

**Empowerment Academy Charter School**

(80-6103-994)

Grades Offered: KG-04

2018-2019

**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

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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	Empowerment Academy Charter School
Principal Name	Ms. Carly Gigl
Address	240 Ege Avenue Jersey City, NJ 07304
Phone Number	201-630-4798
Email Address	<a href="mailto:cgigl@empacad.org">cgigl@empacad.org</a>
Website	<a href="https://empacad.org">https://empacad.org</a>
Facebook	<a href="https://www.facebook.com/empowermentnj/">https://www.facebook.com/empowermentnj/</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	116	120	121
1	115	122	122
2	99	118	115
3	0	96	118
Total	330	456	573

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.2%	51.1%	50.3%
Male	48.8%	48.9%	49.7%
Economically Disadvantaged Students	60.6%	62.1%	59.5%
Students with Disabilities	6.1%	8.8%	9.4%
English Learners	19.7%	12.1%	10.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.9%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.6%	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	2016-17	2017-18	2018-19
White	10.9%	9.9%	8.4%
Hispanic	24.2%	22.4%	22.9%
Black or African American	35.8%	35.5%	37.3%
Asian	23.9%	29.2%	27.7%
Native Hawaiian or Pacific Islander	0.3%	0.4%	0.5%
American Indian or Alaska Native	1.5%	0.0%	0.0%
Two or More Races	3.3%	2.6%	3.1%

### 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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	116	120	121

### Enrollment by Home Language

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

Home Language	% of Students
English	59.7%
Spanish	11.0%
Tagalog	6.3%
Arabic	5.4%
Hindi	3.1%
Other Languages	14.5%



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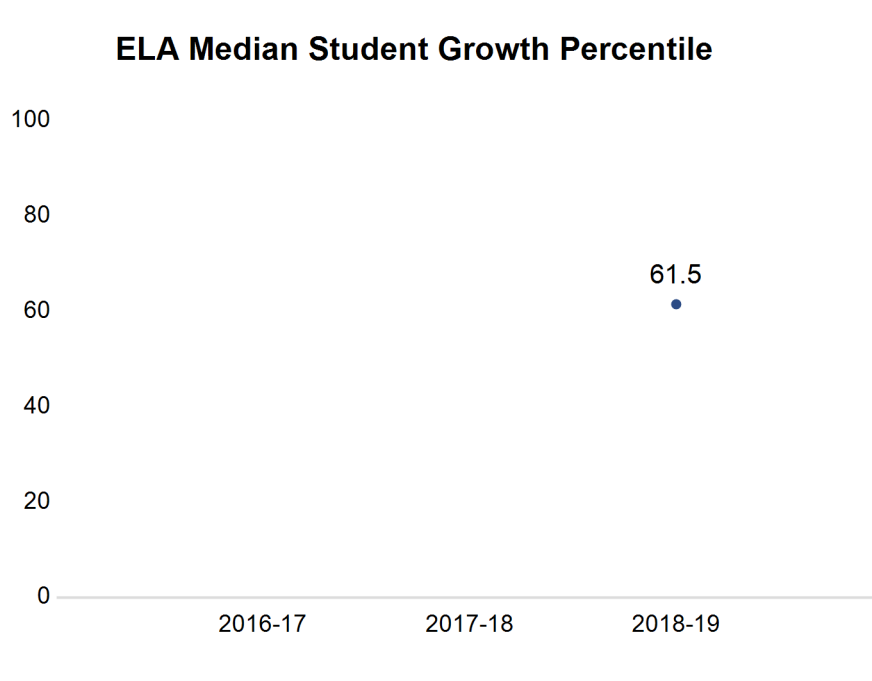
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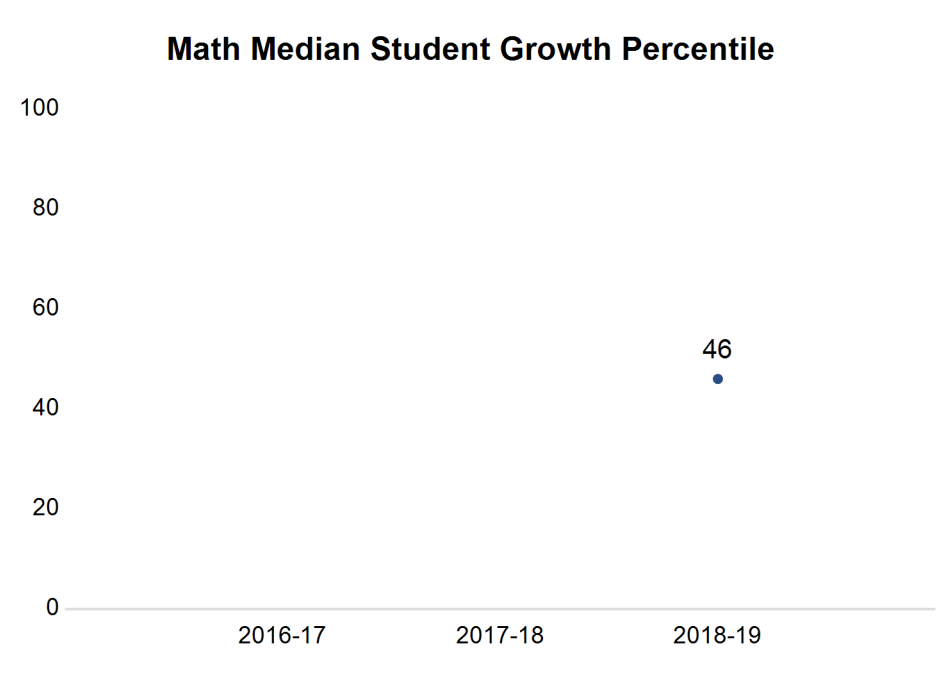
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	N	N	61.5	N	N	46
Met Standard (40-59.5)?	N	N	Exceeds Standard	N	N	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	61.5	61.5	50	Exceeds Standard	46	46	50	Met Standard
White	*	*	50	**	*	*	52	**
Hispanic	62	62	49	Exceeds Standard	40	40	47	Met Standard
Black or African American	56	56	45	Met Standard	46	46	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62	62	59	**	57.5	57.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	61.5	61.5	53	N	41	41	50	N
Male	61.5	61.5	47	N	51.5	51.5	51	N
Economically Disadvantaged Students	59	59	48	Met Standard	44.5	44.5	46	Met Standard
Students with Disabilities	*	*	43	**	*	*	45	**
English Learners	72	72	52	**	47	47	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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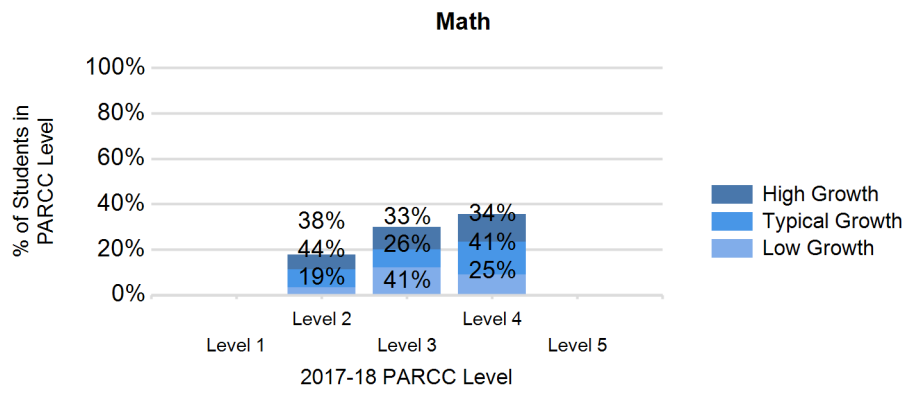
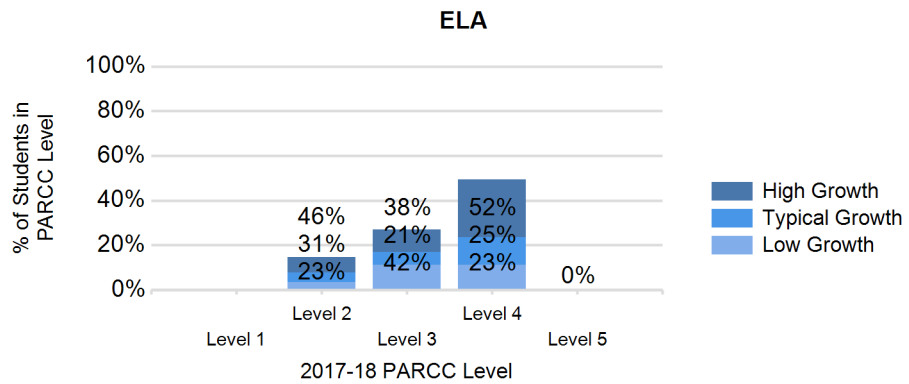
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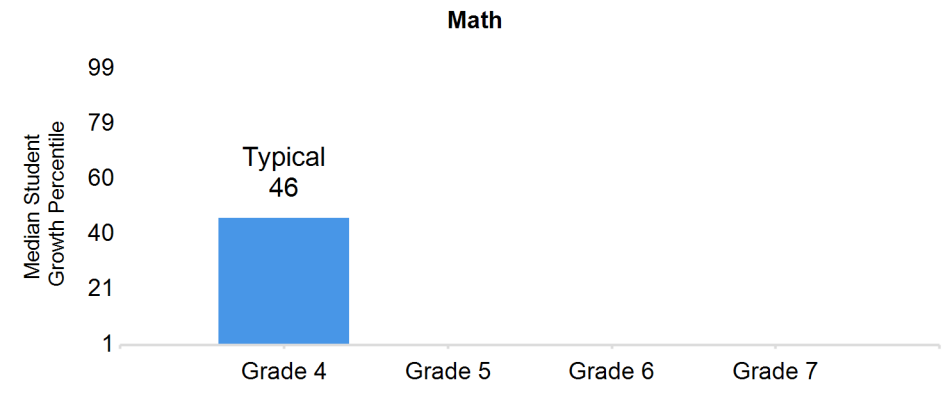
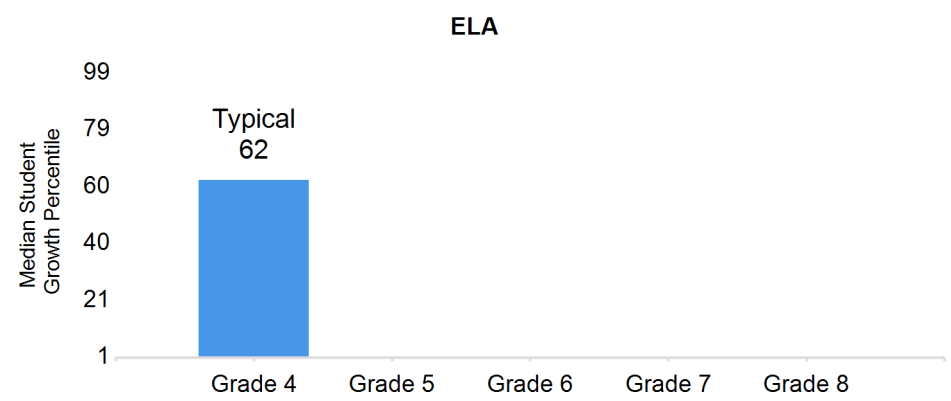
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

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





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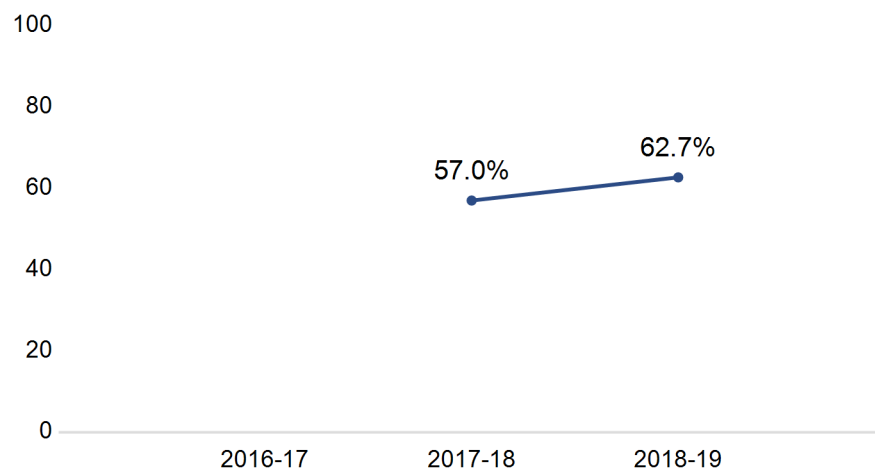
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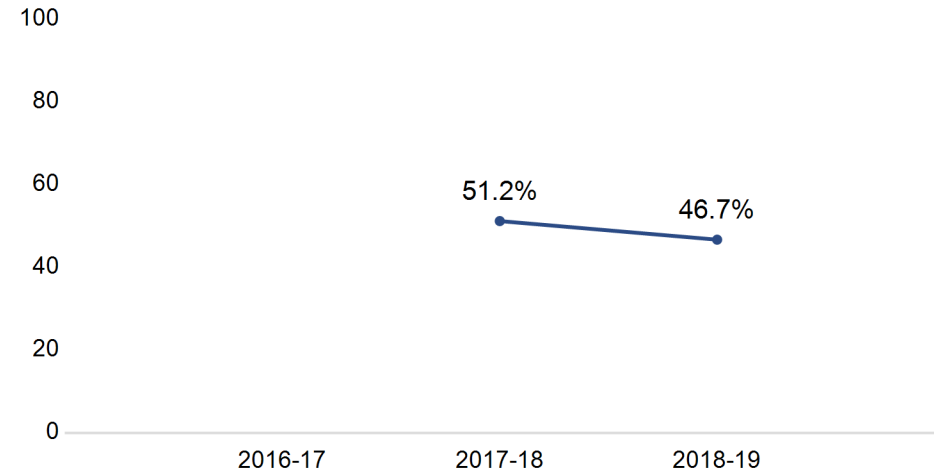
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	97.9%	100.0%	N	97.9%	100.0%
Proficiency Rate for Federal Accountability	N	57.0%	62.7%	N	51.2%	46.7%
Annual Target	N	N	58.1%	N	N	52.6%
Met Annual Target?		N	Met Target		N	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	209	100.0	62.7	62.7	57.9	62.7	58.1	Met Target
White	*	*	*	*	66.9	*	N	N
Hispanic	49	100.0	61.2	61.2	43.9	61.2	61.9	Met Target†
Black or African American	75	100.0	48.0	48.0	38.5	48.0	47.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	100.0	78.9	78.9	82.9	78.9	N	N
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	99	100.0	63.6	63.6	64.8	63.6		
Male	110	100.0	61.8	61.8	51.3	61.8		
Economically Disadvantaged Students	126	100.0	58.7	58.7	40.0	58.7	55.5	Met Target
Non-Economically Disadvantaged Students	83	100.0	68.7	68.7	67.9	68.7		
Students with Disabilities	19	100.0	10.5	10.5	22.7	10.5	**	**
Students without Disabilities	190	100.0	67.9	67.9	65.1	67.9		
English Learners	39	100.0	64.1	64.1	29.3	64.1	65.8	Met Target†
Non-English Learners	170	100.0	62.4	62.4	60.6	62.4		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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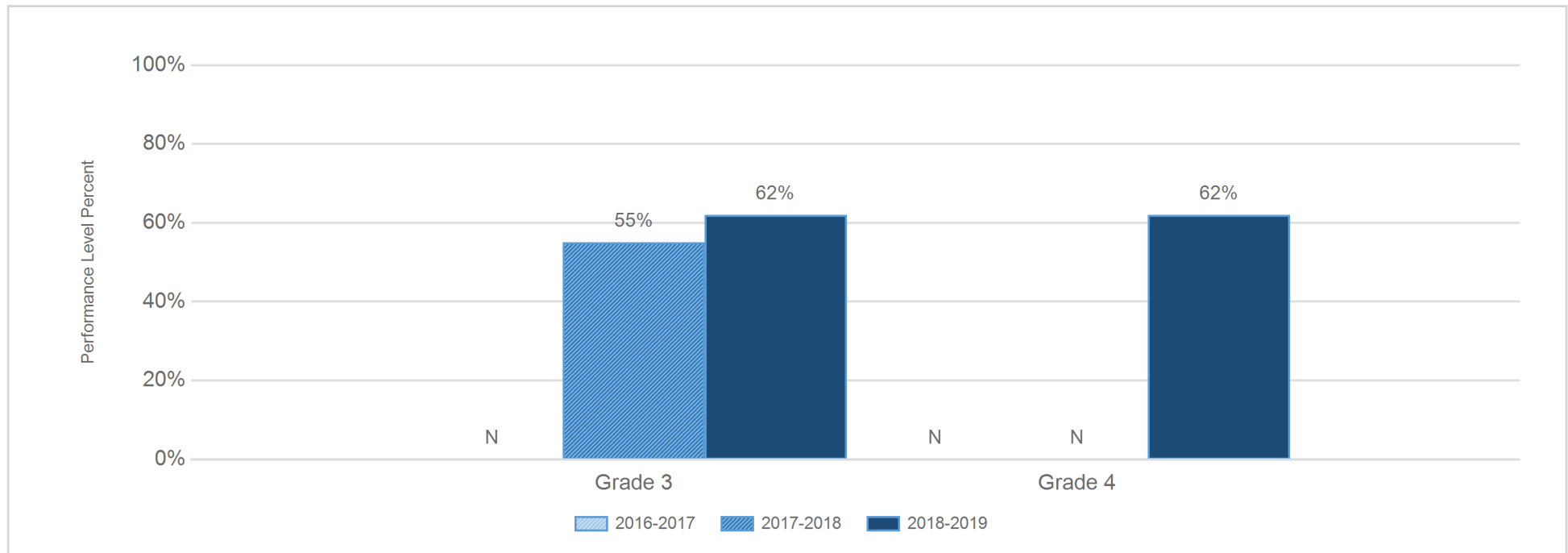
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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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## English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	117	753	753	748	9%	15%	14%	*	*	62%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	25	748	748	734	*	*	*	60%	0%	60%	36%
Black or African American	39	730	730	731	*	26%	*	41%	0%	41%	33%
Asian, Native Hawaiian, or Pacific Islander	36	773	773	773	*	*	*	*	*	83%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	54	750	750	753	*	*	*	*	*	63%	55%
Male	63	755	755	743	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	67	747	747	731	*	*	*	*	*	58%	33%
Non-Economically Disadvantaged Students	50	760	760	759	*	*	*	*	*	68%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	10	730	730	713	*	*	*	*	*	30%	17%
Non-English Learners	107	755	755	751	*	*	*	*	*	65%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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## English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	95	763	763	755	*	*	24%	39%	23%	62%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	24	763	763	743	*	*	*	*	*	63%	44%
Black or African American	39	756	756	739	*	*	*	*	*	54%	39%
Asian, Native Hawaiian, or Pacific Islander	21	772	772	779	0%	*	*	*	*	71%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	47	765	765	760	*	*	*	38%	26%	64%	62%
Male	48	761	761	750	*	*	*	40%	21%	60%	53%
Economically Disadvantaged Students	61	760	760	740	*	*	*	*	*	59%	40%
Non-Economically Disadvantaged Students	34	769	769	765	*	*	*	*	*	68%	69%
Students with Disabilities	10	731	731	725	*	*	*	*	*	10%	25%
Students without Disabilities	85	767	767	761	*	*	*	*	*	68%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	210	100.0	46.7	46.7	44.5	46.7	52.6	Not Met
White	*	*	*	*	54.1	*	N	N
Hispanic	50	100.0	28.0	28.0	28.8	28.0	53.6	Not Met
Black or African American	75	100.0	29.3	29.3	23.0	29.3	38.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	57	100.0	77.2	77.2	76.5	77.2	N	N
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	100	100.0	37.0	37.0	44.9	37.0		
Male	110	100.0	55.5	55.5	44.2	55.5		
Economically Disadvantaged Students	126	100.0	36.5	36.5	26.3	36.5	49.1	Not Met
Non-Economically Disadvantaged Students	84	100.0	61.9	61.9	54.9	61.9		
Students with Disabilities	19	100.0	*	*	17.4	*	**	**
Students without Disabilities	191	100.0	*	*	50.0	*		
English Learners	40	100.0	55.0	55.0	25.0	55.0	70.5	Not Met
Non-English Learners	170	100.0	44.7	44.7	46.5	44.7		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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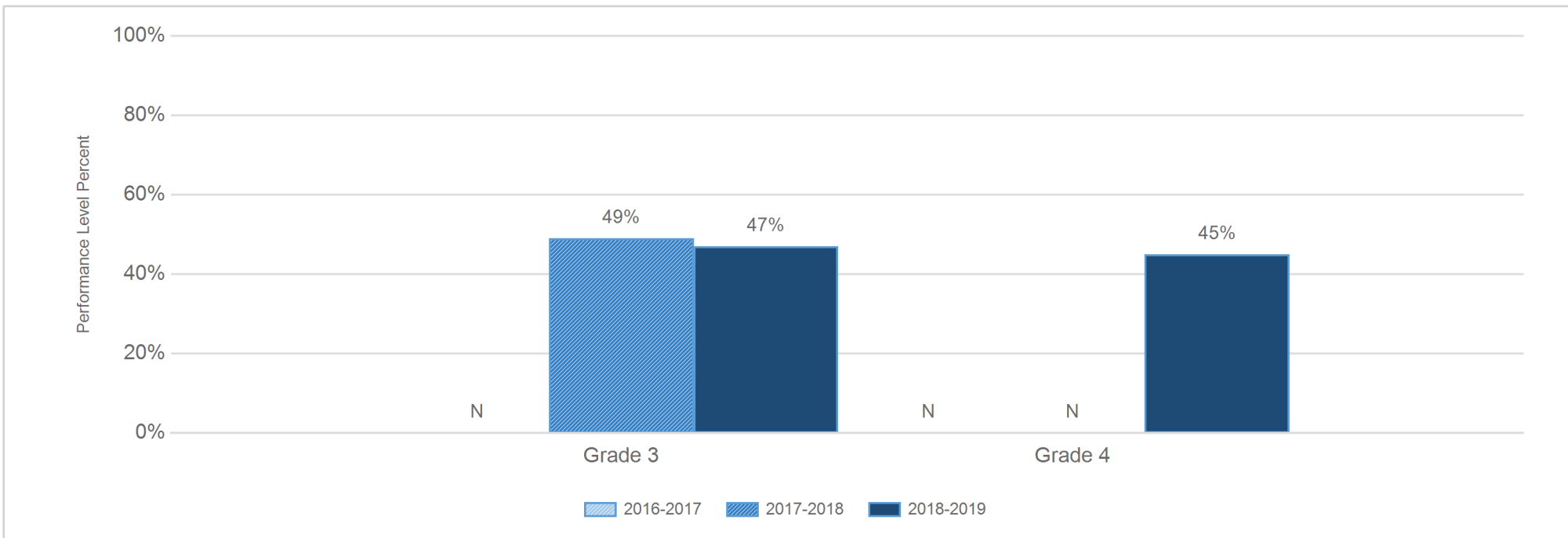
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



## Empowerment Academy Charter School

(80-6103-994)

Grades Offered: KG-04

2018-2019

### Report Key:

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**N** No Data is available to display

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## Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	118	750	750	752	*	*	34%	*	*	47%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	25	737	737	739	*	*	52%	*	*	24%	40%
Black or African American	39	731	731	735	*	*	46%	*	*	21%	35%
Asian, Native Hawaiian, or Pacific Islander	37	774	774	778	0%	*	*	49%	32%	81%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	54	739	739	751	*	*	39%	*	*	33%	54%
Male	64	758	758	752	*	*	30%	*	*	58%	56%
Economically Disadvantaged Students	67	740	740	737	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	51	762	762	761	*	*	*	*	*	65%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	11	736	736	728	*	*	*	*	*	36%	26%
Non-English Learners	107	751	751	754	*	*	*	*	*	48%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



## Empowerment Academy Charter School

(80-6103-994)

Grades Offered: KG-04

2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	97	747	747	749	*	20%	29%	*	*	45%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	25	740	740	737	*	*	44%	*	*	32%	36%
Black or African American	39	738	738	731	*	*	33%	36%	0%	36%	29%
Asian, Native Hawaiian, or Pacific Islander	22	766	766	776	*	*	*	*	*	68%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	49	743	743	749	*	*	35%	*	*	39%	50%
Male	48	751	751	749	*	*	23%	*	*	52%	52%
Economically Disadvantaged Students	62	742	742	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	35	756	756	759	*	*	*	*	*	57%	63%
Students with Disabilities	10	718	718	726	*	*	*	*	*	*	25%
Students without Disabilities	87	750	750	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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(80-6103-994)

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2018-2019

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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	55.2%	56.6%	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	49	89.8%	10.2%
3-4	10	80.0%	20.0%
5 or more	N	N	N





## Empowerment Academy Charter School

(80-6103-994)

Grades Offered: KG-04

2018-2019

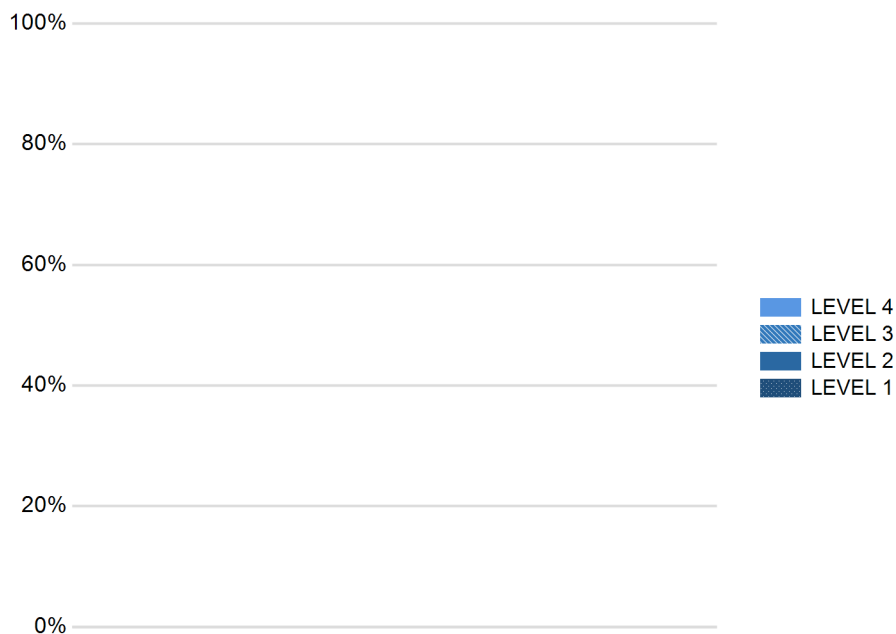
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



## Empowerment Academy Charter School

(80-6103-994)

Grades Offered: KG-04

2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

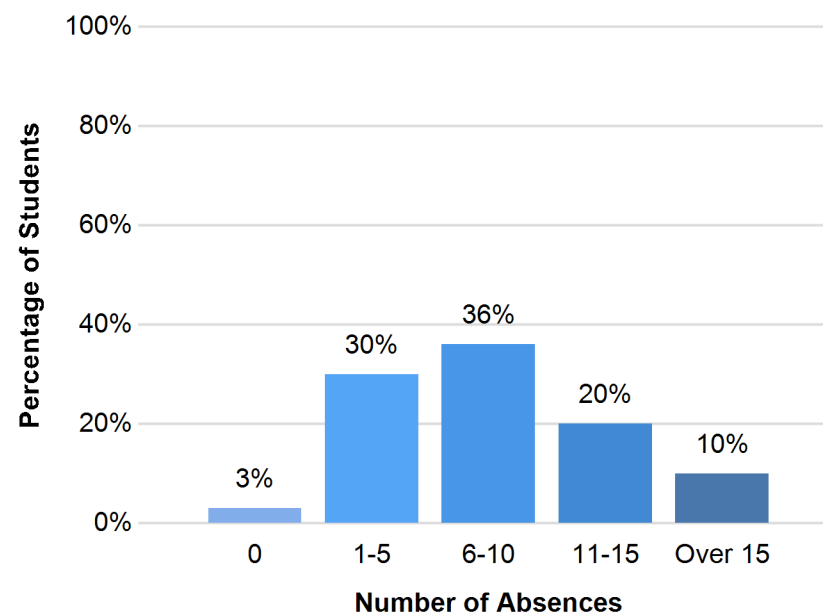
### Chronic Absenteeism

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	46	8.1	9.2	Met
White	1	2.1	9.2	Met
Hispanic	7	5.3	9.2	Met
Black or African American	29	13.6	9.2	Not Met
Asian, Native Hawaiian, or Pacific	8	5.0	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.6	**	**
Female	21	7.3		
Male	25	8.8		
Economically Disadvantaged Students	36	10.6	9.2	Not Met
Students with Disabilities	10	18.5	9.2	Not Met
English Learners	5	8.1	9.2	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





### Empowerment Academy Charter School

(80-6103-994)

Grades Offered: KG-04

2018-2019

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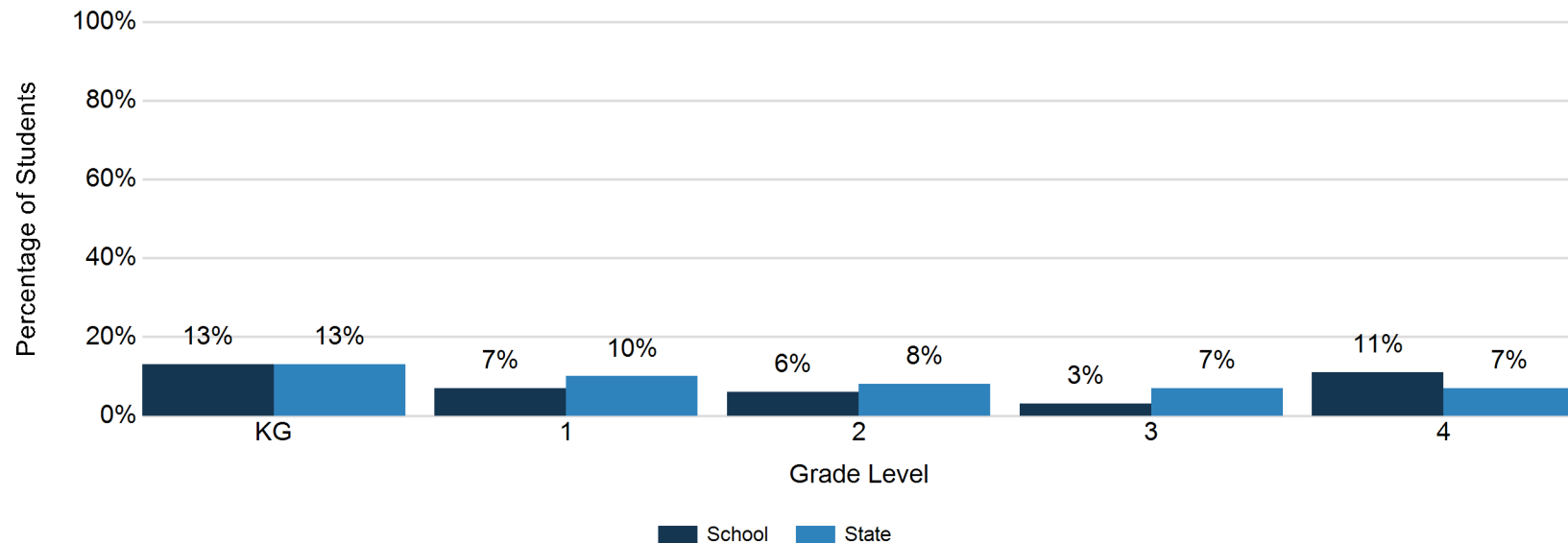
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### Chronic Absenteeism by Grade

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





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(80-6103-994)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.52

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	1	4
No Identified Nature	0		0

### 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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	15	2.6%
Any Suspension	18	3.1%
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

56



## Empowerment Academy Charter School

(80-6103-994)

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2018-2019

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### School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:45 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	7 Hrs 15 Mins
Shared Time - Instructional Time	7 Hrs. 15 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.2:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	3.3	12.1
Average years experience in district	2.2	10.8
Percentage of Teachers with 4 or more years experience in the district	10.3%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,530
Average years experience in public schools	5.4	16.0
Average years experience in district	2.8	12.0
Percentage of Administrators with 4 or more years experience in the district	40.0%	76.9%

### 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	15:1	15:1
Students to Administrators	115:1	115:1
Teachers to Administrators	8:1	8:1
Students to Librarians/Media Specialists		N
Students to Nurses		573:1
Students to Counselors		573:1
Students to Child Study Team Members		573:1



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## Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	87.2%	80.0%	48.4%	77.1%	54.9%
Male	49.7%	12.8%	20.0%	51.6%	22.9%	45.1%
White	8.4%	79.5%	80.0%	42.4%	83.6%	77.4%
Hispanic	22.9%	15.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	37.3%	5.1%	20.0%	15.0%	6.6%	13.9%
Asian	27.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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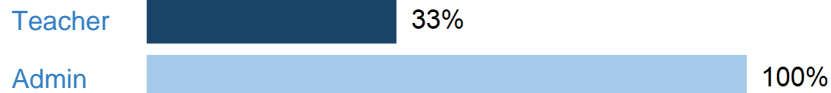
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.1%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

### 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
2018-19	97.5%





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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



## Empowerment Academy Charter School

(80-6103-994)

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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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2018-2019

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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](#).

## ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	57.0%	62.7%
Math Proficiency	N	51.2%	46.7%
ELA Growth	N	N	62
Math Growth	N	N	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		80.6%	55.2%
Chronic Absenteeism	12.1%	7.3%	8.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



## Empowerment Academy Charter School

(80-6103-994)

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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Exceeds Standard	Met Standard	Met Target†	Met	No
White	N	N	**	**	n/a	Met	No
Hispanic	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	Met Target†	Not Met	**	**	**	Met	No

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



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## School Narrative

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



### Highlights:

- Empowerment Academy will continue to grow by one grade level a year offering grade levels K-12, enabling a scholar who begins with us in Kindergarten to be able to stay with us through high school.
- Our student body demographically mirrors that of the Jersey City Public Schools district as a whole but our state assessment proficiency rates are considerably higher and have been rising every year.



### Mission, Vision, Theme:

The mission of Empowerment Academy Charter School is to develop values, skills, knowledge, confidence and character in its students that will lead them to care not only about themselves, but about their peers and humankind, propel them to success at the school, in college, and in their careers, and help them realize the fulfillment of a socially contributory life.



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### Courses, Curriculum, Instruction:

Empowerment Academy's teachers design its curriculum using commercially available curriculum materials as a base. All students take art, music, a foreign language and technology, in addition to English Language Arts, Math, PE, Science and Social Studies. High school students will enjoy a broad array of electives, and every student will receive a school-provided computer.



### Clubs and Activities:

We offer a broad array of After School clubs and activities and encourage our teachers, scholars and scholar families to initiate new ones whenever interested.



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 <p><b>Before and After School Programs:</b></p>	<p>Aftercare, Before and Afterschool Tutoring, Afterschool Activities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>During a Summer Institute in late August, and then throughout the year, the school's faculty receives high quality professional development training on professional development days and half-days. In addition, every educator is assigned an instructional coach by school leadership who helps the educator develop an Individual Professional Development Plan and who provides the educator with real time coaching, technique modeling, and formal observation and feedback, and who tracks the educator's development of Master Teacher skills. Educators also engage in video self-observation and in the provision of peer observation and feedback.</p>





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### Student Supports and Services:

Our Nurse, Social Workers and Special Education Teachers provide a full-array of student supports. We will be adding additional student support staff as we continue to add grade levels and our future high school will provide college and career counseling.



### Parent and Community Involvement:

The school activity engages parents in its efforts to develop scholars academic skills and character, and parents support the school in diverse ways: from providing volunteer classroom support, to helping to lead after school activities and organizing fun and community-building activities for our scholars and their fellow scholar families.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Percent of parents agreeing that the school does a good job: Maintaining a safe environment for children - 96%; Maintaining a welcoming and caring school climate - 97%; Maintaining a neat, clean, well-maintained facility - 94%.</p>
 <p>Facilities:</p>	<p>Our Facilities Plan includes the opening of three additional buildings to provide the incremental space we will need as we increase our grade level span and ultimately become a K-12 school.</p>
 <p>School Safety:</p>	<p>Our facilities will include all of the latest security features.</p>



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Technology and STEM:

All students take technology classes beginning in Kindergarten. All classrooms features Bright Link projectors, wireless connectivity and student computers. All high school students will receive a computer for their personal use by the school.