



State of New Jersey 2014-15

80-6090-977

OVERVIEW

CHARTERS

PAULO FREIRE CS FOR LIBERTY ED

GRADE SPAN 09-11

PAULO FREIRE CHARTER SCHOOL
28 BURNET STREET
NEWARK, NJ 07102

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

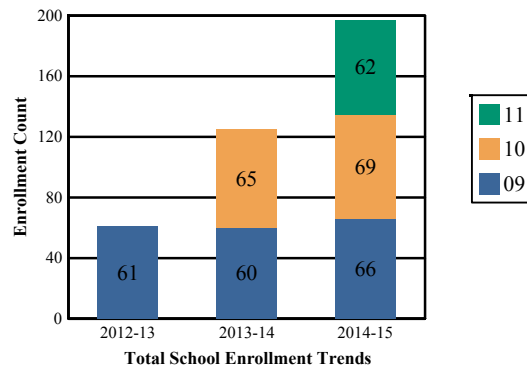
DEMOGRAPHIC INFORMATION

CHARTERS

PAULO FREIRE CS FOR LIBERTY ED

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

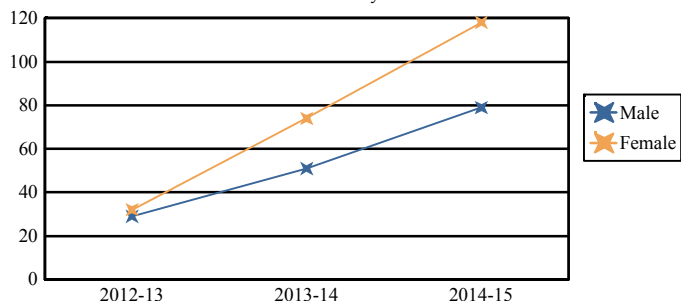


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment | |
|-------------------------|-----|
| 2012-13 | 61 |
| 2013-14 | 125 |
| 2014-15 | 197 |

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

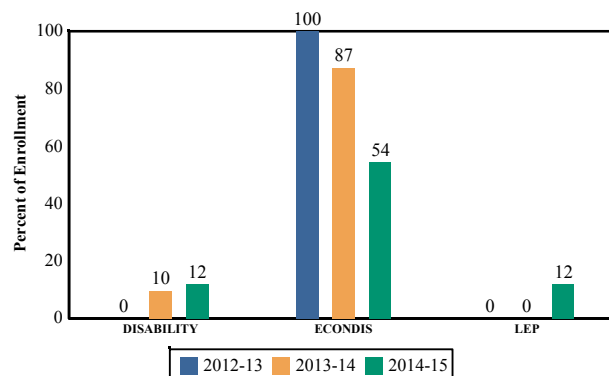


| | Male | Female |
|---------|------|--------|
| 2012-13 | 29 | 32 |
| 2013-14 | 51 | 74 |
| 2014-15 | 79 | 118 |

GRADE SPAN 09-11

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



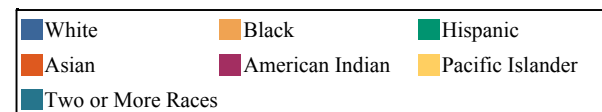
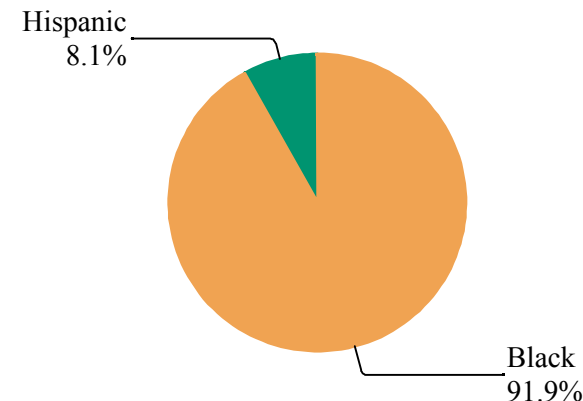
Current Year Enrollment by Program Participation

| 2014-15 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 23 | 12% |
| Economically Disadvantaged Students | 107 | 54.3% |
| English Language Learners | 23 | 11.7% |

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Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2014-15 | Percent |
|---------|---------|
| English | 99.5% |
| Spanish | 0.5% |

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics (and Biology) as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart provides the Schoolwide Performance measure, which presents the percentage of students who met or exceeded expectations in ELA/L or Math.

| Academic Achievement | Schoolwide Performance |
|---|------------------------|
| HS English Language Arts/Literacy Met or Exceeded Expectation | 12% |
| Math Met or Exceeded Expectation | 0% |

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 41 | 12.2% | 95% | 93.8% | NO |
| White | - | - | -- | -- | -- |
| African American | 40 | 12.5% | 95% | 94.3% | NO |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | - | - | -- | -- | -- |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | - | - | -- | -- | -- |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | - | - | -- | -- | -- |
| White | - | - | -- | -- | -- |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | - | - | -- | -- | -- |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | - | - | -- | -- | -- |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

| Five Performance Levels | | | | |
|---|---|--|-------------------------------------|---|
| Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i> | Level 2: Partially Met Expectations | Level 3: Approached Expectations | Level 4: Met Expectations | Level 5: Exceeded Expectations <i>(Max. 850)</i> |

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide | - | - | 739 | - | - | - | - | - | - | 41% |
| White | - | - | 746 | - | - | - | - | - | - | 47% |
| African American | - | - | 723 | - | - | - | - | - | - | 23% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 26% |
| American Indian | - | - | 732 | - | - | - | - | - | - | 33% |
| Asian | - | - | 765 | - | - | - | - | - | - | 68% |
| Two or More Races | - | - | 731 | - | - | - | - | - | - | 36% |
| Students with Disability | - | - | 706 | - | - | - | - | - | - | 9% |
| English Language Learners | - | - | 693 | - | - | - | - | - | - | 5% |
| Economically Disadvantaged Students | - | - | 724 | - | - | - | - | - | - | 24% |

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide | 40 | 718 | 735 | 30% | 25% | 33% | 10% | 3% | 13% | 38% |
| White | - | - | 741 | - | - | - | - | - | - | 43% |
| African American | 40 | 718 | 717 | 30% | 25% | 33% | 10% | 3% | 13% | 22% |
| Hispanic | - | - | 720 | - | - | - | - | - | - | 24% |
| American Indian | - | - | 725 | - | - | - | - | - | - | 27% |
| Asian | - | - | 763 | - | - | - | - | - | - | 62% |
| Two or More Races | - | - | 729 | - | - | - | - | - | - | 34% |
| Students with Disability | - | - | 698 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 685 | - | - | - | - | - | - | 4% |
| Economically Disadvantaged Students | 21 | 716 | 718 | 33% | 19% | 38% | 10% | 0% | 10% | 23% |

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide | 45 | 733 | 741 | 11% | 31% | 33% | 18% | 7% | 24% | 42% |
| White | - | - | 745 | - | - | - | - | - | - | 46% |
| African American | 41 | 732 | 727 | 12% | 34% | 29% | 17% | 7% | 24% | 27% |
| Hispanic | - | - | 731 | - | - | - | - | - | - | 31% |
| American Indian | - | - | 745 | - | - | - | - | - | - | 38% |
| Asian | - | - | 765 | - | - | - | - | - | - | 64% |
| Two or More Races | - | - | 738 | - | - | - | - | - | - | 38% |
| Students with Disability | - | - | 712 | - | - | - | - | - | - | 16% |
| English Language Learners | - | - | 703 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | 28 | 732 | 730 | 7% | 36% | 36% | 18% | 4% | 21% | 30% |

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide | - | - | 740 | - | - | - | - | - | - | 40% |
| White | - | - | 746 | - | - | - | - | - | - | 47% |
| African American | - | - | 722 | - | - | - | - | - | - | 20% |
| Hispanic | - | - | 725 | - | - | - | - | - | - | 21% |
| American Indian | - | - | 733 | - | - | - | - | - | - | 35% |
| Asian | - | - | 769 | - | - | - | - | - | - | 73% |
| Two or More Races | - | - | 734 | - | - | - | - | - | - | 35% |
| Students with Disability | - | - | 710 | - | - | - | - | - | - | 8% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 7% |
| Economically Disadvantaged Students | - | - | 725 | - | - | - | - | - | - | 21% |

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide | - | - | 728 | - | - | - | - | - | - | 21% |
| White | - | - | 731 | - | - | - | - | - | - | 24% |
| African American | - | - | 716 | - | - | - | - | - | - | 7% |
| Hispanic | - | - | 718 | - | - | - | - | - | - | 8% |
| American Indian | - | - | 722 | - | - | - | - | - | - | 12% |
| Asian | - | - | 751 | - | - | - | - | - | - | 54% |
| Two or More Races | - | - | 724 | - | - | - | - | - | - | 20% |
| Students with Disability | - | - | 709 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 710 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 718 | - | - | - | - | - | - | 8% |

ACADEMIC ACHIEVEMENT

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide | - | - | 721 | - | - | - | - | - | - | 24% |
| White | - | - | 725 | - | - | - | - | - | - | 27% |
| African American | - | - | 701 | - | - | - | - | - | - | 8% |
| Hispanic | - | - | 706 | - | - | - | - | - | - | 10% |
| American Indian | - | - | 720 | - | - | - | - | - | - | 23% |
| Asian | - | - | 751 | - | - | - | - | - | - | 53% |
| Two or More Races | - | - | 716 | - | - | - | - | - | - | 21% |
| Students with Disability | - | - | 691 | - | - | - | - | - | - | 4% |
| English Language Learners | - | - | 694 | - | - | - | - | - | - | 6% |
| Economically Disadvantaged Students | - | - | 705 | - | - | - | - | - | - | 9% |

WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 794 | 850 |
| 75th | 739 | 766 |
| 50th | 725 | 733 |
| 25th | 700 | 699 |
| 0th | 660 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 39 | 67 |

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | N/A | 793 |
| 75th | N/A | 747 |
| 50th | N/A | 726 |
| 25th | N/A | 710 |
| 0th | N/A | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | N/A | 37 |

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 11

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PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 826 | 850 |
| 75th | 751 | 768 |
| 50th | 729 | 740 |
| 25th | 711 | 711 |
| 0th | 670 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|-----------------------------|----------------------------|
| 25th vs 75th Gap | 40 | 57 |

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | N/A | 813 |
| 75th | N/A | 748 |
| 50th | N/A | 718 |
| 25th | N/A | 692 |
| 0th | N/A | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|-----------------------------|----------------------------|
| 25th vs 75th Gap | N/A | 56 |

SCHOOL CLIMATE

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|----------------|-----------------|
| 2014-15 | 7 Hrs. 35 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|----------------|--------|
| 2014-15 | 13.2% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2014-15 | School |
|--------------------|-----------------|
| Full Time | 6 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|----------------|--------|
| 2014-15 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2014-15 | School |
|-----------------------|--------|
| Faculty | 11 |
| Administrators | 33 |