2017-2018

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School Narrative

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Courses, Curriculum, Instruction:

"Toulmin Writing. The Toulmin Model teaches students to make a claim, define the issue in the claim, support the claim with evidence, explain how the evidence supports that claim, and finally consider and engage with possible counterclaims. This writing model supports both higher order thinking and a rigorous approach to writing. Toulmin model is one of the three writing models recommended by the Advanced Placement Program. Shakespeare Play Analysis - Starting in 5th grade, students study one Shakespeare play each year. We scaffold the play by acting scenes out, explaining and translating them in current English, and analyzing speeches from Shakespeare's most iconic characters. Curriculum used includes: McGraw Hill Reading Wonders Program K-5th Grade Literacy, Grammar, Reading & Writing. Sight Word Scholars. SpringBoard English Language Arts Grades 6-12, Grades K-8 Science LabLearner NGSS Science K-8th Grade. LabLearners"



Sports and Athletics:

Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)



Clubs and Activities:

At College Achieve Central Charter School we offer a multitude of different club and activities. This includes but is not limited to, national honor society, junior national honor society, student council, art, music, dance, sewing, poetry club, think law & social justice, choir, public speaking, coding & computers, play writing & acting.



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Before and After
School Programs:

College Achieve Central Charter School offers after school tutoring beginning in the Winter and ending in the Spring for students who are in danger of failing, need further support, or require intervention. This level of tutoring is provided by teachers.



Staff and Professional
Learning:

Staff have extensive professional development--three weeks over the summer with ten additional full days during the school year. Topics are based on developing the instructional practice to support our curriculum and key instructional elements, as well as on needs identified by student assessment data. Furthermore, there is heavy emphasis on standard based instruction. Additionally, teachers spend two hours every Friday in session reviewing assessment data, furthering their instructional practices to improve student achievement, and engaging in targeted professional development based on identified trends. The school has trained its educators to implement extensive Data Collection Practices to enable teachers to leverage assessment data to inform instruction and drive student achievement. A data cycle is established to ensure all key stakeholders are involved in the development and implementation of assessment tools and the analysis of assessment results to improve instruction.



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Student Supports and Services:

College Achieve offers a range of special education programs and services based on student IEPs, 504 plans, and other identified needs. The school is committed to providing its students a free and appropriate education in the least restrictive environment and seeks to empower students to achieve to the highest potential. The school has served students with a variety of classifications. To date, the school has provided the following services: Occupational Therapy, Speech & Language Pathologist, Behavior Specialist, Medicine administration, Mental Health Placements. For English Language Learners - identification begins with a Home Language Survey. This is completed at registration. Services include Sheltered, push-in services by certified ESL teachers, and peer-to-peer groupings where students assist one another. The schools focus on providing students with a full English immersion experience has been successful in advancing students, according to the WIDA assessment data collected.



Student Health and Wellness:

In support of student health and wellness, College Achieve sponsors a Community Health Fair where students participate in activities designed to promote hand hygiene, healthy food choices, dental hygiene, physical activity, and stress relievers. An essay poster contest helps students to reflect on what they learned about healthy choices and the benefits of eating healthy. College Achieve offers a free breakfast and lunch program, an annual Be Fit campaign for the month of January in addition to physical education, recess, and a robust sports program.



Parent and Community Involvement:

At College Achieve we understand the importance of family and community engagement. We provide a variety of programs, practices, and events to facilitate this engagement. Parent University partners with College Achieve school community stakeholders, teachers, and parents to offer workshops, trainings and activities that will equip families with new or additional skills, knowledge, and resources. Parent University provides families a fun and interactive way to learn the very latest in a vast array of current topics related to raising happy, healthy, successful students. Additionally, the school hosts a large number of various events such as: Fall Festival, Hispanic Heritage, Black History Festival, College and Career Nights, Top 100 Colleges & University Campus Visits, Earth Day, Non-Violence Awareness Week, NJHS ceremony, Student Council sponsored events, Honor Roll Ceremonies, Dr. Seuss & Read Across America Week, Visual & Performing Arts Program



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>CACCS sends a survey to all staff, teachers, faculty, parents, and students annually. The survey asks questions that would allow for reflection on the year. Each individual has an opportunity to identify strong and weak points that happened during the year. The school surveys constituents to assess their level of satisfaction with the school. In the most recent survey, 8.5% of parents responded; 86% indicated they were satisfied with the overall school environment. There were several positive elements identified by parents: Staff members work hard to maintain positive relations with parents and welcomes their participation, Scholars' progress is regularly and systemically assessed, evaluated and communicated to parents, and the school has a positive climate. The survey also identified challenges that include better communication is desired and parents desire that more assessment information is regularly communicated to scholars and parents</p>
 <p>Facilities:</p>	<p>College Achieve Central opened in August of 2015 in the former Catholic Elementary School of St. Bernard's at 365 Emerson Avenue in Plainfield with 343 students. Today, this College Achieve campus houses Kindergarten to third grade, with approximately 400 students. In 2017, College Achieve Central expanded to 1225 South Avenue in Plainfield, NJ. The site has a capacity for nearly 500 students. Renovations have begun to expand in this space. In 2016, College Achieve Central expanded to what was formally another Catholic elementary school, St. Joseph's at 107 Westervelt Avenue in North Plainfield with 200 students. Today this campus is utilized by middle and high school scholars with approximately 500 students for capacity due to an expansion and renovation completed in 2018. College Achieve Central opened our first high school, building a \$17 million addition at the Westervelt site.</p>
 <p>School Safety:</p>	<p>College Achieve Central Charter School has a camera system in its buildings and surrounding its buildings at each campus. Visitors are signed in at each front office, with identification. For security and safety, the building is closed to visitors the first hour and last hour of the school day. This is due to the immense amount of transitions occurring for children arriving and departing. Students, as well as staff, all are provided ID badges for identification. We have a HIB Program as well as a progressive discipline for internal safety and reporting measures as well.</p>



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Technology and
STEM:

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