

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

CMO

CFDA # 84.282M

PR/Award # S282M200004

Grants.gov Tracking#: GRANT12995616

OMB No. , Expiration Date:

Closing Date: Jan 10, 2020

PR/Award # S282M200004

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="01/08/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="909 Broad Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Newark"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NJ: New Jersey"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="01702-2622"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Dominick"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="DiFalco"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text" value="REDACTED"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-112619-001

* Title:

OESE: Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter Management Organizations for the replication and Expansion of High-quality Charter Schools (CMO Grants) CFDA Number 84.282M

13. Competition Identification Number:

84-282M2020-1

Title:

CMO

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Great Oaks Legacy Charter School: Expanding High-Quality Seats in Newark, New Jersey

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

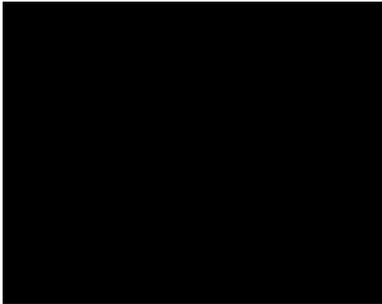
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Great Oaks Legacy Charter School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	176,000.00	264,000.00	264,000.00	352,000.00	352,000.00	1,408,000.00
6. Contractual	115,692.00	115,692.00	115,692.00	115,692.00	115,692.00	578,460.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	500,000.00
9. Total Direct Costs (lines 1-8)	874,192.00	962,192.00	962,192.00	1,050,192.00	1,050,192.00	4,898,960.00
10. Indirect Costs*	87,419.00	96,219.00	96,219.00	105,019.00	105,019.00	489,895.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	961,611.00	1,058,411.00	1,058,411.00	1,155,211.00	1,155,211.00	5,388,855.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S282M200004

Name of Institution/Organization Great Oaks Legacy Charter School	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="NOT APPLICABLE"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1247-GOLCS GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Great Oaks Legacy Charter School
Equitable Access and Participation
(General Education Provisions Act/GEPA 427 Statement)

Great Oaks Legacy Charter School (GOLCS) is a nonprofit 501(c)(3) charter operator located in Newark, New Jersey. The **mission** of GOLCS is to prepare every student for college success.

GOLCS serves a student population that is 88% Black or African American, 11% Hispanic, and <1% other races or nationalities. **District-wide, 86% of Great Oaks Legacy students qualify for free and reduced-price lunch, 4% of students are categorized as having Limited English Proficiency, and 12% of GOLCS students enrolled with an Individualized Education Plan (IEP).**

Facilities

- All school facilities accessible to the physically handicapped. Students with disabilities or in need of English-language learner services are provided with Individualized Education Plans and are served in regular classrooms to the extent practical. Pull-out programs individualize learning for all students and meet them where they are.

Equitable Access

- Staff members ensure that students, teachers, family members, etc., have equitable access to and opportunities to participate in all programs without regard to race, color, national origin, gender, age, or disability.

Materials

- Materials used as part of professional development activities are examined to ensure fairness and appropriateness for diverse audiences in terms of ethnic/cultural and socioeconomic backgrounds, sex, disabling conditions, language minority status, age, etc.

Family Support

- Some students' families are unaware of or reluctant to access (as a result of their immigration status) existing social and academic services. School staff will work with students and their families to help them access and understand the services that are available to them.

Fair Employment Practices

- “Diversity” means many things at GOLCS. It means charter leaders make a point to identify, recruit, select, hire, onboard, and support staff at all levels who are members of traditionally underrepresented groups *and* it means that GOLCS seeks to have its staff demographics mirror that of the population of the students it serves. GOLCS in no way discriminates against—nor does it seek to exclude or discourage applications from—anyone based on race, color, national origin, gender, age, or disability.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Great Oaks Legacy Charter School"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Jared"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Taillefer"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Executive Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Dominick DiFalco"/>	* DATE: <input style="width: 150px;" type="text" value="01/08/2020"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Dominick		DiFalco	

Address:

Street1:	909 Broad Street
Street2:	
City:	Newark
County:	
State:	NJ: New Jersey
Zip Code:	01702-2622
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1236-Human Subjects Exemptions-Narrative.pdf

Add Attachment

Delete Attachment

View Attachment

Human Subjects Narrative

Exemption #1:

Research for this project will be conducted in established or commonly accepted educational settings, such as public school classrooms, schools, and districts.

The research does or may involve children.

The research does not involve survey procedures, interview procedures, or observation of public behavior where the investigator participates in the activities being observed.

Research will involve normal educational practices such as research on curriculum and instructional methods and strategies; research on professional development methods and strategies; research on social/emotional/behavioral methods and strategies; research on effective parent education, engagement/involvement methods and strategies; and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom/discipline management methods.

Exemption #2

Research for this project involves only the use of educational tests, survey procedures, interview procedures, or observation of public behavior. The information obtained will be recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subjects and any disclosure of the human subjects' responses outside the research will not place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing employability, or reputation.

Exemption #4:

Research for this project involves the collection or study of existing data, documents, and records only (example: state-mandated, criterion-referenced test scores). These sources are publicly available by grade level, school, and district. For individual student data, the information will be recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

As such, this is not considered "clinical research;" therefore, related clinical research policies do not apply.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Applicant: Great Oaks Legacy Charter School • Newark, New Jersey

Project Title: *Great Oaks Legacy Charter School: Expanding High-Quality Seats in Newark, New Jersey*

Project objectives and activities: Add four replication schools in Newark, NJ; Expand two of five existing Newark schools; Administer organizational health surveys for ongoing feedback; Administer teacher/staff/parent satisfaction surveys for ongoing feedback; Conduct comprehensive, independent, third-party evaluation over the 5-year CSP funding period

Applicable priorities:

- **Absolute Priority 2**—Great Oaks Legacy Charter School Serves a Low-Income Demographic;
- **Competitive Preference Priority 1**—Spurring Investment in a Qualified Opportunity Zone;
- **Competitive Preference Priority 2**—Number of Charter Schools Operated or Managed by Great Oaks Legacy Charter School (5); and
- **Competitive Preference Priority 3**—Great Oaks Legacy Charter School Serves High School Students.

Proposed project outcomes: **91.5%** student attendance rate; **75%** teacher retention rate; **75%** staff retention rate; Average teacher rates GOLCS **school 4 out of 5** on satisfaction with school environment; **75%** of parents/ guardians satisfied with overall school environment; **91%** year-over-year student persistence (re-enrollment in a GOLCS school); At least **80%** of students reach individual MAP growth norms for ELA and Math; At least **58%** of GOLCS students meet or exceed NJSLA proficiency for ELA, equaling the NJ State proficiency rate; At least **44%** of GOLCS students meet or exceed NJSLA proficiency for Math, equaling the NJ State proficiency rate; At least **93%** high school graduation ; At least **90%** FAFSA completion; At least **80%** college matriculation; At least **40%** of GOLCS alumni obtain bachelor’s degree in 6 years.

Number of participants to be served: **1,296 new high-quality charter school seats** for a total of **3,028 students** at Great Oaks Legacy Charter School, their parent/guardians, families, teachers, staff, and school leaders, by the end of the 5-year funding period

Locations of proposed sites: 4 replication schools and 2 expansion schools in Newark, NJ

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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Applicant Background

Great Oaks Legacy Charter School (GOLCS), located in Newark, NJ and incorporated in the State of New Jersey on April 7, 2011 as a not-for-profit corporation, is a high-performing, open-enrollment, tuition-free public charter school system educating 1,732 PK-12 students on five campuses¹:

1. **Legacy Elementary School** (LES, PK-4);
2. **Legacy Middle School** (LMS, 5-8);
3. **Downtown Elementary School** (DES, K-2);
4. **Downtown Middle School** (DMS, 5-8); and
5. **GOLCS High School** (DHS, 9-12).

The GOLCS **mission** is to prepare every student for college success. GOLCS maintains a focus on developing in scholars the competencies necessary to meet the demands of college preparatory study. District and school leaders accomplish this by emphasizing **three principles**, which guide GOLCS's work every day in support of all students and the network's mission:

1. **Creating a community** that is built upon genuine and meaningful relationships;
2. Being surgical in the approach to **differentiation of instruction and support** of all students and team members; and

¹ As of the CSP application date, five GOLCS schools are in operation and enrolling students.

The Downtown Elementary School is currently hosting one section of 5th graders that will be the founding class of Fairmount Heights Middle School when GOLCS's sixth charter school (and its third middle school campus) opens in the fall of 2020. Please see the table on page 6 for more detail on how this campus will expand.

3. Setting and exceed **high expectations for academic growth and character**

development for all students, in preparation for success in college and beyond.

Great Oaks Legacy Charter School's **approach** is also distinctive in several key ways:

- ***Tight-knit small school:*** Grade cohorts of fewer than 100 develop an intimate community, where every student feels known, valued, and cared about.
- ***Effective teachers:*** GOLCS budgets the funds to attract the best staff with competitive salaries.
- ***More time on task.*** The school day runs from 8:15 am to 3:50 pm, and GOLCS schools offer after-school, weekend, and summer intervention programs for at-risk students.
- ***High expectations*** for every GOLCS student. Students must earn a 70% to pass a course and every student will be able to take Advanced Placement courses and to enroll in a college course during their senior year.

Please see Section D, page 52, for more information on GOLCS's high-quality leadership and management team and **Appendix H-1** for further clarification and distinction between the similarly named Great Oaks Foundation² and the applicant for this CSP grant, Great Oaks Legacy Charter School.

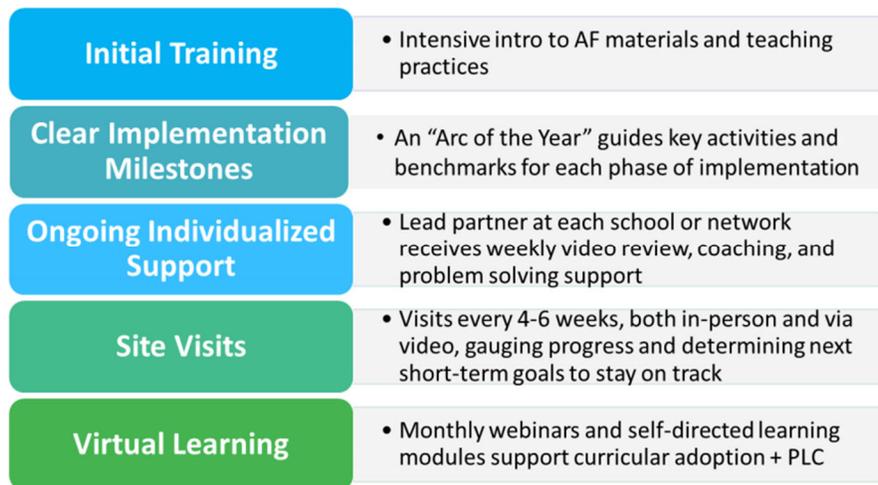
High-quality Curriculum at Every Instructional Level

At the K-8 level, GOLCS uses the **Achievement First (AF) English Language Arts (ELA) and Math curriculum.** (See **Appendix H-2** for the middle school ELA and Math curriculum overviews as examples.) Prior to adopting Achievement First's curriculum for ELA and Math to

² Great Oaks Foundation is a prior CSP grant award winner (2014 and 2017). GOLCS does not currently benefit from CSP funding under those awards.

implement K-8, GOLCS teachers were writing their own curricula.. Accordingly, GOLCS sought to adopt a proven curricular model that had been implemented with successful results in similar schools and communities.

AF is a completely “open source” organization: it makes all of its curricula and other materials available for free online. AF’s Navigator Program³ (**Appendix H-3**) provides deep implementation support to GOLCS and other charter networks—encompassing more than 95 schools and 28,000 students across 14 states—who adopt AF’s academic programs. This includes one-on-one weekly coaching and support to drive student achievement through Elementary School Math Stories, Elementary School Math Lessons, Middle School Math Lessons, and Middle School ELA Lessons. The following graphic summarizes the Navigator Program components that support GOLCS’s curriculum implementation and the student growth and achievement results detailed in Section A of this proposal.



Additionally, AF partners with other charter networks across the country through its Charter Network Accelerator program⁴ to help them grow with quality. This intensive cohort-based

³ <https://www.achievementfirst.org/how-we-work/afaccelerate/navigator/>

⁴ <https://www.achievementfirst.org/how-we-work/afaccelerate/charter-network-accelerator/>

training program for charter management organization (CMO) leaders draws on the learning of high-performing CMOs. GOLCS’s Executive Director, Jared Taillefer, is part of Achievement First’s Charter Network Accelerator, through which he has access to AF’s curriculum, materials, resources, and training, providing further curriculum and instructional support to GOLCS teachers.

For all of the core subjects in the high school—math, ELA, social studies, and science—GOLCS partnered with Uncommon Schools⁵ (specifically, North Star Academy in Newark, New Jersey, which disseminates their high school curriculum to each Uncommon Schools campus) and purchased their curriculum. Each GOLCS teacher was given access to curriculum trainings and an additional 10 hours a year of professional development. The GOLCS High School Director of STEM Curriculum & Instruction and the Director of Humanities Curriculum & Instruction helped implement every lesson at the high school and ensured that the Advanced Placement (AP) and pre-AP curricula from North Star was adjusted to the rigor, pacing, and structure of GOLCS. Since the new curricula adoption, GOLCS has achieved improved and stronger academic achievement results for the high school using that curriculum.

GOLCS identified Achievement First and Uncommon Schools as leaders with regard to instructional success and adopted their curricula in order to best meet the educational needs of GOLCS students. The curricula from Achievement First and Uncommon Schools are vertically aligned in ensuring that students are being effectively prepared for success in college, which

⁵ Founded in 1997 in Newark, Jew Jersey with the opening of its North Star Academy, Uncommon Schools now manages 44 schools serving over 12,000 students in five regions across New Jersey, New York, and Massachusetts and is a high-performing CMO.

aligns with the GOLCS mission and our primary objective as an organization. (**Application Requirement C)**

Plans for Network Growth and Expansion

GOLCS plans to build on past success and grow over the CSP grant period from five schools to a network of 10 schools educating more than 3,000 students while remaining among the highest-performing systems in Newark. **Funds from this Charter School Program Replication and Expansion grant will assist GOLCS in adding four replication schools and expanding two of its five existing schools, for a total of 1,296 additional high-quality seats over five years in Newark, NJ.**

Table 1: Great Oaks Legacy Charter School Enrollment Plan by Grade Level

Grades Served	Current Enrollment	Grant Year 1 2020-21	Grant Year 2 2021-22	Grant Year 3 2022-23	Grant Year 4 2023-24	Grant Year 5 2024-25	TOTAL
PK	60						
K	155		+81		+81		+162
1	162			+81		+81	+162
2	164				+81		+81
3	83	+81				+81	+162
4	85		+81				+81
5	196			+81			+81
6	166	+81			+81		+162
7	142		+81			+81	+162
8	137			+81			+81
9	112				+81		+81
10	104					+81	+81
11	95						
12	71						
NEW	—	162	243	243	324	324	1,296
TOTAL	1,732	1,894	2,218	2,461	2,785	3,109	—

Table 2 shows the number of new high-quality seats that will be added with CSP funding from this initiative each year of the grant period by campus, including new (replication) and expansion schools.

Table 2: New Seats Added by Campus and Grades Served

GOLCS School	Current Enrollment	Grant Year 1 2020-21	Grant Year 2 2021-22	Grant Year 3 2022-23	Grant Year 4 2023-24	Grant Year 5 2024-25	NEW SEATS
LES (ES 1)	PK-4 466						
DES (ES 2)	K-2 243	K-3 +81	K-4 +81				+162
LMS (MS 1)	5-8 308						
DMS (MS 2)	5-8 270						
FHMC* (MS 3)	5 81	5-6 +81	5-7 +81	5-8 +81			+243
DHS (HS 1)	9-12 384						
Replic 1 (ES 3)		Operation Year 0	K +81	K-1 +81	K-2 +81	K-3 +81	+324
Replic 2 (MS 4)			Operation Year 0	5 +81	5-6 +81	5-7 +81	+243
Replic 3 (ES 4)				Operation Year 0	K +81	K-1 +81	+162
Replic 4 (HS 2)				Operation Year 0	9 +81	9-10 +81	+162
NEW	—	162	243	243	324	324	1,296
TOTAL	1,732	1,894	2,137	2,380	2,704	3,028	—

** Currently being incubated on an existing GOLCS campus awaiting their own in fall 2020.*

Table 3 details the major school launch activities by month and team responsible, beginning in the November prior to the school opening for students (Year 0/Planning).

Table 3: Major School Launch Activities

Month	Major Launch Activities	Team Responsible
November	Draft, refine, and implement student recruitment strategy	Operations
December	Newark Enrolls application opens (continued student recruitment)	Operations
January	Financial model completed and approved for new school	Finance
	School Leadership positions finalized, approved, and posted	Talent
	Continued student recruitment	Operations
February	Instructional staff positions finalized, approved, and posted	Talent
	Continued student recruitment	Operations
March	Create, review, and modify school policies and procedures and finalize student and parent guidelines	Academics & Operations
	Continued staff recruitment	Talent
April	Student registration begins	Operations
	Curriculum aligned to Great Oaks Legacy Charter School academics standards and approved by Chief Academic Officer and Chief Executive Officer	CEO & Chief Academic Officer
	School Leadership staff fully hired	Talent
May	Continued recruitment for open instructional staff positions	Talent
June	Instructional staff fully hired	Talent
July	Onboarding of new school staff	Academics & Talent
	Purchase school supplies, technology, and materials	Operations
	School staff participates in network-wide professional development	Academics
	School Director finalizes academic goals for the school year, and goals are approved by the Chief Executive Officer and Chief Academic Officer	CEO & Chief Academic Officer
August	School-wide professional development for instructional staff led by School Leadership team	Academics
September	School year begins	All

Great Oaks Legacy Charter School is applying for CSP funding under Absolute Priority 2 and Competitive Preference Priorities 1, 2, and 3.

Absolute Priority 2: Great Oaks Legacy Charter School Serves a Low-Income Demographic

Great Oaks Legacy Charter School serves a significant low-income population across all of its existing 5 schools. For the 2019-20 school year, **86% of the GOLCS student body are from low-income households and eligible for participation in the Federal free- and reduced-price meal program. This number is 46 percentage points (or 115%) higher than the 40% CSP applicant threshold.**

As GOLCS grows and replicates its highly effective charter school model as proposed in this CSP application, **the district will maintain the same, or a substantially similar percentage of high-needs, low-income students across all of its replication and expansion schools both during and after the federal grant period.**

Competitive Preference Priority 1: Spurring Investment in Qualified Opportunity Zones

Several Great Oaks Legacy Charter Schools operate inside Qualified Opportunity Zones as indicated by purple shading on the maps provided on the following pages⁶. As students from anywhere in the City of Newark may apply to and attend any Great Oaks Legacy Charter School⁷ through the Newark Enrolls Universal Enrollment application process (see

⁶ Mapping tool accessed online here:

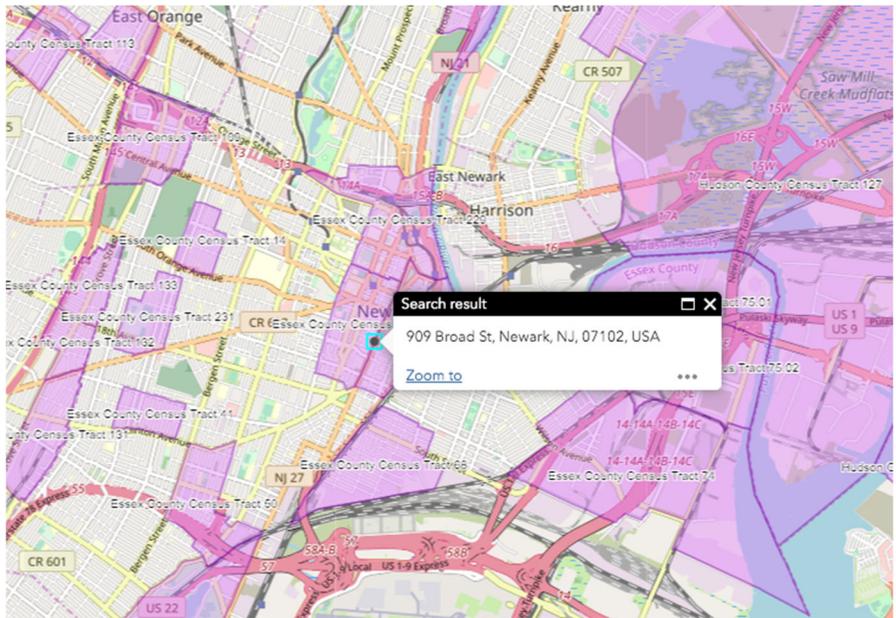
<https://njdca.maps.arcgis.com/apps/webappviewer/index.html?id=96ec274c50a34890b23263f101e4ad9b>

⁷ The Newark Enrolls Universal Enrollment application process allows families to choose from district public schools operated by the Newark Board of Education (NBOE) and many (but not all) public charter schools. Seven NBOE magnet schools have admission criteria.

Appendix H-4, Newark Enrolls Guidebook), **all GOLCS campuses draw students from multiple Qualified Opportunity Zones.** As these schools draw students from all across the city, students in grade 8 or below are eligible for New Jersey Transit bus tickets if they live more than two miles from their school. Students in grades 9 or above are eligible for New Jersey Transit bus tickets if they live more than 2.5 miles from their school (**Application Requirement A2**).

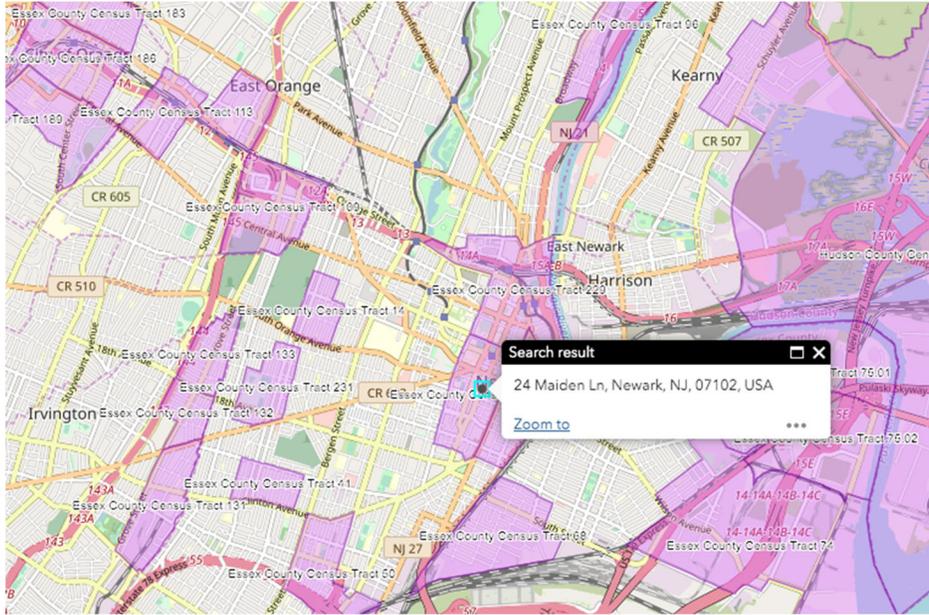
School Site 1: Downtown Elementary School

Located on the border of Essex County Census Tracts 81 and 80 (*inside an opportunity zone census tract as indicated by purple shading*) and drawing students from many neighboring designated tracts as well as citywide.



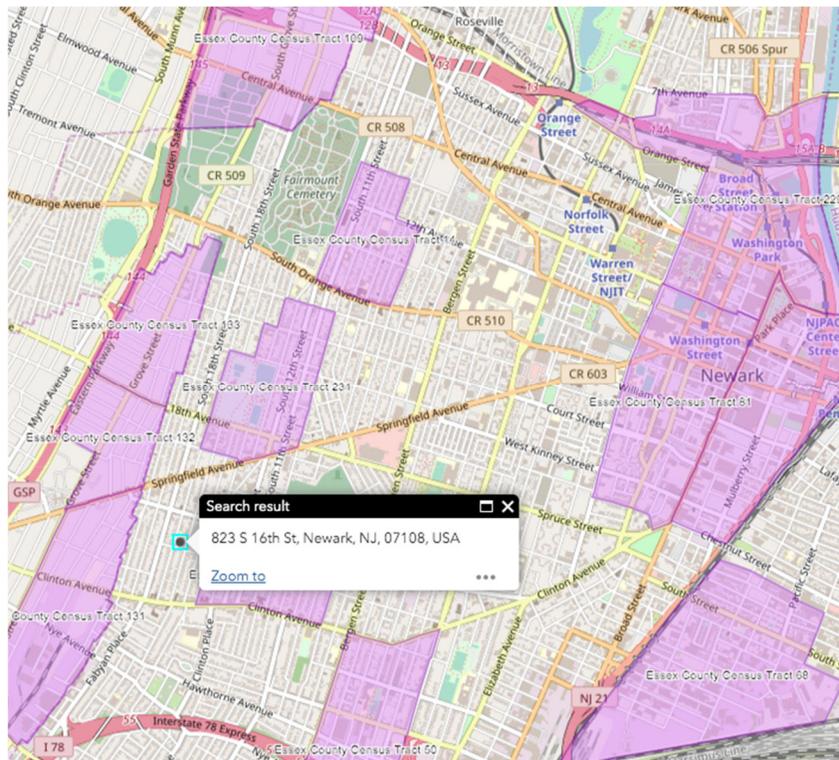
School Site 2: Downtown Middle School

Located in Essex County Census tract 81 (*inside an opportunity zone census tract as indicated by purple shading*), drawing students from many neighboring designated tracts as well as citywide.



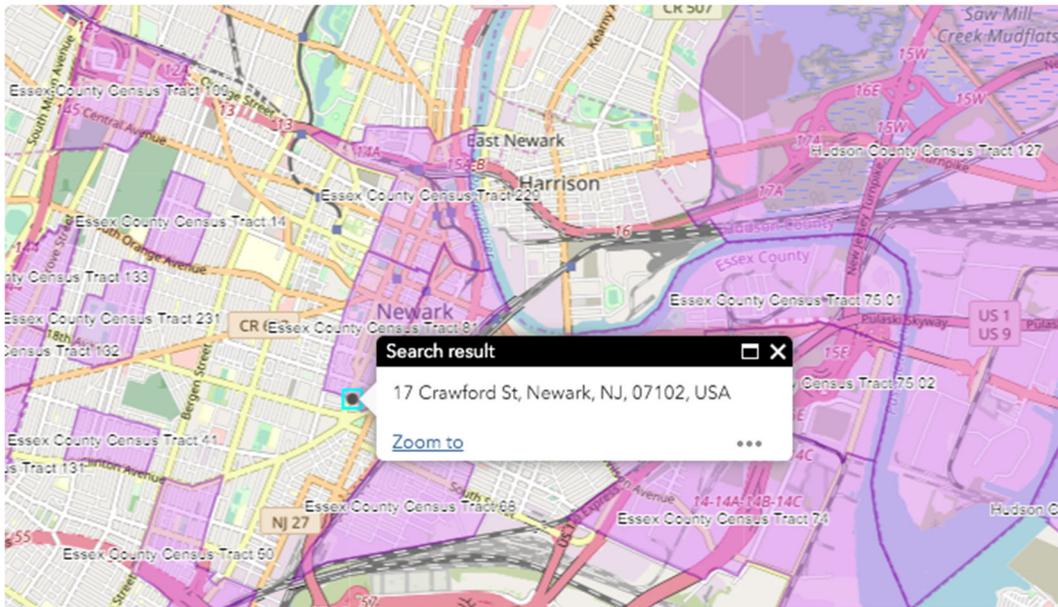
School Sites 3 and 4: Legacy Elementary School and Legacy Middle School

Located adjacent to Essex County Census tracts 131, 132, 133, 41, and 50, drawing students from many neighboring designated tracts as well as citywide.

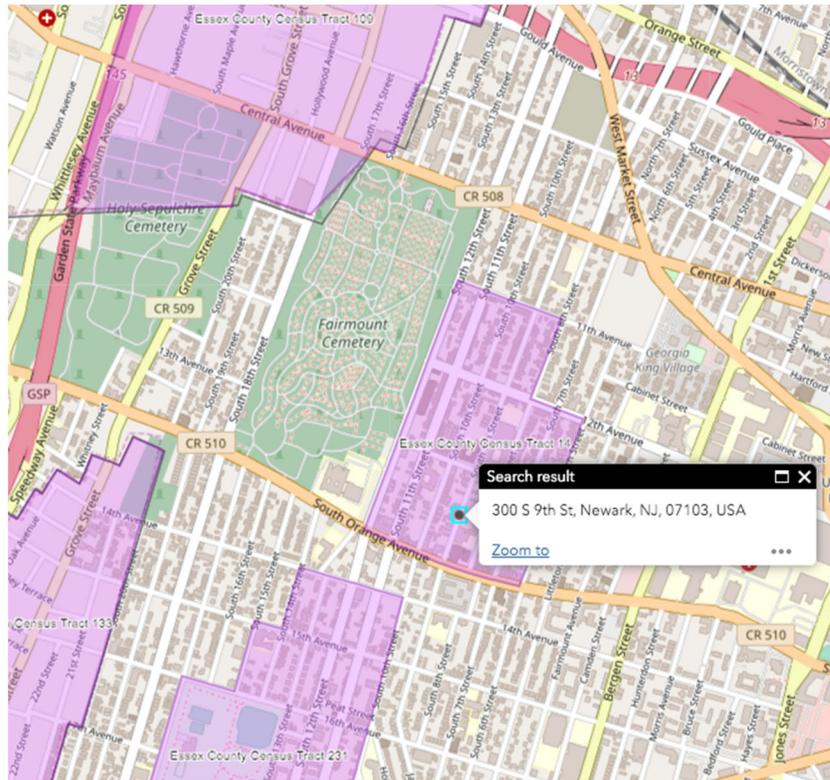


School Site 5—High School

Located in Essex County Census tract 81 (*inside an opportunity zone census tract as indicated by purple shading*), drawing students from many neighboring designated tracts as well as citywide.



1. In grant year 1, GOLCS will locate its first expansion school (Fairmount Heights Middle School), which is currently being incubated as a single 5th grade class on an existing GOLCS campus, on its own property at 300 South 9th Street in Newark, NJ. **GOLCS will use CSP funding to provide services for this school in Essex County Census tract number 14, which is in a Qualified Opportunity Zone as indicated here:**



Beyond this initial CSP program year, it is as yet unknown where in the city GOLCS will locate its four planned replication schools, but as the majority of the charter’s existing schools are situated in high-need communities, GOLCS will continue to prioritize Qualified Opportunity Zones for future school locations.

2. GOLCS will provide school-based services in these Qualified Opportunity Zones for students, parents, and families through regular school-day educational services, supplemental (after-school, Saturday, and Summer) education, social-emotional learning activities, physical education, college preparation and counseling, career exploration and preparation, financial aid application, college essay and application preparation and completion, and standardized college admissions test preparation, among other core curriculum and enrichment activities.

Competitive Preference Priority 2: Number of Charter Schools Operated or Managed by Great Oaks Legacy Charter School

As previously noted, Great Oaks Legacy Charter School currently operates and manages **five** charter schools. Please see **Appendix E**, Schools Operated by the Applicant, for more detail by campus.

The following graphic shows four stars for five schools as two (Legacy Elementary and Legacy Middle School share the same location) and a soon-to-be sixth, Fairmount Heights Middle School, is currently being incubated at the Downtown Elementary School location while the new location for Fairmount Heights is made ready for a Fall 2020 move-in.



Competitive Preference Priority 3: GOLCS Serves High School Students

(a) GOLCS serves educationally disadvantaged high school students

As shown in the tables on page 5-6, Great Oaks Legacy Charter School currently serves 382 high school students. Of this population, 80.5% are low-income and eligible for participation in the free- and reduced-price meal program, 17.4% are served by Special Education and have IEPs on file, and 4% are English-language Learners.

(b) GOLCS prepares educationally disadvantaged students for enrollment in postsecondary education

The mission of Great Oaks Legacy Charter School is to prepare students for success in college. Therefore, GOLCS provides a college preparatory education for all students, regardless of socio-economic or academic background. Every middle and high school student at Great Oaks Legacy Charter School receives **two hours of tutoring daily** during the school day from a member of the Great Oaks Tutor Corps. Tutor Corps members are recent college graduates who commit to a year of service at Great Oaks Legacy Charter School and tutor the same students each day at the school from September to June. Students receive one hour of tutoring in English Language Arts (ELA) and one hour of tutoring in Mathematics with one or two other students in their grade from the same tutor each day. Tutors work with staff members to create **study materials** for students in each grade, plan **interventions** for their students, and **keep in contact with each student’s parents on their progress** in school.

Students also have the option of participating in the **after-school and Saturday intervention programs**. These programs are designed for students who struggle the most academically to participate in one-on-one or one-on-two **small-group instruction** in subject areas in which they are falling behind. Great Oaks Legacy employs the **MAP** assessment in literacy and the **Achievement Network Assessments** as well as classroom and tutorial data to identify individual students who are struggling with content and to select these students for participation.

GOLCS uses **blended learning technology** to further individualize English Language Arts (ELA) and Math instruction. Students work in the **ALEKS mathematics program**⁸ for approximately ten hours per month on individual student laptops. ALEKS is a web-based, intelligent assessment and learning system that uses adaptive questioning to determine which math topics a student does or does not know. ALEKS leads students through guided practice on

⁸ https://www.aleks.com/homeschool/research_behind_aleks

topics that the student is most ready to learn. Great Oaks Legacy also uses the MAP assessment, which evaluates students in a similar way, on the topic of English Language Arts. **Students are assessed in ELA and math three times per year**, and from the test results, teachers and school staff are able to gather more information about a student’s specific skills and work toward meaningful interventions. Please see **Appendix H-2** for more detail on the GOLCS curriculum and **Appendix H-5** for more information on the science behind ALEKS.

In 2018-19, GOLCS employed a new program called **i-Ready**, which was used as a diagnostic tool and will be administered to students three times each year. In i-Ready, students are able to practice **online-based learning assessments in ELA and Math** to prepare for upcoming online standardized assessments. Please see **Appendix H-6** for more information on the research basis for i-Ready and its diagnostic tools.

Finally, every GOLCS high school student is able to take Advanced Placement (AP) courses and to enroll in a college course during their senior year. Rather than “tracking” students into or away from AP coursework, GOLCS encourages students to enroll in multiple AP classes during their high school career. Please also see page 28, which provides further detail on GOLCS’s 100% participation rate in the ACT/SAT⁹ college entrance exam.

(c) GOLCS provides support for educationally disadvantaged students to persist in and attain a college degree

In order to prepare students for the demands of the 21st century workplace, GOLCS continues its mission to improve instruction by setting high standards of learning for all students through adoption of the Common Core State Standards, high-quality professional development for teachers to improve instructional quality, and an efficient tutorial program embedded in the

⁹ GOLCS now focuses on 100% student participation in the SAT exam.

instructional day. GOLCS will strive to raise the bar and close the achievement gap in all subject areas through:

- 1) The continued and increased use of **after-school intervention, Saturday academy, and tutorials;**
- 2) **Analyzing data from assessments** that are used to identify individual students who are struggling with the content;
- 3) Increasing academic achievement and rigor in English Language Arts and Math by successfully implementing **National Math and Science Initiative (NMSI) assessment tasks** throughout the curriculum;
- 4) Implementing a **leadership building course** by introducing students to Stephen Covey's *7 Habits of Highly Effective People*;
- 5) Leveraging our increasing scale by creating **cross-campus curriculum support teams**, led by veteran teachers who create and share high-quality lesson plans and content; and
- 6) Using **instructional technology such as ALEKS and iReady** to differentiate instruction in literacy and math.

Of its three senior classes to date, GOLCS has maintained an overall 91% high school graduation rate and has seen 88% of its graduates matriculate to college. To support these students as they prepare for, matriculate to, and persist through to college graduation, GOLCS has initiated and will continue to add services as follows:

- ACT/SAT tutoring support;
- FAFSA: financial literacy + tax preparation assistance and support;
- Alumni database (construction/customization and management);
- Travel (alumni college visits and early college exposure initiatives);

- Book purchasing support for alumni enrolled in college; and
- Career readiness workshops and alumni events.

The **GOLCS College Action Team** ensures that all high school students have the support they need to apply for, get accepted to, and matriculate to college. The GOLCS High School Director manages a **Director of College Counseling** who oversees **two school-based College Counselors and one Alumni Counselor**. This team of four offers daily support to high school juniors and seniors on the path to College as well as to their families in all of the services listed above. Additionally, they conduct two workshops per month, year-round, assist students in building their college lists to ensure the best college match and fit, advise families on financial aid packages and interpret what each will mean for their unique situation, and provide summer transitional support as students take the momentous step to becoming a college student. The College Action Team provides targeted college application support, including FAFSA completion. **As of December 2019, 92% of the Class of 2020 has already completed their FAFSA.**

(d) GOLCS's project-specific performance measures

Great Oaks Legacy Charter School proposes to track four project-specific performance measures for high school students in addition to the metrics noted in Section C of this proposal.

These performance measures include:

1. At least **90%** of all GOLCS high school seniors will **complete the FAFSA**;
2. At least **93%** of all GOLCS high school seniors will **graduate from high school**;
3. At least **80%** of all GOLCS graduates will **matriculate to college**; and
4. At least **40%** of all GOLCS alumni will **earn a bachelor's degree within six years** of matriculating to college.

A. GOLCS is a High-quality Eligible Applicant with Adequate Resources

(1) GOLCS’s academic achievement results for educationally disadvantaged students exceed those for such students served by other public schools in the state

Annual student performance on statewide assessments

Great Oaks Legacy Charter School is a high-performing charter serving educationally disadvantaged students in Newark, NJ and doing so at a higher level of success than the majority of other public charters in the city, including KIPP TEAM. **Tables 4 and 5** show multiple years of English Language Arts and Math test performance data by GOLCS campus and highlights how student performance has increased in almost every instance.

Table 4: ELA Performance, Grades 3-11

Campus	Test	Assessment Year			
		2016	2017	2018	2019
LES	ELA03		24%	33%	46%
	ELA04		20%	31%	51%
DMS	ELA05			0%	42%
	ELA06	39%	38%	34%	63%
	ELA07	42%	41%	66%	55%
	ELA08	48%	53%	48%	60%
LMS	ELA05		37%	27%	28%
	ELA06		36%	39%	38%
	ELA07		57%	42%	45%
	ELA08			47%	48%
8GA	ELA08		57%		
HS	ELA09	45%	27%	48%	42%
	ELA10	34%	44%	35%	53%
	ELA11	67%	46%	49%	

Table 5: Math Performance, Grades 3-11

Campus	Test	Assessment Year			
		2016	2017	2018	2019
LES	MAT03		38%	46%	61%
	MAT04		20%	37%	42%
DMS	ALG01			44%	32%
	MAT05			0%	36%
	MAT06	43%	34%	42%	25%
	MAT07	42%	30%	38%	40%
	MAT08	47%	47%	0%	0%
LMS	ALG01			29%	12%
	MAT05		25%	27%	25%
	MAT06		42%	27%	27%
	MAT07		33%	27%	31%
	MAT08			0%	0%
8GA	MAT08		47%		
HS	ALG01	49%	23%	41%	45%
	ALG02	56%	30%	13%	0%
	GEO01	21%	19%	10%	50%

Legacy Elementary School, in particular, has clearly benefited from GOLCS’s high-dosage tutorial program, and Downtown High School has shown signs of improvement in 2018 and 2019 as more prepared cohorts of GOLCS students move up and through these grade levels¹⁰.

GOLCS’s success also shines brightly when compared to other charter schools in Newark, to Newark Public Schools (indicated as “NPS” in tables presented below), and to the State of New Jersey (indicated as “State” in tables presented below) as well. The following several tables show passing rates for the New Jersey Student Learning Assessment (NJSLA)¹¹ [*NOTE: For all tables/charts—NPS = Newark Public Schools. State = NJ State.*]

¹⁰ GOLCS, in order to best prepare a specific cohort of students about to enter the 9th grade for math, had a small cohort of approximately 50 8th graders take the test in one particular year in 2017. GOLCS did not administer Math-8 test in 2018 or 2019 (all 8th graders took Algebra 1) or Algebra 2 test in 2019.

¹¹ Based on the Common Core State Standards and almost identical to its predecessor, the PARCC exam—differing only slightly in format and length.

Table 6: NJSLA Pass Rates – ELA 3&4

District Name		Test		
		ELA 3	ELA 4	Grand T..
Maria Varisco-Rogers	Pass Rate	89%	98%	94%
	# Tested	62	59	121
Gray CS	Pass Rate	95%	85%	90%
	# Tested	39	34	73
Robert Treat	Pass Rate	74%	84%	79%
	# Tested	78	76	154
North Star	Pass Rate	68%	84%	76%
	# Tested	455	448	903
Discovery	Pass Rate		67%	67%
	# Tested		15	15
State	Pass Rate	50%	57%	54%
	# Tested	95,830	98,986	194,816
GOLCS	Pass Rate	46%	51%	48%
	# Tested	83	77	160
TEAM	Pass Rate	45%	46%	45%
	# Tested	433	439	872
Phillip's	Pass Rate	25%	63%	44%
	# Tested	40	40	80
Roseville	Pass Rate	22%	48%	35%
	# Tested	58	58	116
Marion P. Thomas	Pass Rate	30%	41%	35%
	# Tested	122	110	232
NPS	Pass Rate	27%	30%	28%
	# Tested	2,549	2,647	5,196
NECCS	Pass Rate	31%	26%	28%
	# Tested	48	47	95
New Horizons	Pass Rate	23%	30%	26%
	# Tested	79	74	153
University Heights	Pass Rate	19%	16%	18%
	# Tested	72	80	152

Table 7: NJSLA Pass Rates – Math 3&4

District Name		Test		
		Math 3	Math 4	Grand T..
Gray CS	Pass Rate	95%	79%	87%
	# Tested	39	34	73
North Star	Pass Rate	77%	81%	79%
	# Tested	455	448	903
Maria Varisco-Rogers	Pass Rate	87%	63%	75%
	# Tested	62	59	121
Robert Treat	Pass Rate	72%	72%	72%
	# Tested	78	76	154
State	Pass Rate	55%	51%	53%
	# Tested	96,899	99,968	196,867
GOLCS	Pass Rate	62%	42%	52%
	# Tested	83	77	160
TEAM	Pass Rate	49%	44%	46%
	# Tested	433	440	873
Phillip's	Pass Rate	38%	45%	41%
	# Tested	40	40	80
Discovery	Pass Rate		33%	33%
	# Tested		15	15
NPS	Pass Rate	33%	29%	31%
	# Tested	2,636	2,707	5,343
Roseville	Pass Rate	28%	33%	30%
	# Tested	58	58	116
NECCS	Pass Rate	33%	21%	27%
	# Tested	48	47	95
New Horizons	Pass Rate	33%	22%	27%
	# Tested	79	74	153
Marion P. Thomas	Pass Rate	29%	24%	26%
	# Tested	122	109	231
University Heights	Pass Rate	27%	20%	23%
	# Tested	71	80	151

Table 8: NJSLA Pass Rates – ELA 5-8

District Name		Test				
		ELA 5	ELA 6	ELA 7	ELA 8	Grand T..
Robert Treat	Pass Rate	74%	95%	91%	90%	87%
	# Tested	76	74	67	73	290
Gray CS	Pass Rate	97%	64%	100%	81%	86%
	# Tested	32	28	17	16	93
Maria Varisco-Rogers	Pass Rate	84%	87%	84%	81%	84%
	# Tested	64	63	61	59	247
North Star	Pass Rate	74%	80%	83%	82%	80%
	# Tested	451	450	445	453	1,799
Discovery	Pass Rate	48%	71%	83%	72%	68%
	# Tested	27	24	23	18	92
Link	Pass Rate	59%	55%	68%	67%	62%
	# Tested	77	74	72	72	295
State	Pass Rate	58%	56%	63%	63%	60%
	# Tested	100,316	102,052	100,348	99,118	401,834
Phillip's	Pass Rate	37%	58%	68%	69%	58%
	# Tested	41	43	40	39	163
TEAM	Pass Rate	48%	53%	55%	68%	56%
	# Tested	334	336	327	324	1,321
GOLCS	Pass Rate	35%	50%	50%	56%	48%
	# Tested	159	141	132	144	576
Achieve	Pass Rate					44%
	# Tested					62
Marion P. Thomas	Pass Rate	33%	32%	45%	38%	37%
	# Tested	120	108	98	99	425
NPS	Pass Rate	31%	32%	40%	40%	36%
	# Tested	2,619	2,665	2,547	2,424	10,255
New Horizons	Pass Rate	30%	32%	37%	26%	31%
	# Tested	71	75	73	74	293
University Heights	Pass Rate	15%	23%	33%	44%	29%
	# Tested	72	69	55	43	239

Table 9: NJSLA Pass Rates – Math 5-8

District Name		Test				
		Math 5	Math 6	Math 7	Math 8	Grand T..
Robert Treat	Pass Rate	65%	74%	72%	72%	71%
	# Tested	76	74	67	43	260
Gray CS	Pass Rate	88%	43%	53%	81%	66%
	# Tested	32	28	17	16	93
North Star	Pass Rate	63%	66%	69%		66%
	# Tested	451	450	445		1,346
Discovery	Pass Rate	19%	38%	43%	61%	40%
	# Tested	27	24	23	18	92
State	Pass Rate	47%	41%	42%	29%	40%
	# Tested	101,290	102,930	96,503	63,557	364,280
Maria Varisco-Rogers	Pass Rate	69%	27%	50%	11%	39%
	# Tested	64	63	60	18	205
Phillip's	Pass Rate	15%	44%	48%	47%	38%
	# Tested	41	43	40	17	141
Achieve	Pass Rate	37%				37%
	# Tested	62				62
GOLCS	Pass Rate	30%	26%	36%		31%
	# Tested	159	141	132		432
Link	Pass Rate	35%	23%	35%	29%	30%
	# Tested	78	74	72	72	296
TEAM	Pass Rate	32%	29%	34%	22%	29%
	# Tested	331	336	325	237	1,229
Marion P. Thomas	Pass Rate	21%	19%	32%	35%	27%
	# Tested	119	108	98	99	424
NPS	Pass Rate	22%	18%	23%	24%	22%
	# Tested	2,680	2,750	2,628	2,382	10,440
New Horizons	Pass Rate	21%	13%	15%	11%	15%
	# Tested	71	75	73	74	293
University Heights	Pass Rate	11%	7%	20%	12%	13%
	# Tested	72	70	54	43	239

Table 10: NJSLA Pass Rates – HS ELA

District Name		Test		
		ELA 9	ELA 10	Grand T..
Essex Co Voc-Tech	Pass Rate	59%	64%	62%
	# Tested	653	635	1,288
North Star	Pass Rate	58%	58%	58%
	# Tested	330	302	632
State	Pass Rate	56%	59%	57%
	# Tested	97,225	94,445	191,670
GOLCS	Pass Rate	42%	53%	47%
	# Tested	111	99	210
TEAM	Pass Rate	37%	41%	39%
	# Tested	208	199	407
NPS	Pass Rate	34%	37%	35%
	# Tested	2,061	1,886	3,947
Marion P. Thomas	Pass Rate	11%	17%	14%
	# Tested	149	141	290
Peoples Preparatory Charter School	Pass Rate	12%	15%	13%
	# Tested	111	66	177
Lead Charter School	Pass Rate	0%		0%
	# Tested	27		27

Table 11: NJSLA Pass Rates – HS Math

Test/District	All Students	Grade - 08	Grade - 09	Grade - 10
Alg. I				
Robert Treat Academy Cs	93.3	93.3		
Phillip'S Academy Charter School	77.2	77.2		
North Star Academy Charter School	57.1	60.4	49.2	0
Maria L. Varisco-Rogers Cs	43.9	43.9		
Essex Co Voc-Tech	36.1		36	0
Great Oaks Legacy Charter School	33.5	25.9	46.8	0
Team Academy Charter School	32.4	68.7	16.8	10
Newark City	20.7	75.6	17.5	7.7
Peoples Preparatory Charter School	8.4		8.8	0
Marion P. Thomas Cs	1.9		1.9	0
Geometry				
Great Oaks Legacy Charter School	50		84.2	42
North Star Academy Charter School	41.7		62.5	25.4
Team Academy Charter School	18.7		76.9	10.2
Essex Co Voc-Tech	13.7		39.3	9.7
Newark City	13.5		50.3	9.7
Peoples Preparatory Charter School	3.8		0	4.7
Marion P. Thomas Cs	0			0

To be clear that these are true comparison schools, Table 12 shows demographics for each.

Table 12: Demographics of Comparison Schools and Other Entities¹²

	Afr Amer	Hispanic	White	Econ Dis	St w/Dis	EL
State	15.6%	28.7%	43.4%	37.4%	17.1%	6.5%
GOLCS	89.9%	9.7%	0.4%	86.0%	12.0%	4.0%
Newark PS	39.7%	51.1%	7.9%	82.2%	16.9%	17.0%
Maria V-R	6.6%	91.4%	0.2%	85.8%	9.8%	17.7%
Gray Charter	36.1%	53.9%	6.0%	80.4%	6.0%	0.0%
Robert Treat	34.2%	55.3%	7.6%	72.1%	6.7%	0.7%
North Star	83.6%	14.2%	1.8%	84.8%	9.3%	1.0%
Discovery	96.3%	1.8%	0.9%	93.6%	11.0%	0.0%
TEAM	91.0%	5.1%	0.2%	90.2%	12.9%	1.0%
Philip's	84.5%	10.4%	1.2%	42.1%	10.4%	0.0%
Roseville	48.0%	50.5%	0.6%	96.9%	3.4%	4.6%
Marion P T	92.4%	7.4%	0.0%	89.9%	11.6%	1.0%
NECCS	79.7%	18.3%	0.7%	88.8%	18.3%	0.7%
New Horizons	89.3%	10.7%	0.0%	95.1%	6.5%	0.0%
Univ Heights	84.8%	14.8%	0.0%	74.0%	8.5%	0.0%

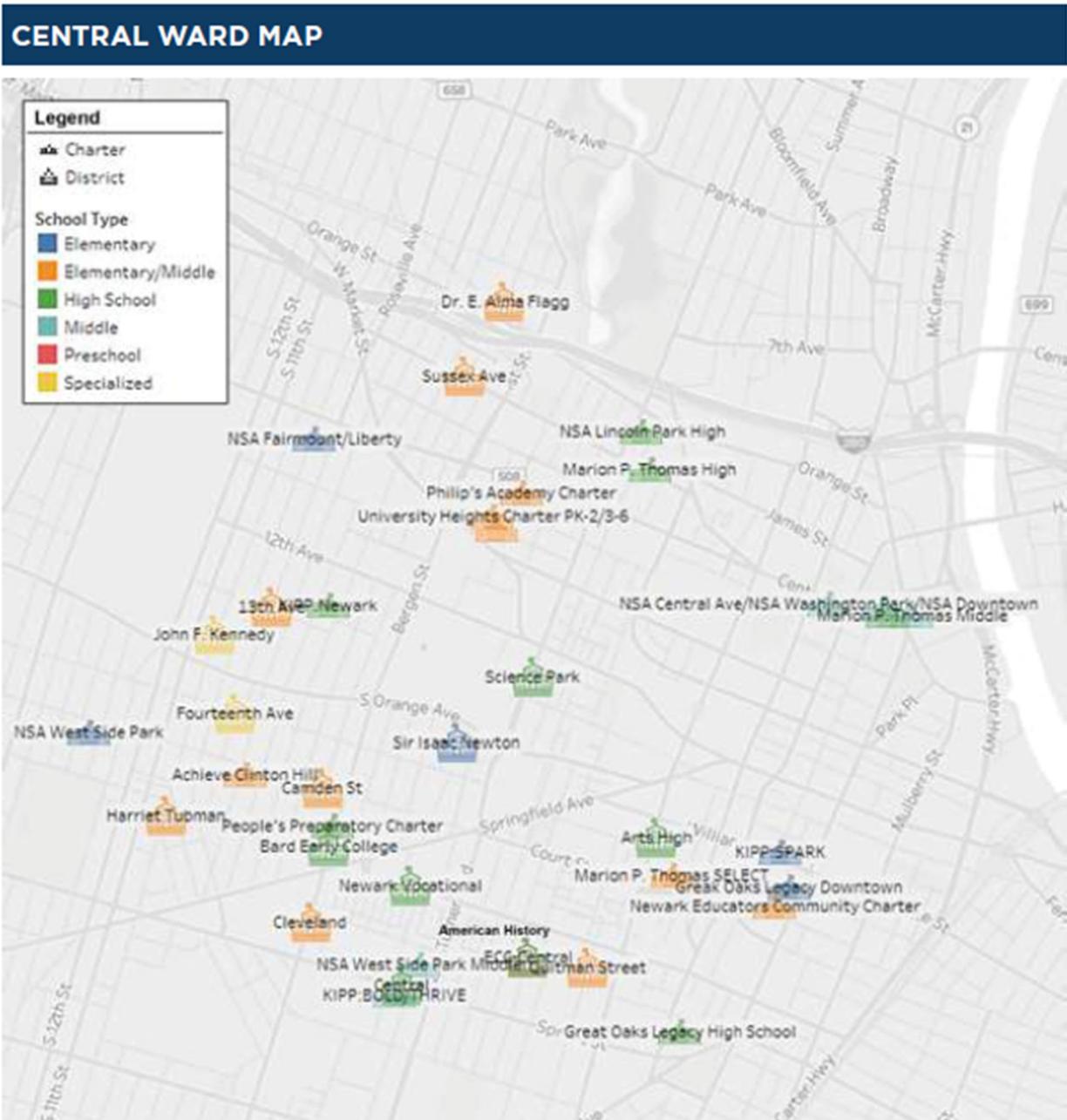
¹² Source for state and individual charters: New Jersey School Performance Report:

<https://rc.doe.state.nj.us/SearchForSchool.aspx>. 2017-18 is most recent comparative data

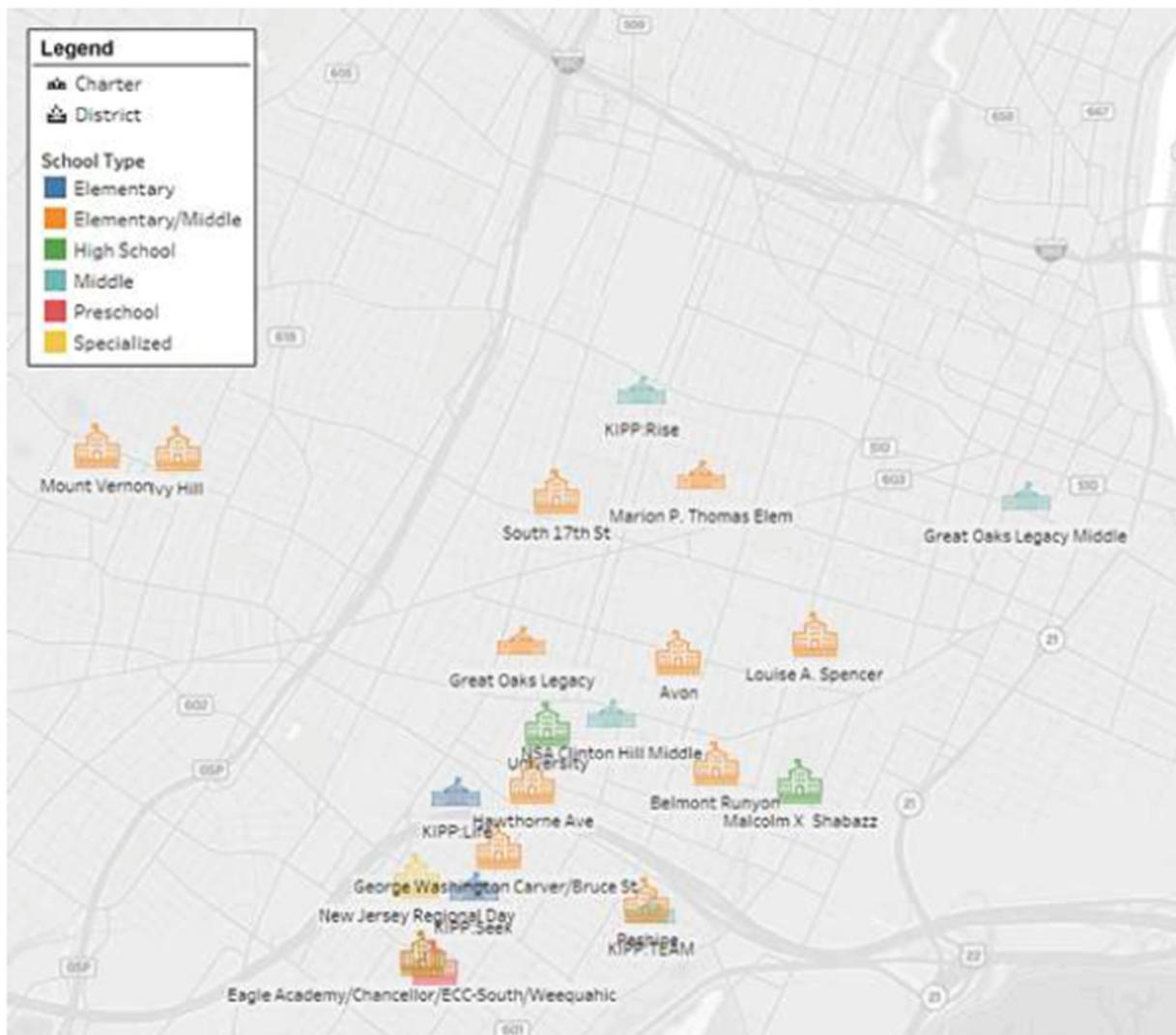
available. GOLCS data is current for 2019-20 school year. Source for Newark Public Schools:

<https://www.nps.k12.nj.us/departments/data-research/district-summary/>

The maps that follow (from the Newark Enrolls Guidebook, attached as **Appendix H-4**) also shows the proximity of many of these charter schools as well as others in Newark, as proof that they are, in fact, “neighboring schools”.



SOUTH WARD MAP



Annual student attendance rates

GOLCS's total attendance rate is for 2018-19 was 91.5%. When disaggregated by instructional level, the GOLCS elementary attendance rate was 90%, middle school was 94%, and high school was 90%. This is on par with the state average, which is reported as “percent of students chronically absent” (missing 10% or more of school days) and was 10.9% statewide for 2017-18 (most recent statewide data available)¹³. (Application Requirement B2)

¹³ <https://www.nps.k12.nj.us/departments/data-research/district-summary/>

Annual student retention rates

GOLCS has an overall student retention rate of 94% across all grade levels.

Table 13: Retention by Grade Level

Grade Level	Number of Students Enrolled (as of Oct. 15, 2018)	Number of Student Withdrawals (for any reason) During the School Year	Retention Rate
K	158	20	87%
1	159	21	87%
2	81	2	98%
3	85	4	95%
4	82	3	96%
5	170	6	96%
6	149	12	92%
7	143	3	98%
8	151	2	99%
9	116	5	96%
10	103	6	94%
11	82	6	93%
12	89	2	98%
TOTAL	1568	92	94%

Student retention within each grade level is strong and is expected to remain strong as GOLCS grows to scale with the support of CSP funding over the next five years (**Application Requirement B2**).

According to the GOLCS parent satisfaction survey, currently administered biennially but moving to an annual administration beginning in 2020 as part of the CSP project evaluation, **75% of parents responding indicated they are satisfied with their child’s overall school environment.** The three main positive aspects parents and guardians identified in their responses that contributed to their satisfaction include: **families perceive community and a sense of belonging; the school is a safe, drug-free space; and the school is a welcoming place for parents.** (See **Appendix H-7** for a September 2019 Chalkbeat article featuring GOLCS dads talking about the importance of nurturing their children’s success.) Parent satisfaction is key to

maintaining high rates of student retention, especially as GOLCS replicates and grows to scale. Please also see page 35 for how GOLCS will involve parents in school operations and governance (**Application Requirement I**).

Student academic growth

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 <35; Typical Growth (35-65); High Growth >65. SGP, therefore, is a measure of how much a student improves his or her state test performance from one year to the next compared to students across the state with a similar score history.

The following two tables show GOLCS’s SGP by campus.

Table 14: ELA, Grades 4-11

Campus	Grade Level	15-16	16-17	17-18	18-19
LES	04	50	20.5	29	55
DMS	05				58
	06	62	61	55	76
	07	55	43	70.5	69
	08	42	49	56	46.5
LMS	05	45	43	30.5	49.5
	06	60	53	43	66
	07		56	41	47
	08			31	58
8GA	08		81		
HS	09	71	43		56
	10	48	69	70.5	59
	11	85	63	62.5	

Table 15: Grades 4-7

Campus	Grade Level	15-16	16-17	17-18	18-19
LES	04	52	29	27	53
DMS	05				69
	06	92	83	94	82
	07	62	49	69	54
LMS	05	53	49	57	39
	06	73	78	50	70
	07		60	45	44

Legacy Elementary School’s growth improved sharply in 2019, predicting increases in proficiency rates in future years. Downtown High School’s ELA growth percentiles (previously unreleased) have been consistently strong during the PARCC era.

Even more exciting is GOLCS’s student growth as compared with all other charters in Newark. As shown in Table 15, GOLCS’s median SGP for ELA increased by 13 points from 2018 (to 57.5) and our median SGP for Math increased by 6 points (to 59). Although 2019 data for other schools is not available and is not likely to be released until February 2020, student growth results for GOLCS are ahead of *all but one* charter’s 2018 results—the Gray Charter School, which had only 100 total students take the NJSLA.

Table 16: Comparative Student Growth Percentile

School	2018 SGPs		
	ELA	Math	Combined
Gray	62	75.5	68.75
<i>GOLCS 2019 Results</i>	<i>57.5</i>	<i>59</i>	<i>58.25</i>
Discovery	64.5	51	57.75
Maria Varisco Rogers	51	58	54.5
North Star	52	56	54
Kipp/Team	55	51	53
Link	45	60	52.5
Robert Treat	52	53	52.5
Great Oaks	44	53	48.5
Lady Liberty	56	38	47
Marion P. Thomas	45	48	46.5
Philips Academy	43.5	46	44.75
Newark Educators	44.5	31.5	38
New Horizons	39.5	36	37.75
University Heights	35	29	32
Roseville	34	19.5	26.75

High school graduation rates

Great Oaks Legacy Charter has had three classes graduate from its high school to date.

Overall, GOLCS has a 91% high school graduation rate. (Application Requirement B2)

The following table shows graduation data for all students and for economically disadvantaged students for GOCLS, Newark Public Schools (NPS) and the state of New Jersey as a whole.

Table 17: High School Graduation Rates, Class of 2017, 5-year Rate¹⁴

Student Group	GOLCS	NPS	NJ State
All Students	91.1%	81.6%	92.4%
Economically Disadvantaged	96.4%	81.6%	87.0%

College preparation and readiness

SAT and ACT Participation. GOLCS emphasizes the importance of a college preparatory education for all students, including educationally disadvantaged students (economically disadvantaged, students with disabilities, and English-language Learners). To this end, **100% of GOLCS 12th grade students have prepared for and taken the SAT and/or ACT exam¹⁵,** which is a significantly higher rate of participation than students statewide (**Table 18**).

SAT and ACT Performance. **Table 19** shows how students performed on the SAT and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks.

Table 18: SAT and ACT Participation, GOCLS vs. NJ State

Participation Type	GOLCS	NJ State
12th graders taking SAT in 2017-18 or prior years	90.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	100.0%	24.6%

¹⁴ Most recent comparative data available across all three entities. GOLCS did not have enough English-language Learners or Students with Disabilities to report comparative data.

¹⁵ Source: 2017-18 GOLCS NJ School Performance Report (most recent comparative data available).

Table 19: SAT and ACT Performance, GOLCS vs. NJ State

Participation Type	GOLCS	State Average	College Readiness Benchmark ¹⁶	GOLCS At or Above Benchmark		State At or Above Benchmark	
				%	#	%	#
SAT Rdg & Writing	466	542	480	43%	39	72%	52
SAT Math	518	543	530	49%	44	54%	39
ACT Rdg	16	24	22	10%	10	62%	15
ACT English	16	24	18	35%	34	78%	19
ACT Math	19	24	22	25%	25	62%	15

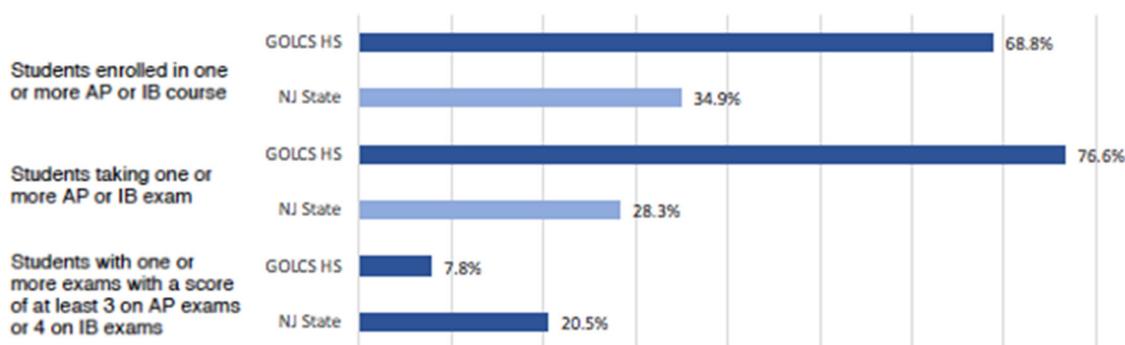
It is crucial to bear in mind that **90.4% of GOLCS students have taken the SAT and 100% have taken the ACT as compared with 72.2% and 24.6% of students across the state of New Jersey, respectively.** This means that, for every 100 12th grade students statewide, only about 72 take the SAT and about 225 take the ACT, yet for every 100 GOLCS 12th graders, 90 and 100 of them take the SAT and ACT, respectively. **Table 18** shows how these percentages translate to actual *numbers* of students taking and scoring at or above the benchmark for these exams. The shaded cells show that, when broken down by percent of students taking *and* passing each exam, GOLCS actually has a *higher rate* of students scoring at or above the benchmark on three of the five indicators noted in this table (SAT Math, ACT English, and ACT

¹⁶ Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Math). For example, for every 100 12th grade students at GOLCS, 44 score at or above the benchmark on the SAT Math as compared with only 39 statewide¹⁷.

Because 100% of GOLCS students take a key college entrance exam, GOLCS is communicating to *all* of its students, parents, guardians, and their family members that college preparation is important and that college matriculation is encouraged, expected, and supported.

Advanced Coursework. This graphic shows the percentage of 11th and 12th graders who enrolled in one or more Advanced Placement (AP) or International Baccalaureate (IB) courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



As is evident from this data, **GOLCS has a significantly higher rate of participation in advanced coursework (AP classes) and exams than does that state—twice the number of GOLCS students are enrolled in one or more AP courses and 2.7 times the number took one or more AP exams than did students statewide.** It is also important to note that this data is from 2017-18, which is the most recent comparative data available. *All* GOLCS students have

¹⁷ GOLCS: 49% of 90.4% (or 49% of 90.4 students) = 44.3; statewide: 54% of 72.2% (or 54% of 72.2 students) = 38.9

the ability and are encouraged to register for and participate in AP coursework during their high school career. AP Courses offered at GOLCS include AP Language and Composition, AP Literature and Composition, AP Seminar, AP Research, AP US History, AP World History, AP Calculus, and AP Environmental Science.

College attendance rates

Of the 36 graduates of the Class of 2017, 31 matriculated to college, for an overall college attendance rate of 86.1%. The Class of 2018 graduated 50 seniors, 41 of whom matriculated to college, for an overall college attendance rate of 82%. Of the 86 graduates of the Class of 2019, 66 have matriculated to college, for an overall college attendance rate of 76.7%. Taken together, 138 of the 172 GOLCS alumni from these three classes—80.2%—enrolled in college the year after graduating from high school. (See **Appendix H-8** for two articles highlighting GOLCS’s high rates of college acceptance and scholarship awards.)

Table 20: College Matriculation—GOLCS vs. NJ State

	College Matriculation	4-year IHE	2-year IHE
GOLCS	80.2%	95.7%	4.3%
NJ State	72.8%	72.4%	27.6%

GOLCS had more students matriculate to college and enroll in a 4-year college or university than did the state overall. Additionally, 18.1% of GOLCS students attended college out of state. While GOLCS’s Naviance reporting indicates a college matriculation rate of 80.2%, recent internal tracking demonstrates that two additional graduates from Class of 2017, four additional graduates from Class of 2018, and six additional graduates from Class of 2019 have now enrolled in college, resulting in an **overall historical 88% college matriculation rate** for

GOLCS. For more detail, please see **Appendix H-9** for a list of the top 25 IHEs enrolling GOLCS students in the fall immediately following high school graduation.

College persistence rates

Of the 31 students in the Class of 2017 who matriculated to college, 25 were still enrolled in 2018-19, for a year-over-year persistence rate of 80.6%. Of these 25 students, 24 are still enrolled in 2019-20, for a year-over-year persistence rate of 77%.

Of the 41 students in the Class of 2018 who matriculated to college, 34 are still enrolled in 2019-20, for a year-over-year persistence rate of 83%.

Across all three graduating classes, GOLCS has achieved the following successes:

College Access & Success	
Total Alumni (HS Graduates)	171
HS Graduation Rate	91%
# of College Applications Submitted	3532
# of College Acceptances	1035
First-Year College Scholarships	\$15,451,229
% of Alumni Currently Attending 4 yr. Colleges	68%
% of Alumni Currently Attending 2 yr. Colleges	5%
Total # of Colleges Alumni Currently Attend	37
Total College Matriculation Rate	88%
College Persistence Rate	73%
College Completion Rate	N/A

(2) GOLCS is a high-quality charter management organization

Great Oaks Legacy Charter School, both as a combined entity and as the separate entities of Great Oaks Charter School and Newark Legacy Charter School prior to the merger and consolidation of these two entities into GOLCS, has not had a charter closed or revoked for any reason, including for noncompliance with statutory or regulatory requirements (including compliance with sections 4310(2)(G) and (J) of the ESEA), nor has it had its affiliation revoked

or terminated, including through voluntary disaffiliation. (**Application Requirements B3 and E1-E3**). In the highly unlikely event that a GOLCS school should close or lose its charter, GOLCS school and district leaders will assist the families of the students enrolled on that campus in enrolling in another GOLCS school to ensure continuity of their education and no loss of instructional days or downtime (**Application Requirement O**).

As the letter in **Appendix E** introduces and explains, GOLCS applied for and received state approval for consolidation and expansion, which was granted in May 2016. This approval also had the effect of renewing the charter for GOLCS, evidenced by the five-year charter term communicated on February 28, 2017 in a letter from the New Jersey Department of Education. This letter is also attached in **Appendix E** as further proof of the NJDOE’s comprehensive review of student performance on statewide assessments, operational stability, fiscal viability, public comment, fiscal impact on sending districts, and other information the Department reviewed in order to approve GOLCS’s request.

(3) GOLCS manages its finances and operations with integrity

Great Oaks Legacy Charter School has a history of strong financial and operational management, has never failed an audit, and complies with all applicable national, state, and local educational, operational, and safety statutes and regulations and will continue to do so as the GOLCS model is replicated in new communities with CSP funding. GOLCS has not had any significant issues in the area of financial or operational management or student safety, or other significant problems with statutory or regulatory compliance that could lead to revocation of the school’s charter (**Application Requirement B3**). Please see audited financials and additional information, attached in **Appendix G**.

As demonstrated by the various statements and schedules included in the financial section of the Comprehensive Annual Financial Report for FY 2019 (also in **Appendix G**), GOLCS continues to meet its responsibility for sound financial management. Page 8 of this document presents a summary of the General Fund, and Special Revenue Fund for the year ended June 30, 2019. More extensive financial statements are also included in that attachment. **Key financial highlights for fiscal year 2019 are as follows:**

- Net position of governmental activities ended the fiscal year with \$7,541,086. Net position of business-type activities, which represent food service operations/after care programs, ended the fiscal year with net position of \$-0-.
- General revenues accounted for [REDACTED] revenue or 87% of total revenues of [REDACTED] program specific revenues, in the form of charges for services, grants, and contributions accounted for [REDACTED] or 13% of total revenues.
- The Charter School had [REDACTED] expenses related to governmental activities; [REDACTED] of these expenses is offset by operating grants and contributions. General revenues (primarily federal and state aid) of [REDACTED] helped to provide for the balance of these programs.
- The General Fund reported fund surplus at June 30, 2019, of [REDACTED]

(4) Continued support and commitment of the project after Federal funding ends

Financial Support. GOLCS has built a lean financial model predicated on per-pupil dollars as the foundation of ongoing and future support. This means the district does not rely on philanthropic fundraising or ongoing grant writing efforts to sustain its operations or programming. As shown on page 125 in the Comprehensive Annual Financial Report for FY 2019, attached in **Appendix G**, GOLCS's Sustainability Indicators show total assets in excess of

total liabilities. With support from this CSP grant, **GOLCS will add four replication schools (two elementary schools, one middle school, and one high school) and will expand enrollment at two of its existing schools (one elementary school and one middle school currently being incubated on an elementary school campus)**, thereby also expanding per-pupil dollars to ensure continued support and commitment for the GOLCS model at these schools after Federal funding ends.

Parent and Community Support. GOLCS will continue to rely on additional support and commitment from parents and community members, who are the linchpins to success at every level. From supporting their children from home to being involved in school governance, GOLCS reaches out to parents, meets them where they are, and provides them with multiple levels of opportunities to be involved. In addition to having a parent serve as a **board member** and conducting annual **parent satisfaction surveys**, Downtown Middle School and Legacy Middle School both have **Parent Teacher Association (PTA)** and **Parent Council** structures, and these structures are being set up at all GOLCS schools. Additionally, GOLCS has a **Parent Engagement Coordinator** who works with families at each campus to provide a wide range of services. This staff person is an indispensable channel for **two-way communication**, allowing GOLCS to **solicit input from parents and other members of the community** and facilitating both **formal and informal participation**. Taken together, these methods and opportunities ensure that parents' and community members' voices are heard and that their input is considered as GOLCS expands and replicates its model and as new schools are implemented and operated **(Application Requirement I)**.

B. Significance of Contribution in Assisting Educationally Disadvantaged Students

(1) GOLCS serves educationally disadvantaged students, including students with disabilities and English-language learners, at comparable or higher rates than surrounding districts

District-wide, 86% of Great Oaks Legacy students qualify for free and reduced-price lunch, 4% of students are categorized as having Limited English Proficiency, and 12% of GOLCS students enrolled with an Individualized Education Plan (IEP). All three of those data points are comparable to neighboring schools in Newark as noted in **Table 12** on page 22, which also shows comparative data for the State of New Jersey as a whole, GOLCS, and Newark Public Schools. With the exception of the state, which is *not*, on average, educationally disadvantaged, each of these comparative entities has a high educationally disadvantaged student population in several categories: high populations of minority students (traditionally underserved by public education), economically disadvantaged/low-income, students with disabilities, and/or English-language Learners. Please see **Appendix H-10** for actual numbers of GOLCS students with disabilities by classification, school, and grade level for the 2019-20 school year.

(2) GOLCS recruits, enrolls, and effectively serves educationally disadvantaged students, particularly students with disabilities and English learners

Around the time the original Great Oaks Charter School was founded, 65% of Newark residents described themselves as knowing “little or nothing” about charter schools, according to

a survey of more than 16,000 Newark residents conducted by Rutgers, NYU and PENewark¹⁸.

When conducting student recruitment, GOLCS understands it must not only publicize its program but must also educate families about school choice and battle any lingering misconceptions of charter schools.

Now, GOLCS’s recruitment outreach is broader and more targeted to the neighborhoods surrounding the five schools and intended to generate a high-level of interest among the most underserved populations in the city. District and school leaders have engaged current students’ families to leverage their personal networks to boost word-of-mouth applicants, as well as conducted an extensive mailing effort, posting billboards around Newark, attending school choice fairs sponsored by the city to meet with families and conducting hand-to-hand outreach. GOLCS’s participation in the Universal Enrollment System ensures that the fewest barriers are placed for applicant families and that students who apply are matched by an impartial algorithm. **Success is measured in the large population of educationally disadvantaged students GOLCS serves: 86% economically disadvantaged (eligible for participation in the Federal free- and reduced-price meal program), 12% students with disabilities, and 4% English-language Learners.**

Special Education Programming and Services

GOLCS believes that all students have the potential to succeed at high levels with the appropriate supports and interventions. Whether or not students have a diagnosed

¹⁸ Sadovnik, A. et. al. “Resident Perceptions of Public Education in Newark: A Community Survey”. 2011. Accessed at <https://research.steinhardt.nyu.edu/scmsAdmin/media/users/eaf7/PENewark.finalreport5.11.11.pdf>

disability, GOLCS believes students can achieve academic success. GOLCS will not discriminate in its admission and enrollment practices against any students diagnosed with a disability or suspected to have a disability.

GOLCS recognizes the unique educational challenges faced by students with special needs, and we have a deep commitment to providing high-quality services to the estimated 12% of our student body that may have disabilities. GOLCS will ensure that all students with disabilities who have an educational need receive a **free and appropriate public education (FAPE) in accordance with Part B of the Individuals with Disabilities Education Act (IDEA) (Application Requirement K)**. GOLCS will provide special education services to all eligible students in the **least restrictive environment**, fully meeting the provisions of each student's **individualized education plan (IEP) and helping them to master challenging State academic standards (Application Requirement L)**.

Emulating the work of high-performing charter schools across the country, we will use an inclusive and heterogeneous educational model that supports students in reaching their academic potential and prepares them for high school and college. As mentioned in the instructional techniques, students will benefit from whole class strategies that support ELLs and students with disabilities. Students will also benefit from small group instruction and daily intervention instruction.

As appropriate, **GOLCS will modify and adapt instructional content and methods to meet the needs outlined in a student's IEP**. GOLCS's Special Education Department, including all Special Education teachers, will differentiate and modify the curriculum as appropriate for students with special needs. General education teachers will also employ many teaching strategies within the regular classroom that are effective for students with special needs,

e.g. preferential seating, the use of graphic organizers, and breaking down complicated assignments into manageable parts. On an ongoing basis, GOLCS will measure student progress and the efficacy of specific instructional strategies being used. The Senior Leadership Team will meet as needed to discuss any adjustments in services.

GOLCS will maintain up-to-date Special Educations policies, procedures, and program documents that are fully consistent with state and federal policies governing special education. Emulating the work of high-performing charter schools across the country, GOLCS will employ an **inclusion model** of Special Education, seeking to provide Special Education services to the extent possible within the general education setting. If deemed appropriate on the basis of the student’s IEP, GOLCS will provide further pull-out services to fully meet the needs of its Special Education students. In general, our structured and supportive classroom environment will be an excellent environment for students with special needs to learn and develop. Students will benefit from whole class strategies that support ELLs and students with disabilities. Students will also benefit from small group instruction and daily intervention instruction. GOLCS’s special education program will be **fully compliant with all New Jersey state and other applicable laws.**

GOLCS will use weighted state per-pupil allotments to provide for the additional educational, instructional materials, and staffing needs of these students; train teachers in appropriate intervention, remediation, instruction, and acceleration of these students; and provide for the appropriate level of administrative case management.

As required by 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations and in compliance with this law, GOLCS will ensure that **transportation services** are provided to students with disabilities whose IEP includes transportation

services. As part of the enrollment process, the GOLCS Special Education Department will review each incoming IEP, meet with families of students with disabilities, and develop an individualized plan that meets the needs of each student requiring transportation services.

GOLCS's Special Education Coordinator, teachers, and network Director will have **state certification in Special Education** and will be hired on the basis of their expertise in the following areas: instruction, law and compliance, diagnostics, parent communication, provision of services, IEP/ARD caseload management.

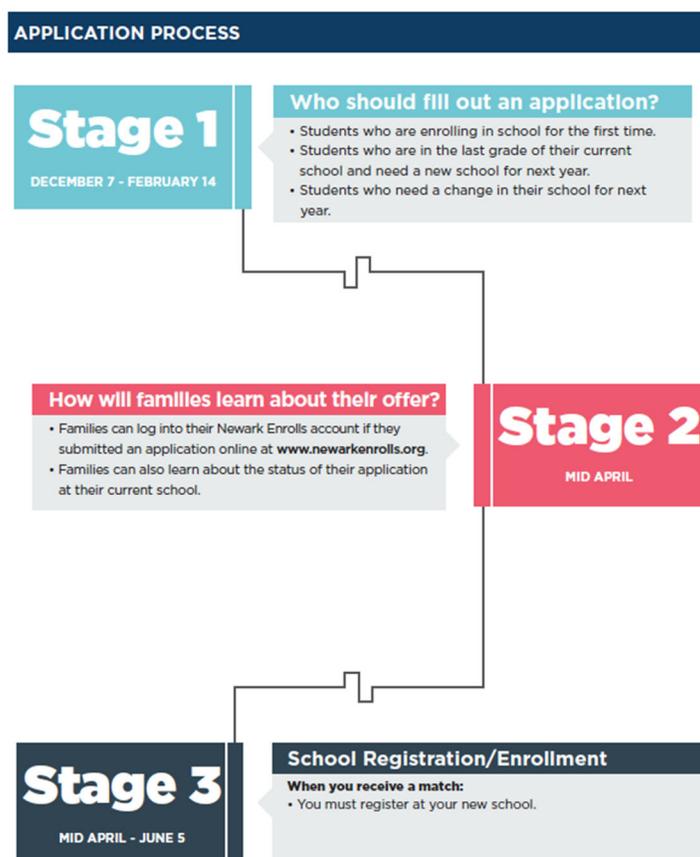
Continuous Service of High-need Students

Great Oaks Legacy Charter School will continue to serve high-need students in the future, both during and after the CSP funding period. Furthermore, GOLCS is committed to continuous self-evaluation and improvement in our outreach to the Newark students most in need of a rigorous college-preparatory middle and high school program. GOLCS's commitment is evident in all aspects of outreach and through the educational program, including:

- All recruitment materials printed in English and Spanish;
- Multiple methods of applying to the school—by mail, online, and in person;
- Blanket mailings to families in the ZIP codes surrounding the school location;
- Certified Special Education Coordinator from first day of school operation;
- High-dosage daily tutoring that meets each students' individual needs;
- Proactive parent phone calls that engage families and reduce mobility;
- Application process aligned with tenets of equity and openness described in the Charter School Compact; and
- Participation in Newark's Universal Enrollment System. (Again, see **Appendix H-4**, Newark Enrolls Guidebook.)

Universal Enrollment vs. Lottery Admissions

Each year, GOLCS participates in the Newark Enrolls Universal Enrollment System which allows parents to rank up to eight district or charter schools based on preference. Students are matched with a seat in a participating school based on ranking and availability. GOLCS encourages students to rank Great Oaks Legacy Charter School #1 for the best chance of being matched with our school. After the Newark Enrolls deadline, parents are able to visit the Newark Enrolls website (www.newarkenrolls.org) to check availability or place students on our waitlist. Because Newark maintains this citywide system, **GOLCS does not operate a lottery or weighted lottery process (Application Requirement J)**. The following graphic, excerpted from the Guidebook, shows the three stages of the application process, including timeframes.



Students and parents frequently have questions and concerns about their chances of being admitted to the school of their choice. The following text is excerpted from the Guidebook’s Frequently Asked Questions section:

1. Will my student receive their first choice?

- The only reason a Newark student would not get into his or her first choice would be if the school does not have enough seats for all applicants.
- When a student does not receive his or her first choice, the matching process will move down the student’s list of schools in order to place the student in his or her highest-ranked school with available seats.

2. How many families get into their top choice, or any of their top 3 choices?

- Last year, 82% of Kindergarten families got their first choice. 89% of Kindergarten families got one of their top 3 choices.

3. Can my student be matched to a school that isn’t listed on his/her application?

- In rare cases, if a student needs a new school (e.g. 8th grade) and only lists one or two schools, the student may be matched to their neighborhood school if the number of applicants exceeds the number of seats at their ranked schools.
- Applicants are never matched to a charter school unless they list it on their application.

C. Project Design and Evaluation Plan

Logic Model

The logic model that follows represents GOLCS’ theory of action.

Resources and Inputs	CSP Activities	Outputs	Outcomes	Long-term Goals:
<p>Experienced district leadership team</p> <p>High-quality core curriculum involving blended learning technology for individualized ELA and math instruction aligned to NJ Student Learning Standards (ALEKS and i-Ready)</p> <p>160 hours of PD per year for teachers: --80 hours of training in the summer (8 hours per day for two work weeks) --80 hours of PD segmented throughout the year (2 hours per week)</p> <p>All students have opportunities to take AP and college courses during high school</p> <p>Small-school model (fewer than 100 students per grade-level cohort per school)</p> <p>Longer school day than traditional neighboring public schools</p> <p>2 hours daily tutoring for all MS and HS students (Great Oaks Tutor Corps)</p> <p>After-school and Saturday intervention programs; summer learning enrichment opportunities</p> <p>Strong operational and lean financial model requiring no additional philanthropic fundraising to achieve stability</p>	<p>Add four replication schools in Newark, NJ</p> <p>Expand two of five existing Newark schools</p> <p>Administer organizational health surveys for ongoing feedback</p> <p>Administer teacher/staff/parent satisfaction surveys for ongoing feedback</p> <p>Conduct comprehensive, independent, third-party evaluation over the 5-year CSP funding period</p>	<p>Add total of 1,296 high-quality seats:</p> <ul style="list-style-type: none"> - 891 at replication schools - 405 at expansion schools <p>Add 4 district-level support staff:</p> <ul style="list-style-type: none"> - Network Director of STEM Curriculum & Instruction - Network Director of Humanities Curriculum & Instruction - Network Director of Special Education - Network Director of Talent Recruitment 	<p>91.5% attendance</p> <p>75% teacher retention</p> <p>75% staff retention</p> <p>Average teacher rates GOLCS school 4 out of 5 on satisfaction with school environment</p> <p>75% of parents/ guardians satisfied with overall school environment</p> <p>91% year-over-year student persistence (re-enrollment in a GOLCS school)</p> <p>At least 80% of students will reach their MAP growth norms for ELA and Math</p> <p>At least 58% of GOLCS students will meet or exceed NJSLA proficiency for ELA, equaling the NJ State proficiency rate</p> <p>At least 44% GOLCS students will meet or exceed NJSLA proficiency for Math, equaling the NJ State proficiency rate</p>	<p>At least 93% high school graduation</p> <p>At least 90% FAFSA completion</p> <p>At least 80% college matriculation</p> <p>At least 40% of GOLCS alumni obtain bachelor’s degree in 6 years</p>

The goals and outcomes as stated in the logic model are **reasonable** because GOLCS is a high-performing charter district with a history of reaching at or near these targets in the past. The goals and outcomes are **ambitious** because GOLCS is an inner-city charter school serving a high population of educationally disadvantaged students (high-need, low-income and students with disabilities) that is also growing to scale. Project evaluation will measure the extent to which GOLCS is able to maintain fidelity to its high-performing model

(1) High-quality conceptual framework underlying the proposed research or demonstration activities

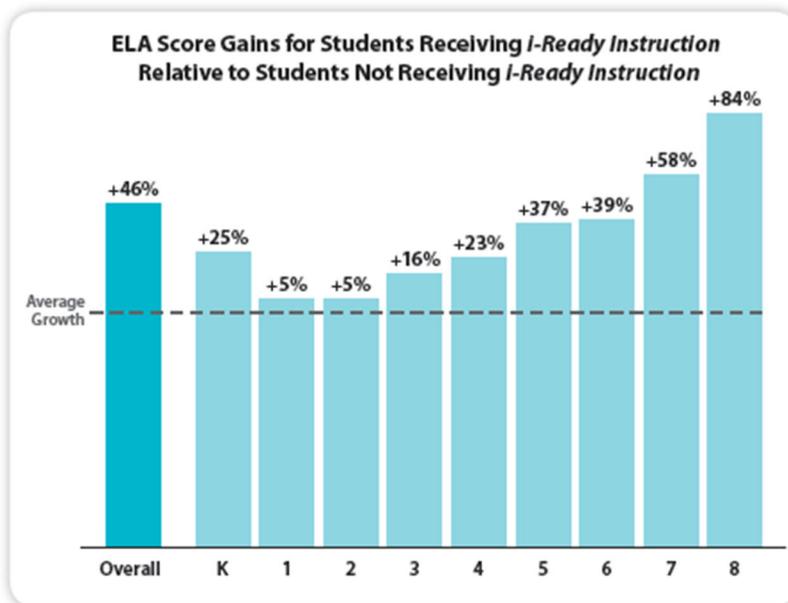
GOLCS’ conceptual framework, **which is supported by strong evidence of effectiveness,** maintains that **using high-quality core curriculum developed by Achievement First and Uncommon Schools, combined with blended learning technology, will increase the number of students ready for college.** GOLCS’s ELA and Math curricula, **ALEKS** and **i-Ready** are built on solid research bases.

- **ALEKS.** ALEKS stands for “Assessment and Learning in Knowledge Spaces.” ALEKS is the practical realization of Knowledge Space Theory—the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) and Professor Jean-Paul Doignon at the University of Brussels. The core mathematical theory was created between 1983 and 1992 with the financial support of several National Science Foundation (NSF) grants to Falmagne at NYU and UCI. The research behind ALEKS is briefly discussed in non-technical terms in “The Assessment of Knowledge in Theory and in Practice” (attached as **Appendix H-5**).

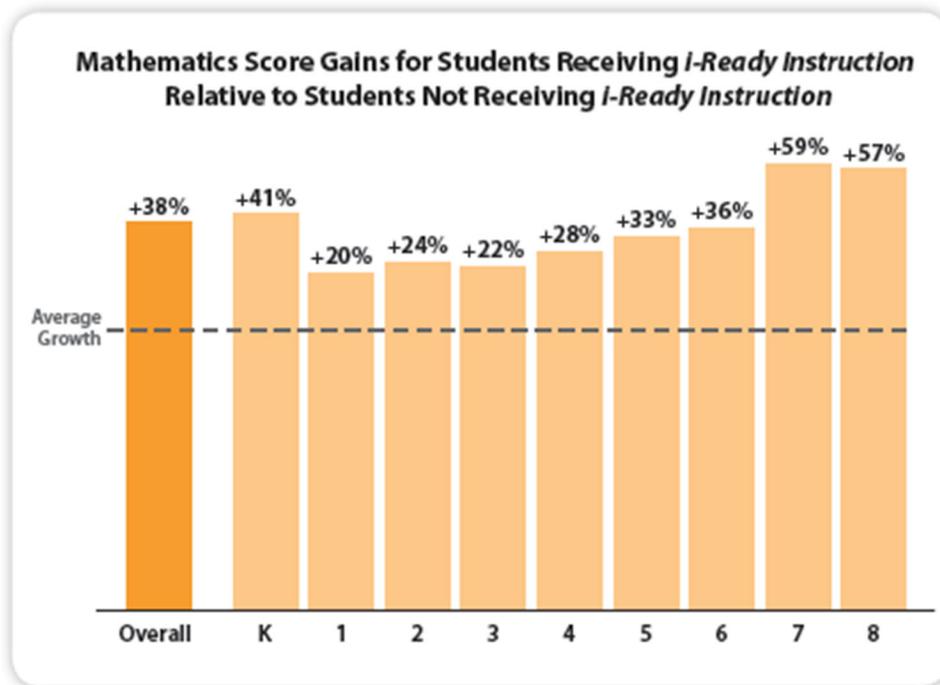
- i-Ready.** Under the Every Student Succeeds Act (ESSA), a promising intervention should be supported by at least one correlational study that controls for selection bias. A goal of this research was to understand the impact of i-Ready Instruction, while controlling for selection bias, and provide evidence that i-Ready meets ESSA Level 3 criteria. To achieve this goal, the Curriculum Associates Research team conducted an ANCOVA analysis controlling for selection bias using students' prior spring i-Ready Diagnostic scores. Researchers studied i-Ready data from more than one million students from the 2017–2018 school year. Using a resulting sample of more than 440,000 English Language Arts (ELA) students and more than 420,000 Mathematics students, the research showed that under statistical controls for prior test scores, **students receiving i-Ready Instruction demonstrated greater gains on the spring i-Ready Diagnostic than students who did not receive i-Ready Instruction.**

Students Receiving *i-Ready* Instruction Experienced Greater Gains

In both ELA and Mathematics, students receiving *i-Ready* Instruction experienced, on average, greater learning gains than students who did not receive *i-Ready* Instruction, meaning those students who received instruction through *i-Ready* tended to grow more than those who did not.



Overall, ELA students receiving *i-Ready* Instruction experienced score gains 46% greater than those not receiving *i-Ready* Instruction. Students across all grades showed greater growth, with grade-level results ranging from 5% to 84% greater.



Overall, Mathematics students receiving *I-Ready Instruction* experienced score gains 38% greater than those not receiving *I-Ready Instruction*. Students across all grades showed greater growth, with grade-level results ranging from 20% to 59% greater.

(2) Research design overview

GOLCS will contract WestEd as the external evaluator to conduct an objective evaluation of its CSP replication and expansion grant. WestEd, a preeminent not-for-profit organization, is a leader in educational research and evaluation. The WestEd evaluation team will utilize a mixed-methods approach (Teddlie & Tashakkori, 2008) that will produce both quantitative and qualitative data. The evaluation team will examine each of the proposed project objectives and the performance measures to assess the extent to which progress is made over the course of the project using multiple data sources. Additionally, the evaluation team will use a Quasi-Experimental Design (QED) to assess whether the CSP grant results in improved student outcomes relative to comparable traditional public schools in the district for which the GOLCS schools are located. For the duration of the study, the evaluation team will provide interim reports to inform project leaders, as they seek to make adjustments to the strategies and activities

funded by the grant. WestEd will meet monthly with GOLCS to provide data as part of a continuous improvement process.

The logic model will guide the evaluation activities and will be used to assess GOLCS implementation of the CSP grant. The logic model illustrates key inputs, activities and outputs that will allow GOLCS to achieve the goals and objectives. The four key objectives are:

1. Increase the number of high-quality seats in schools operated by Great Oaks Legacy Charter School.
2. Great Oaks Legacy Charter School students will outperform Newark Public Schools district on annual state assessments in English language arts and math.
3. Provide support to students so that they successfully matriculate into, persist, and graduate from college.
4. Operate schools with budgets to achieve self-sufficiency on public funds at scale.

The evaluation team will use multiple methods to assess each of the performance measures—yielding both quantitative and qualitative data. **Table 21** illustrates the performance measures, metrics and the proposed analyses to evaluate GOLCS replication and expansion grant.

Table 21: GOLCS Proposed Performance Measures, Metrics and Analyses

Performance Measure	Metric	Analyses
At least 95% student attendance	Internal records	Document analysis
At least 91% year-over-year student persistence (re-enrollment in a GOLCS school)	Internal records	Document analysis
At least 80% of students will reach their MAP growth norms for ELA and Math	MAP assessment	Statistical analysis (QED)
At least 44% GOLCS students will meet or exceed NJSLA proficiency for Math, equaling the NJ State proficiency rate	NJSLA assessment	Statistical analysis (QED)
At least 58% of GOLCS students will meet or exceed NJSLA proficiency for ELA, equaling the NJ State proficiency rate	NJSLA assessment	Statistical analysis (QED)

Performance Measure	Metric	Analyses
At least 90% of all GOLCS high school seniors will complete the FAFSA	FAFSA completion records	Document analysis
At least 93% of all GOLCS high school seniors will graduate from high school	Internal records	Document analysis
At least 80% of all GOLCS graduates will matriculate to college	Internal records College and university records	Document analysis
At least 40% of all GOLCS alumni will earn a bachelor's degree within six years of matriculating to college	College and university records	Document analysis
At least 75% teacher retention	Internal records	Document analysis
At least 75% staff retention	Internal records	Document analysis
Average teacher rates GOLCS school 4 out of 5 on satisfaction with school environment	Teacher survey (Insight Survey) Teacher focus group	Descriptive statistics Qualitative analysis
At least 75% of parents/guardians satisfied with overall school environment	Parent survey Parent focus group	Descriptive statistics Qualitative analysis

As presented in **Table 21**, to assess student attendance, student persistence, student FAFSA completion, and high school graduation rates, the evaluation team will review records used to track attendance, enrollment, FAFSA completion rosters, as well as the number and percentage of students who graduate from high school annually. The evaluation will also analyze math and English language arts achievement on the statewide assessment (NJSLA). GOLCS set the **outcomes** of at least **80%** of students will reach their MAP growth norms for ELA and Math; At least **58%** of GOLCS students will meet or exceed NJSLA proficiency for ELA, equaling the NJ State proficiency rate; and at least **44%** GOLCS students will meet or exceed NJSLA proficiency for Math, equaling the NJ State proficiency rate. The evaluation team will review student achievement data annually and in the fourth year of implementation, will also compare these results with those of students from similar schools in the districts in which GOLCS schools are located. The data will also be reviewed by grade level and key demographics. These data will be reviewed with program leadership, and the results of these quantitative analyses will be presented in an annual evaluation report. Other student performance indicators that will be analyzed include college matriculation and bachelor's degree attainment, which will be assessed by conducting a review

of related records and documents. These results will also be reported annually and will be used as part of the continuous improvement process.

The logic model also highlights performance measures related to teachers and staff. Teacher retention is critical to student academic and socioemotional success (Guarino, Santibaez, & Daley, 2006). The evaluation will address teacher and staff retention quantitatively by analyzing records pertaining to teachers and other staff, including leadership staff, both at the beginning and end of each academic year. Furthermore, the evaluation team will administer a climate survey, such as the Insight Survey, to teachers and staff twice a year (Fall and Spring) to assess satisfaction with the school environment. The survey will consist mostly of Likert scale items as well as open-ended questions. Open-ended questions on a survey allow respondents the opportunity to provide more detail about their experiences and reflections and contribute to a better understanding of teacher and staff satisfaction. Examples of questions on the survey include: “The expectations for effective teaching are clearly defined at my school,” “Teachers at my school share a common vision of what effective teaching looks like in practice,” and “My school is committed to improving my instructional practice.” The evaluation team will conduct annual focus group interviews with teachers and staff to gain an in-depth perspective on their experiences working in GOLCS schools. The results will provide both quantitative and qualitative data to GOLCS leaders regarding their success and areas for improvement with regards to promoting a highly efficient and supportive environment. These data will also be used as part of the continuous improvement process, as teacher morale is highly associated with teacher retention and student success (Rhodes, Nevill, & Allen, 2004).

Understanding parent/guardian satisfaction is equally important to GOLCS success. To assess this outcome, the evaluation team will review GOLCS existing parent satisfaction and

offer feedback to improve the satisfaction survey as needed. The survey will be available on various platforms such as a mobile phone, online, and paper surveys. The evaluation team will administer the survey annually and will employ multiple strategies to secure a high response rate. Additionally, the evaluation team will conduct focus group interviews with parents to obtain an in-depth perspective on what parents like about GOLCS schools, as well as any concerns and needs that they may have. These methods will yield both qualitative and quantitative data, and results will be used as part of the continuous improvement process as parent satisfaction is an indicator of student retention.

GOLCS will use the logic model to guide grant administration and implementation as well as to determine progress as proposed in grant application. The evaluation team will review the logic model with GOLCS leaders annually to discuss progress made and to inform planning for the following year. For example, the evaluation team will ask GOLCS leaders to reflection upon the activities presented in the logic model and discuss the extent to which the activities have the anticipated impact on outcomes and goals. Revisiting and discussing the logic model regularly will increase attention to fidelity of implementation and awareness of the extent to which GOLCS is meeting its goals. This ongoing process of reviewing the logic model will ensure that GOLCS maintains fidelity to the activities proposed in the application and use the findings as part of the continuous improvement process.

(3) Project metrics are clearly specified and measurable

The WestEd evaluation team will use various metrics to assess the extent to which GOLCS is reaching its goals, objectives, and outcomes. WestEd will measure student achievement by collecting and analyzing data from the assessments the GOLCS administers to students throughout the academic year. Specifically, WestEd will examine student results from NJSLA

assessments, iReady, ALEKS math program, Scholastic Reading Inventory (SRI) assessment, as well as Achievement Network Assessments. Given that these assessments are administered three times per year--with the exception of the NJSLA assessment which takes place annually--the evaluation team will hold meetings with GOLCS, scheduled around the assessments, to discuss student achievement outcomes as these become available. At least one meeting will be dedicated to discussing the state assessment results, as these become available. This approach will enable GOLCS and WestEd to have discussions that are driven by data. During the monthly meetings, GOLCS and WestEd will also discuss the changes or corrections that could be made to stay on track to meet the goals and objectives.

WestEd will also use other student performance metrics such as records documenting student attendance, student enrollment and re-enrollment, graduation rates, FAFSA completion, as well as records regarding college preparedness and persistence. The evaluation team will work with GOLCS leaders at the onset of the project to review its processes for record-keeping and any needs for revising or developing additional tools to accurately measure the outcomes and goals.

Additionally, the evaluation will involve the use of metrics from survey and interview data. Surveys of teachers, staff, and parents will provide additional metrics of GOLCS implementation and progress toward achieving its CSP goals. Surveys will yield both quantitative and qualitative data. Interviews with the CSP Project Director, GOLCS leaders, school leadership teams, teachers, and parents will serve as qualitative sources.

(4) Information to guide replication and effectiveness

The WestEd evaluation team will work collaboratively with GOLCS leaders to collect, analyze, and synthesize relevant data regarding its CSP replication and expansion grant. As part of the continuous improvement process, WestEd will engage GOLCS leaders in regular monthly

discussions about the data to determine progress toward objectives and performance measures. This approach, which is commonly referred to as formative evaluation, would consist of both verbal discussions and written documentation about successes, challenges, lessons learned, and corrections that should be made from month to month and over the course of each year.

The continuous improvement process would allow GOLCS leaders to become aware of obstacles immediately and make improvements based on formative data. For example, if data indicates lower than expected outcomes on a quarterly assessment, then WestEd and GOLCS leaders would discuss the potential reasons this may have happened. If the reasons are apparent and easily identifiable, then the next step would be to develop a course of action to correct the challenge. If the reasons are not apparent, WestEd would gather additional information, perhaps from other key stakeholders to better understand the challenge. This formative evaluation process might reveal that teachers need more professional development to better prepare students. At that point, the evaluation team and GOLCS would brainstorm possible solutions and then determine the best course to improve circumstances for student learning.

The evaluation team will document these discussions at every monthly meeting and then develop a plan of action to which GOLCS can commit. The plan would consist of findings, actions, and the person(s) responsible for addressing the challenge. The key stakeholders would follow-up on the actions and then, at the next monthly meeting, be prepared to discuss the status of the steps taken to solve any particular challenge. GOLCS leaders will share formative evaluation results at key network meetings and encourage school leaders to also share at their school-based meetings. The continuous improvement process can effectively contribute to the success of the project. GOLCS leaders and staff across schools will make data-driven decisions,

which will also be based on lessons learned, as they replicate and expand their model across grades and/or schools.

The evaluation team will also document evidence of successes and challenges, as well as lessons learned, in an annual evaluation report. The report will include student performance results, teacher data (i.e. retention and satisfaction), as well as parent data. The evaluation team will also develop a PowerPoint to share findings in a presentation format annually. GOLCS and WestEd will disseminate outcomes presented in the evaluation report, as well as other data collected via internal evaluation, at conferences and meetings with other charter networks and traditional public schools.

The WestEd evaluation team brings over 20 years of evaluation experience and specific expertise with the Charter School Program (CSP) grant. Dr. Rebeca Diaz, who will lead the evaluation, has 10 years of experience monitoring the CSP grant, and Mr. Valentin Pedroza has 8 years of experience as a CSP monitor for the U.S. Department of Education. While this project will benefit from the organizational knowledge and experience gleaned from numerous years of monitoring CSP grantees, WestEd will maintain these areas of work completely independent from one another. This organizational firewall will ensure the integrity of the project.

(D) High-quality Project Personnel and Management Plan

(1) GOLCS encourages employment applications from underrepresented groups

Great Oaks Legacy Charter School leaders make a point to identify, recruit, select, hire, onboard, and support staff at all levels who are members of traditionally underrepresented groups. Additionally, GOLCS seeks to have its staff demographics mirror that of the population of the students it serves. GOLCS in no way discriminates against—nor does it seek to exclude or discourage applications from—anyone based on race, color, national origin, gender, age, or

disability. Current demographics are as follows:

Table 20: Demographics of GOLCS Students and Staff

	GOLCS Students	Network Staff	Teachers	GOLCS Staff
Total Population	1,732	31	143	243
African American	89%	50%	43%	51%
Hispanic	9%	8%	12%	13%
White	<1%	35%	35%	29%
Other	<1%	8%	10%	8%

(2) Qualifications, relevant training, and experience of key project personnel

Since its founding as Great Oaks Charter School in 2011, and its merger with Newark Legacy Charter School in 2016, Great Oaks Legacy Charter School has shown it has the experience, expertise, and capacity to successfully manage a growing charter organization in Newark. GOLCS employs a centralized network support team that provides charter management organization (CMO) administrative services to the five currently operating GOLCS schools. Such support involves financial planning and management, operations, human resources, data and assessments, marketing and communications, and strategic initiatives.

GOLCS has operated as an independent network of schools within Newark, New Jersey with a board of directors that serve as fiduciaries, govern the GOLCS charter district autonomously, and reserve sole administration and academic oversight (**Application Requirement H**). Please see additional information on page 33 and in **Appendix E** on the good standing of of GOLCS’s charter with the State of NJ.

In addition to the bios provided below, please see complete organizational charts and resumes of all key project personnel in **Appendix B**. With this experienced team in place, GOLCS will be able to accomplish the goals and objectives of this CSP grant and manage the project throughout the federal funding period with integrity and fidelity with the foundational support of key project personnel as noted here.

Jared Taillefer is the Executive Director of Great Oaks Legacy Charter School. Mr. Taillefer's years of experience as a tutor, math teacher, and Director of Development at MATCH Charter Public High School and as Dean of Students at MATCH Charter Public Middle School in Boston prove he is an innovative and driven educational leader dedicated to providing students in Newark with a quality education that will help them succeed in college and beyond. In 2011, Mr. Taillefer moved to Newark and became the Founder and Executive Director of Great Oaks Charter School, and in 2016, he led the school through a merger with Newark Legacy Charter School to establish Great Oaks Legacy Charter School. Mr. Taillefer holds a B.A. in Applied Mathematics from Boston University.

As Executive Director, Mr. Taillefer will ensure this CSP project achieves its goals and objectives and will manage the **CSP Project Director** to implement and execute all activities according to the timeline and budget proposed. The role of Project Director will be fulfilled by **Dominick DiFalco, GOLCS's Managing Director of Strategy.** Mr. DiFalco is already responsible for leading the development and execution of strategic imperatives and growth and sustainability initiatives for the organization, as well as fundraising and strategic partnerships. Therefore, oversight for this CSP project is a natural outgrowth of his current responsibilities. Prior to serving as Managing Director of Strategy for GOLCS, Mr. DiFalco served as Chief Strategy Officer for KIPP Dallas-Fort Worth, statewide Managing Director of Development and Planning for KIPP Texas Public Schools, and worked as a national community of practice leader and consultant on post-secondary readiness and success for KIPP Foundation. He holds a Bachelor's degree in English from Pace University and earned his Master's degree in English Language and Literature from CUNY Brooklyn College. He is an MBTI® Certified Practitioner and has served as a leadership coach during his career.

As CSP Project Director, Mr. DiFalco will oversee adherence to all policies and procedures relating to the following: maintaining fiduciary and financial responsibility for all grant activities; keeping accurate accounting data, records, and archiving of supporting documentation for all charges; preparing and submitting written expenditure reports; certifying expenses are true and correct; classifying and reporting the accounting transactions properly; and maintaining procurement records. The Project Director will report directly to the Executive Director and will meet weekly to provide updates, receive coaching and support, monitor progress toward project goals, and make adjustments as necessary to fulfill the purpose and achieve all project goals and objectives. The Project Director will be supported by the following key staff.

Michelle Diaz, Chief People Officer. Ms. Diaz has served as a member of the leadership team since 2013. Prior to her role at GOLCS, she has worked at KIPP NJ and Verizon Communications. Ms. Diaz holds a Master's degree in Management Information Systems from Rensselaer Polytechnic Institute and a Bachelor's degree in Operations Research & Industrial Engineering from Cornell University. She is a member of the board of trustees and Chair of the scholarship committee for the Chad School Foundation, and a proud graduate of Newark's former Chad Science Academy, where she attended high school. As of 2020, Ms. Diaz is a fully licensed School Business Administrator in the state of New Jersey.

In her current role, Ms. Diaz is responsible for talent/HR management and recruiting. She also oversees parent engagement and advocacy initiatives for the organization. During the grant period, Michelle will oversee effective staff recruitment, hiring and onboarding processes for each critical CSP-related hire, and the staffing of teachers and school leadership at each new replication school and for existing expansion schools annually. To assist with this, GOLCS will use a portion of CSP funding to hire a **Network Director of Talent Recruitment** who will be

essential to the growth of the GOLCS district. Specifically, this key team member will develop targeted programs and initiatives to attract and retain a talented and diverse teacher candidate pool; oversee strategic efforts to expand the pool of qualified candidates through various channels, including the AmeriCorps program, university education programs, Teach for America, online sources, etc.; and collaborate with the Chief People Officer to ensure the development of effective retention strategies, such as career pathways, long term compensation strategies, professional development opportunities, and perform several key teacher development duties (see job description for this new hire, also attached in **Appendix B**).

Dr. Prudence Minton, Chief Academic Officer. Dr. Minton is a former 8th-10th grade math teacher for the New York City Department of Education and a former Director of a Kumon After School Math and Reading Center. After Kumon, she spent two years as the Director of Math Instruction at the Harlem Children’s Zone. Currently, she is in her ninth year with Great Oaks Legacy Charter School, having started her tenure as a founding team member and the Director of Curriculum and Instruction. She received a B.S. in Economics from Spelman College, an M.A. in Math Education from Brooklyn College, an M. Ed. in Educational Leadership from Columbia University’s Teachers College, and an Ed.D. from the University of Pennsylvania.

During the grant period, Dr. Minton will be accountable for ensuring that academic standards are upheld, teachers and academic leaders are trained, and student academic achievement in pursuit of reaching or exceeding related academic goals and metrics established in the CSP grant is realized replication and expansion schools that are middle schools and for our second high school. She will also support student recruitment efforts for the new replication schools.

GOLCS will also use a portion of CSP funding to hire a **Director of STEM Curriculum and Instruction**, a **Director of Humanities Curriculum and Instruction**, and a **Network**

Director of Special Education—all key personnel who will support teachers to improve student growth and achievement, develop curriculum, analyze data, strengthen instructional leadership, and contribute to strategic planning and systems for GOLCS commensurate with their specific roles and goals. Job descriptions and qualifications are provided in **Appendix B**.

Lisa Powell, Chief Academic Officer of Elementary Schools. After seven years as a manager for Blue Cross Blue Shield, Mrs. Powell served for three years each as an elementary school teacher, a literacy coach, and a school facilitator before becoming the Director of Curriculum and Instruction at Newark Legacy Charter School from 2011-12 and Principal from 2012-16. When Newark Legacy Charter School merged with Great Oaks Charter School in 2016, she became the Chief Academic Officer of Elementary Schools for GOLCS. Mrs. Powell holds K-8 teacher, supervisor and principal certifications for the State of New Jersey in addition to being a principal mentor for the New Jersey Department of Education. She received a B.A. in English from Rutgers University, a M.S. in Curriculum and Instruction from Nova Southeastern University, and a M.S. in Educational Administration and Supervision from the University of New England.

During the CSP grant period, Mrs. Powell will be responsible for ensuring academic standards are upheld, teachers and academic leaders are trained, and student academic achievement in pursuit of reaching or exceeding related academic goals and metrics established in the CSP grant is realized at Elementary School 3 and Elementary School 4 replication schools, and for Downtown Elementary School expansion school. She will also support student recruitment efforts for the new Elementary replication schools.

Benjamin Carson, Chief Financial Officer. Mr. Carson served as part of the Great Oaks Charter School founding team in 2011. Prior to his role at Great Oaks Legacy, Mr. Carson

worked at KIPP San Antonio and the New York City Department of Education. In his current role, he is responsible for the financial sustainability and compliance of the school as well as supporting the Board in making long-term strategic decisions. Mr. Carson holds a Master's degree in Public Affairs from the University of Texas and a Bachelor's degree in Economics from Trinity University in San Antonio and is a licensed School Business Administrator in the state of New Jersey.

Throughout the CSP funding period, Ben will ensure fiscal compliance and management for the organization aligned to GOLCS's financial and growth model. In addition, Mr. Carson will play a critical role in ensuring that real estate matters concerning replication and expansion schools are thoroughly researched, analyzed, discussed at a high level with members of the Senior Leadership Team, and discussed in depth with the Great Oaks Legacy Charter School Board of Directors to ensure that strong stewardship of CSP funding occurs on real estate decisions for schools.

Chiffon Rushford, Chief Corps Officer. Ms. Rushford is the Chief Tutor Corps Officer at Great Oaks Legacy Charter School. She started her career in urban education at the Harlem Children's Zone where she spent over 15 years in various positions that included Coordinator of Teen Services, Assistant Director, and Dean of Students. Growing up in Harlem played a major role in Ms. Rushford's career trajectory with regard to her passion for urban education and dedication to developing like-minded educators committed to fostering greater equity and excellence in education. Currently, she is in her ninth year with Great Oaks Legacy Charter School, having started her tenure as a founding team member and the Tutor Corps Director. Ms. Rushford received a B.A in Liberal Arts from Hunter College, an M.S.W from Fordham University, and an M.S in School Leadership from Mercy College.

During the CSP funding period, Ms. Rushford will be responsible for ensuring that tutoring and academic intervention systems and procedures are directly supporting the academic vision for each Great Oaks Legacy Charter School replication and expansion school identified within the CSP grant term and helping to generate academic outcomes that meet or exceed annual expectations. She will also ensure that academic tutors receive rigorous and consistent training and support in order to execute exceptional academic intervention across Great Oaks Legacy Charter School replication and expansion schools.

(3) Procedures for ensuring feedback and continuous improvement in the operation of the proposed project

GOLCS will achieve the objectives of the proposed project on time and on budget with established feedback and continuous improvement processes and the experienced management team as noted above. Please see the following table for an overall timeline of key **project management activities** and positions responsible.

To facilitate program evaluation, the Project Director, in partnership with WestEd’s highly qualified external Evaluation Team¹⁹, will communicate with the GOLCS Senior Leadership Team and others in supporting roles to gather, analyze, and report on data to measure **progress toward project goals, objectives, and outcomes**.

¹⁹ Please see Section C for this team’s qualifications.

Table 21: Major Project Management Activities and Milestones

Major Project Management Activities and Milestones	Position(s)	Timeline
Announce notice of CSP grant award to Great Oaks Legacy Charter School learning community; meet with stakeholders, including parents and business/ community partners to review goals, objectives, activities, and budget as appropriate	Executive Director (ED)	Q1 (Upon notice of funding) by 4/1/2020
Formally designate CSP Project Director to be responsible for compliance and reporting related to this initiative	ED	4/01/2020
Contract with independent, third-party evaluation team for project evaluation (PE)	Project Director (PD)	4/01/2020
Conduct grant kick-off call to begin implementation planning	PD, ED, Chief Financial Officer (CFO)	4/08/2020
Finalize job descriptions for new CSP-funded district-level positions; advertise positions; recruit, hire, onboard new staff ²⁰	PD, Chief People Officer (CPO)	Begin 4/15/2020
MILESTONE: Project Staffing Complete		
Establish data gathering and reporting procedures, timelines, and methods	PD and PE	4/08/ – 5/10/2020
Update baseline demographics and other data	PD with support from district data team	By 09/30 each year
Engage GOLCS board of directors regarding real estate discussions for new schools; consult with community partners as needed to implement and actualize CSP expansion and replication	ED, PD	Quarterly each year
Conduct student recruitment activities, including community-based, social media, and print advertising, focusing on replication and expansion schools	Chief People Officer	Q3-Q4 annually
Ensure school operations teams run quarterly interim academic assessments each year to measure student academic growth and progress toward academic proficiency in ELA and math	Chief Academic Officers (CAOs) and Principals	Quarterly each year
Conduct data gathering for project evaluation, including gathering state academic testing results in Q4 of each year of the grant period	PE with support from PD and SLT	Monthly/ Ongoing
MILESTONE: Project Systems, Baselines, and Targets Established		
Purchase/receive/store/distribute supplies, materials, and equipment to support CSP project	PD, Principals of new schools	Ongoing
Conduct organizational health, school culture and climate, and teacher/staff/parent satisfaction surveys; review results for internal planning and to ensure continuous improvement	PD and other staff as assigned	Q2 and Q4, annually
Complete annual interim financial and management reports; share with stakeholders via board meetings	PD, CFO	Q2, Q4 or as required

²⁰ This continues throughout funding period until all new CSP-funded staff are on board.

Major Project Management Activities and Milestones	Position(s)	Timeline
School leaders and teacher/instructional leaders apply to, are selected for, and attend training programs for the purpose of staffing replication/expansion schools	ED, SLT	School launch timeline (page 7)
Conduct school startup annual planning for operations	ED, PD, CFO	Q3 – Q4 annually
Begin annual budget cycle with all schools and departments for upcoming school year	ED and SLT	Q3 (finalize in following Q1)
Hire new teachers and staff for upcoming year	Principals with support from SLT	Q3 – Q4
Disseminate results of CSP project to US Dept. of Education, national and local stakeholders, education/business/community partners, and others	PD and ED with support from SLT as needed	Q4 or as required each year

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

Application Requirements Table of Contents with Page/Section References

APPLICATION REQUIREMENT	REFERENCE
(a) Describe the applicant’s objectives in running a quality charter school program and how the program will be carried out, including--	--
(1) A description of how the applicant will ensure that charter schools receiving funds under this program meet the educational needs of their students, including children with disabilities and English learners. (Section 4303(f)(1)(A)(x) of the ESEA);	Narrative, pages 26 and 35
(2) A description of how the applicant will ensure that each charter school receiving funds under this program has considered and planned for the transportation needs of the school's students. (Section 4303(f)(1)(E) of the ESEA)	Narrative, page 9
(b) For each charter school currently operated or managed by the applicant, provide—	NOTE: State/district only; NJ does not provide this data by individual charter campus
(1) Student assessment results for all students and for each subgroup of students described in section 1111(c)(2) of the ESEA;	Appendix F
(2) Attendance and student retention rates for the most recently completed school year and, if applicable, the most recent available four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates; and	Narrative, pages 24-27
(3) Information on any significant compliance and management issues encountered within the last three school years by any school operated or managed by the eligible entity, including in the areas of student safety and finance. (Section 4305(b)(3)(A) of the ESEA)	Narrative, page 33
(c) Describe the educational program that the applicant will implement in each charter school receiving funding under this program, including--	Narrative, pages 2-4
(1) Information on how the program will enable all students to meet the challenging State academic standards;	Narrative, pages 14-17
(2) The grade levels or ages of students who will be served; and	Narrative, page 1
(3) The instructional practices that will be used. (Section 4305(b)(3)(B)(ii) of the ESEA)	Narrative, pages 14-17
(d) Demonstrate that the applicant currently operates or manages more than one charter school. For the purposes of this program, multiple charter schools are considered to be separate schools if each school –	Narrative, page 1
(1) Meets each element of the definition of “charter school” under section 4310(2) of the ESEA; and	Appendix E

APPLICATION REQUIREMENT	REFERENCE
(2) Is treated as a separate school by its authorized public chartering agency and the State in which the charter school is located, including for purposes of accountability and reporting under title I, part A of the ESEA. (NFP)	Appendix E
(e) Provide information regarding any compliance issues, and how they were resolved, for any charter schools operated or managed by the applicant that have—	Narrative, page 33
(1) Closed;	Narrative, page 32 No closures
(2) Had their charter(s) revoked due to problems with statutory or regulatory compliance, including compliance with sections 4310(2)(G) and (J) of the ESEA; or	Narrative, page 32 No revocations
(3) Had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation. (NFP)	Narrative, page 32 No terminations, no disaffiliations
(f) Provide a complete logic model (as defined in 34 CFR 77.1) for the grant project. The logic model must include the applicant’s objectives for replicating or expanding one or more high-quality charter schools with funding under this program, including the number of high-quality charter schools the applicant proposes to replicate or expand. (NFP)	Narrative, page 42
(g) If the applicant currently operates, or is proposing to replicate or expand a single-sex charter school or coeducational charter school that provides a single-sex class or extracurricular activity (collectively referred to as a “single-sex educational program”), demonstrate that the existing or proposed single-sex educational program is in compliance with title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.) and its implementing regulations, including 34 CFR 106.34. (NFP)	NA No single-sex schools or activities
(h) Describe how the applicant currently operates or manages the high-quality charter schools for which it has presented evidence of success and how the proposed replicated or expanded charter schools will be operated or managed, including the legal relationship between the applicant and its schools. If a legal entity other than the applicant has entered or will enter into a performance contract with an authorized public chartering agency to operate or manage one or more of the applicant's schools, the applicant must also describe its relationship with that entity. (NFP)	Narrative, page 53
(i) Describe how the applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each replicated or expanded charter school, including in the area of school governance. (NFP)	Narrative, pages 25-26

APPLICATION REQUIREMENT	REFERENCE
(j) Describe the lottery and enrollment procedures that will be used for each replicated or expanded charter school if more students apply for admission than can be accommodated, including how any proposed weighted lotteries comply with section 4303(c)(3)(A) of the ESEA. (NFP)	Appendix H-4 Newark Enrolls Guidebook Also narrative, page 41
(k) Describe how the applicant will ensure that all eligible children with disabilities receive a free appropriate public education in accordance with Part B of the Individuals with Disabilities Education Act (IDEA). (NFP)	Narrative, page 38
(l) Describe how the proposed project will assist educationally disadvantaged students in mastering challenging State academic standards. (NFP)	Narrative, page 38
(m) Provide a budget narrative, aligned with the activities, target grant project outputs, and outcomes described in the logic model, that outlines how grant funds will be expended to carry out planned activities. (NFP)	Attached separately
(n) Provide the applicant's most recent independently audited financial statements prepared in accordance with generally accepted accounting principles. (NFP)	Appendix G: Supplemental Organizational Budgets and Financial Information
(o) Describe the applicant's policies and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools. (NFP)	Narrative, page 33
(p) Provide--	NA
(1) A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible entity believes are necessary for the successful operation of the charter school to be opened or to be replicated or expanded; and	NA No waivers requested
(2) A description of any State or local rules, generally applicable to public schools, that will be waived, or otherwise not apply, to such schools. (NFP)	NA No waivers requested

GREAT OAKS LEGACY



CHARTER SCHOOL

Appendix A – CSP Assurances

Charter Schools Program Assurances – Grants to Charter School Management Organizations for The Replication and Expansion of High-Quality Charter Schools

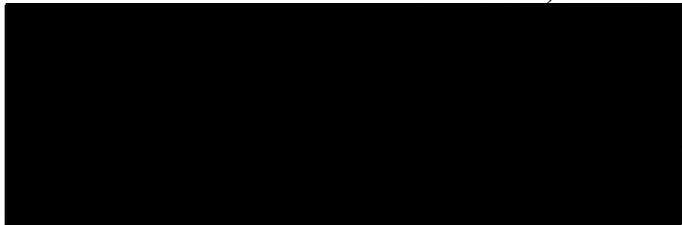
Pursuant to Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), applications for Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools must provide the assurances described below.

As the duly authorized representative of the applicant, I ensure that:

1. The eligible applicant will support charter schools in meeting the educational needs of their students, as described in section 4303(f)(1)(A)(x) of the ESEA (Section 4303(f)(2)(B) of the ESEA);
2. Each charter school receiving funds under this program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—
 1. Information on the educational program;
 2. Student support services;
 3. Parent contract requirements (as applicable), including any financial obligations or fees;
 4. Enrollment criteria (as applicable); and
 5. Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA)
3. The eligible entity has sufficient procedures in effect to ensure timely closure of low-performing or financially mismanaged charter schools and clear plans and procedures in effect for the students in such schools to attend other high-quality schools. (Section 4305(b)(3)(C) of the ESEA).

Jared Taillefer, Executive Director

NAME OF AUTHORIZED OFFICIAL, TITLE



Great Oaks Legacy Charter School

APPLICANT ORGANIZATION

12/17/2019

DATE SUBMITTED

GREAT OAKS LEGACY



CHARTER SCHOOL

Appendix B – Resumes of Key Personnel

Leadership Biographies: 2019-2020

Jared Taillefer, Executive Director

Jared Taillefer is the Executive Director of Great Oaks Legacy Charter School. He received his bachelor's degree from Boston University in 2005. He then spent one year as a tutor at the MATCH Charter Public High School in Boston before becoming a math teacher. After two years as a teacher, Mr. Taillefer became the Director of Development at MATCH Charter Public High School. Later, Mr. Taillefer spent one year as the Dean of Students for MATCH Charter Public High School, followed by another year as the Dean of Students for MATCH Charter Public Middle School. In 2011, Mr. Taillefer became the Founder and Executive Director of Great Oaks Charter School, and in 2016, he led the school through a merger with Newark Legacy Charter School to establish Great Oaks Legacy Charter School, a Pre-K through 12th grade college preparatory public charter school district operating in Newark, New Jersey.

Michelle Diaz, Chief People Officer

Michelle Diaz is the Chief People Officer of Great Oaks Legacy Charter School, where she has served as a member of the leadership team since 2013. In her role, Ms. Diaz is responsible for talent/HR management and recruiting. She also oversees parent engagement and advocacy initiatives for the organization. Prior to her role at Great Oaks Legacy, Ms. Diaz worked at KIPP New Jersey and Verizon Communications. She holds a Master's degree in Management Information Systems from Rensselaer Polytechnic Institute and a Bachelor's degree in Operations Research & Industrial Engineering from Cornell University. She is a member of the board of trustees and Chair of the scholarship committee for the Chad School Foundation, and a proud graduate of Newark's former Chad Science Academy, where she attended high school. As of 2020, Ms. Diaz is a fully licensed School Business Administrator in the state of New Jersey.

Prudence Minton, Chief Academic Officer

Dr. Prudence Minton is the Chief Academic Officer for the middle school campuses at Great Oaks Legacy Charter School. She received a B.S. in Economics from Spelman College, an M.A. in Math Education from Brooklyn College, an M. Ed. in Educational Leadership from Columbia University's Teachers College, and an Ed.D. from the University of Pennsylvania. Dr. Minton is a former 8th-10th grade math teacher for the New York City Department of Education and a former Director of a Kumon After School Math and Reading Center. After Kumon, Dr. Minton spent two years as the Director of Math Instruction at the Harlem Children's Zone. Currently, she is in her ninth year with Great Oaks

Legacy Charter School, having started her tenure as a founding team member and the Director of Curriculum and Instruction.

Lisa Powell, Chief Academic Officer

Lisa Powell is the Chief Academic Officer of Elementary Schools at Great Oaks Legacy Charter School. She received a B.A. in English from Rutgers University, a M.S. in Curriculum and Instruction from Nova Southeastern University, and a M.S. in Educational Administration and Supervision from the University of New England. Before entering the field of education, Mrs. Powell worked as Manager for Blue Cross and Blue Shield for 7 years. Mrs. Powell was a former elementary school teacher at Irvington Board of Education for 3 years, a Literacy Coach for 3 years and a School facilitator for 3 years at Orange Board of Education before becoming the Director of Curriculum and Instruction at Newark Legacy Charter School from 2011-2012 and Principal from 2012-2016. When Newark Legacy Charter School merged with Great Oaks Charter School in 2016, Mrs. Powell became the Chief Academic Officer of Elementary Schools for the newly merged Great Oaks Legacy Charter School. Mrs. Powell holds K-8 teacher, supervisor and principal certifications for the State of New Jersey. In addition, she is a principal mentor for the New Jersey Department of Education.

Benjamin Carson, Chief Financial Officer

Mr. Carson is the Chief Financial Officer of Great Oaks Legacy Charter School, where he served as part of the founding team in 2011. In his role, Mr. Carson is responsible for the financial sustainability and compliance of the school as well as supporting the Board in making long-term strategic decisions. Prior to his role at Great Oaks Legacy Charter School, Mr. Carson worked at KIPP San Antonio and the New York City Department of Education. He has a Master's degree in Public Affairs from the University of Texas and a Bachelor's degree in Economics from Trinity University in San Antonio and is a licensed School Business Administrator in the state of New Jersey.

Chiffon Rushford, Chief Corps Officer

Chiffon Rushford is the Chief Tutor Corps Officer at Great Oaks Legacy Charter School. She received a B.A in Liberal Arts from Hunter College, a M.S.W from Fordham University, and an M.S in School Leadership from Mercy College. Chiffon started her career in urban education at the Harlem Children's Zone where she spent over 15 years in various positions that included: Coordinator of Teen Services, Assistant Director, and Dean of Students. Growing up in Harlem played a major role in Chiffon's career trajectory with regard to her passion for urban education and dedication to developing like-minded educators committed to fostering greater equity and excellence in

education. Currently, she is in her ninth year with Great Oaks Legacy Charter School, having started her tenure as a founding team member and the Tutor Corps Director.

Dominick DiFalco, Managing Director of Strategy

Dominick DiFalco is the Managing Director of Strategy at Great Oaks Legacy Charter School. In his role, Mr. DiFalco is responsible for leading the development and execution of strategic imperatives and growth and sustainability initiatives for the organization, as well as fundraising and strategic partnerships. Prior to his role, he served as Chief Strategy Officer for KIPP Dallas-Fort Worth, statewide Managing Director of Development and Planning for KIPP Texas Public Schools, and worked as a national community of practice leader and consultant on post-secondary readiness and success for KIPP Foundation. Mr. DiFalco has a Bachelor's degree in English from Pace University and earned his Master's degree in English Language and Literature from CUNY Brooklyn College. He is an MBTI Certified Practitioner and has served as a leadership coach during his career.

Board of Directors

- **Richard Hernandez**, Partner, McCarter & English – Board Chair
- **Brian Nevel**, Head of Corporate Sales for North America, Commerzbank AG – Finance Chair
- **Allison Bowman**, School Operations Associate, Newark Public Schools
- **Michael Thomas Duffy**, President, Great Oaks Foundation
- **Peter Hantes**, Senior Project Manager, DBI Projects
- **Everett Johnson**, Shareholder, Wilentz, Goldman & Spitzer
- **Tenia Peterson**, Director of Communications and Change, KPMG
- **Karma B. Warren**, M.D., Assistant Professor, Emergency Medicine, Clara Maas Medical Center

Richard Hernandez, Great Oaks Legacy Charter School Board Chair

Rich Hernandez chairs McCarter's Antitrust and Sports Law practices. He focuses on antitrust litigation, counseling and compliance as well as complex commercial litigation and sports law. His antitrust law experience extends to matters involving price-fixing, tying, exclusive dealing, product distribution (e.g., resale price maintenance policies, drafting, implementation and enforcement of distribution agreements, minimum advertised pricing policies, and other vertical restraints),

franchising, monopolization, competitor collaborations/joint ventures, trade association conduct, and patent/antitrust matters, including reverse payment settlements, fraud on the Patent Office, and the licensing and enforcement of intellectual property rights. He has represented a variety of industry leaders, litigating antitrust matters, including complex class actions in federal courts throughout the country.

Rich also advises on Hart-Scott-Rodino pre-merger notification, merger analysis and seeking clearance for transactions reviewed by the Federal Trade Commission (FTC) and the Department of Justice (DOJ). He represents clients in government investigations conducted by the FTC, DOJ, and various state attorneys general into anti competitive practices, and he often provides antitrust compliance training to help clients avoid future regulatory scrutiny.

Rich also focuses a significant amount of his practice on the business of sports. He represents industry stakeholders including MetLife Stadium, the New York Giants and the New York Jets in a wide range of complex disputes and commercial transactions, and regularly provides counseling to address other business concerns as they arise. Rich has regularly represented professional sports franchises and amateur and professional sports leagues in a number of high profile matters, experience which includes favorably resolving a highly publicized litigation over the alleged sale of fraudulent memorabilia in a settlement reached after obtaining dismissal of the core claims against his clients. Rich also defeated a putative class action filed in New Jersey federal court alleging his client's requirement that season ticket holders purchase a "personal seat license" violated antitrust and consumer fraud laws. Rich also served as co-counsel to the NCAA, NFL, NBA, MLB and NHL in obtaining injunctions against implementation of New Jersey's Sports Wagering Law in violation of the Federal Professional and Amateur Sports Protection Act. Rich also served as co-counsel to the NFL in an employment discrimination lawsuit brought by a player. In addition to representing sports clients involved in litigation, Rich regularly counsels professional teams and stadium operators in commercial transactions and other high profile and sensitive matters, including ticket resale issues, legalized sports betting, and crisis management.

In his diverse counseling and litigation practice, Rich also frequently represents banks, tech companies, hospital systems and other health care providers, food and beverage manufacturers and distributors, franchisors, franchisees, doctors and manufacturers of pharmaceuticals, medical devices, and automobile parts. Rich has also acted as local counsel in over 50 New Jersey federal district court cases, including pharmaceutical, antitrust, and securities fraud matters.

Rich also serves on the Firm's Partnership Selection, Professional Personnel, Diversity, and Associate Retreat Planning Committees. Rich is also a member of the ABA Section of Antitrust Law and contributing author of the 8th Edition of Antitrust Law Developments Treatise published in 2017 by the Section and the update published in 2018.

Rich is also a Fellow of the American Bar Foundation. The Fellows of the American Bar Foundation is an honorary organization of attorneys, judges, law faculty, and legal scholars whose public and private careers have demonstrated outstanding dedication to the welfare of their communities and to the highest principles of the legal profession. Membership in The Fellows is limited to one percent of lawyers licensed to practice in each jurisdiction. Members are nominated by their peers and elected by the Board of the American Bar Foundation. Rich also serves as a trustee of the Association of the Federal Bar of New Jersey. The Association is the preeminent bar association for the federal court of New Jersey, which among other things, links members of the private bar with federal judges to share views on topics of mutual interest affecting federal practice. Rich also serves as the Chairman of the Board of Great Oaks Legacy Charter School in Newark, New Jersey, which educates over 1,500 Newark students in grades K-12.

Jared Thomas Taillefer

69 Congress Street
Newark, NJ 07105

EXPERIENCE

The Great Oaks Legacy Charter School
Chief Executive Officer

July 2016 – Present
Newark, NJ

- Facilitated merger of two operating charter schools to one Pre-K to 12 school with 1,400 students and 300 staff
- Manage the daily operation of the school system, its leadership team and oversee 5 principals
- Collaborate with the Board of Directors to execute the long-term, strategic growth of the charter school and its mission and vision

The Great Oaks Charter School
Founding Executive Director

July 2011 – June 2016
Newark, NJ

- Manage the daily operation of the school, its leadership team and act as Middle School Principal
- Collaborate with the Board of Directors to execute the long-term, strategic growth of the charter school and its mission and vision

The MATCH Charter Public Middle School
Dean of Students

July 2010 – June 2011
Boston, MA

- Trained and supported all staff on maintaining culture of academic rigor and discipline
- Worked as a member of school leadership team to establish a positive, structured, achievement-oriented, and creative school culture
- Facilitated communication between students, parents, and staff around culture and academics

Founding 8th Grade Math Teacher

- Developed and delivered curriculum for grade 8 Algebra 1
- Managed two teaching assistants to create supplemental materials to support curricula for tutorial sessions
- Disseminated interim assessment data to all tutors and 8th grade staff

The MATCH Charter Public High School
Dean of Students

August 2005 – July 2010
Boston, MA

- Trained and supported all staff on maintaining culture of academic rigor and discipline
- Worked as a member of school leadership team to establish a positive, structured, achievement-oriented, and creative school culture

Math Teacher

- Developed and delivered math curricula for grades 9, 10 and 11
- Managed two teaching assistants to create supplemental materials to support curricula for tutorial sessions
- Taught SAT Preparatory course

Director of Development

- Created and implemented a development plan that increased annual fund donations 110% over the previous year
- Secured new donors and cultivated existing donors
- Mentored a group of MATCH Corps Tutors
- Observed classes and tutorial sessions to assess performance and school culture

MATCH Corps II Member

- Completed service year tutoring six students one-on-one in grades 9-12
- Assisted the executive director 12 hours a week
- Worked as a mathematics teaching assistant 10 hours per week at a public school partner site

EDUCATION

Boston University – College of Arts and Sciences
Bachelor of Arts Applied Mathematics – Dean’s List

August 2001 – May 2005
Boston, MA

ACTIVITIES

Advocacy and Policy Committee Member – Newark Charter School Fund

August 2013 – Present

Schools That Can Member – Schools That Can Newark

April 2011 – Present

SKILLS

Experienced with MAC and PC environments; Microsoft Office.
Language: Proficiency in French and Spanish

Michelle J. Diaz

183 High St West Orange, NJ 07052

PROFILE

Senior Leadership Team member with advanced degree and more than 7 years of experience in School Operations, Human Resources, Talent Acquisition, Marketing, Budget Management, School Purchasing, and Capital Project Planning.

PROFESSIONAL BOARD EXPERIENCE

THE CHAD SCHOOL FOUNDATION – Trustee/Scholarship Committee Chair 2011-Present

- Provide strategic direction and governance, including long term planning, policy setting, and fiduciary guidance.
- Lead scholarship committee in fundraising and awarding \$10K scholarships to college-bound students.

PROFESSIONAL EXPERIENCE

GREAT OAKS LEGACY CHARTER SCHOOL Newark, NJ Chief People Officer/ABA/Board Secretary 2013-Present

- Manage Human Resources, Benefits Administration, and Talent Acquisition for 300+ staff member organization, including on-boarding, HR policy setting and legal review, credentialing, and benefits management.
- Manage full-cycle salary & benefits budgeting process, including salary guide, contract negotiations, and reconciliation.
- Collaborate with ED and CAOs to ensure the development of effective retention strategies, such as career pathways, long term compensation strategies, professional development opportunities, and more.
- Drive the recruitment process for staff, including management of the annual recruitment campaign; Spearhead efforts to expand the pool of qualified candidates; ensure a timely, effective, and efficient recruiting process for all campuses.
- Oversee the marketing of the school, including ongoing development of the school brand, updates and renovation to the website, creation of promotional materials and media, and communication of school initiatives and growth.

TEAM ACADEMY CHARTER SCHOOLS – KIPP NJ Newark, NJ Operations Manager 2010 – 2012

- Oversaw purchasing, operations, food service, tech support, and custodial management; Established best practices, efficient systems, and internal controls for purchasing and A/P that helped achieve \$250K surplus.
- Developed detailed administrative and instructional budget totaling \$6M. Produced budget reports, performed analysis and forecasting, and reconciled encumbrances to maintain accurate financial records and make data-driven decisions.
- Planned and implemented efficient electronic purchase request system; Negotiated and managed vendor contracts.
- Streamlined capital expenditure and furniture, fixtures & equipment (FF&E) projects. Reduced project costs by \$20K.

EDUCATION

RENSSELAER POLYTECHNIC INSTITUTE Troy, NY Master of Science in Management, Concentration in Management Information Systems (MIS)

CORNELL UNIVERSITY Ithaca, NY Bachelor of Science in Operations Research and Industrial Engineering

PROFESSIONAL AFFILIATIONS & VOLUNTEER EXPERIENCE

- The North Star Academy – Uncommon Schools, *Volunteer*, 2009 – 2010
- Management Leadership for Tomorrow (MLT), *Alumnus*, 2009
- Big Brothers Big Sisters of NYC, *Volunteer*, 2001 – 2009

CERTIFICATIONS

- School Business Administrator – Provisional License
- Stanford University Certified Project Manager (SCPM) Certification
- NJ State Bidding & Public Contracts Law Course Certificate, 2011

APPLICABLE SKILLS

- Expert knowledge of Microsoft Office Suites and Windows Operating Systems.
- Proficient in Spanish language.

ADMINISTRATIVE & LEADERSHIP EXPERIENCE

Great Oaks Legacy Charter School, Newark, NJ

Chief Academic Officer

July 2016 – Current

- Manage all aspects of the middle school academic program including supervision of principals, curriculum, instruction and community events
- Facilitate instructional rounds and learning walks in order to develop the instructional leadership skills of school leaders
- Oversee regular analysis of network-wide student achievement data, and translate insights directly into school- and teacher-level interventions
- Manage and ensure horizontal and vertical alignment of Pre-K – 9 curriculum in reading, writing, math and the New Jersey state and Advanced Placement assessments
- Support the integration of the Tutor Corps at the middle school campuses
- Create and support Gifted and Talented program development and implementation

Founding Director of Curriculum & Instruction (Middle School Campus)

July 2011 – June 2016

- Contributed to the research, design and launch of the Great Oaks Legacy Charter School
- Managed all aspects of teaching and learning including curriculum, teacher observations and evaluations
- Successful facilitation and implementation of new school wide initiatives; Professional Learning Communities, and response to intervention programs.
- Coordinated and facilitated weekly professional development and data review sessions to provide targeted support for students
- Responsible for developing and maintaining the master school schedule
- Achieved an index percentile rank of 100% on the TNTP Instructional Culture Insight Teacher Survey
- Designated a Tier 1 school by the New Jersey Department of Education by exceeding standards for student growth and comparative performance

Harlem Children's Zone Promise Academy

Director of Middle School Math Instruction

Mar 2009 – June 2011

- Improved 4th-7th grade math instruction through coaching and co-teaching and the student proficiency scores on the NYS Math Exam exceeded the community school district by 30%.
- Implemented job-embedded professional development aligned with school goals and priorities—e.g., study groups, instructional rounds, lesson-study, and seminars on specific content or pedagogical practices
- Designed various math events, student competitions, problem solving symposiums and engineering labs
- Assisted classroom teachers with analysis of formal and informal assessment data to guide instruction
- Managed various administrative functions, including teacher recruitment and creating master school schedules

Kumon North America

Founding Educational Director of the 95th & Columbus Kumon Center

Mar 2007 – Mar 2009

- Designed individualized math (counting up through calculus) and reading (basic phonics up through advanced comprehension) plans that allowed students to advance at their own pace
- Managed tutor recruitment, hiring, training, and facilitated professional development workshops
- Developed ongoing marketing activities to increase student enrollment by presenting at PTA meetings and community events
- Directly involved in forecasting and planning the center budget
- Supervised the maintenance of the facility, security, equipment, and service contracts

NYC Department of Education

August 2003 – Mar 2007

Urban Assembly School for Law and Justice

Math Teacher/Advisor

- Designed and developed the 9th and 10th grade Algebra curriculum
- Used data from the Interim Assessments to strategically inform instruction
- Established a Math A Regents preparation program, which resulted in a 97% passing rate
- Organized college recruitment events
- Founder and Advisor of the National Honor Society Chapter

Mary McLeod Bethune Academy

8th Grade Math Teacher

- Created small group and individual learning activities to increase student engagement
- Attended various professional development workshops around lesson and curriculum planning
- Collaborated with the English and Science departments to create interdisciplinary units
- Launched an entrepreneurship program called “Building Our Community”

ADDITIONAL EXPERIENCE

TeacherNex- Teaching Fellow Selector

Jan 2009 – Apr 2010

- Conducted interviews using the New Teacher Project Selection Model to select teachers for Newark Public Schools

NYC Department of Education – Pre-screener

Jan 2008 – June 2008

- Prescreened prospective teaching candidates for the NYC Teaching Fellows Program

Teachers Network Leadership Institute- Met Life Fellow

Sept 2006 – Sept 2007

- Led an action research project addressing the direct link between policymaking and student achievement
- Contributed to the development of the Teachers Network Leadership Annual Conference on the Education policy making process

EDUCATION

University of Pennsylvania

- Ed.D in Educational Leadership, Mid-Career Doctoral Program
- Awards: Glosserman Family Urban Education Scholarship & MRM Term Scholarship
- Dissertation Title: *Reading Motivation of Eighth Grade Black Male Students*

Teachers College, Columbia University

- M.Ed. in Educational Leadership, Summer Principals Academy
- AmeriCorps Fellowship

Brooklyn College

- M.A. in Math Education, New York City Teaching Fellowship

Spelman College

- B.A. in Economics

Certifications

- NYS/NJ Permanent Teacher Certification in Mathematics
- NYS SAS/SDA Permanent Certification

Great Oaks Legacy Charter School

- NJ Principal Certification Endorsement
-

Lisa D. Powell

Newark, NJ, 07106 ♦ [REDACTED]

EXPERIENCED PRINCIPAL AND ADMINISTRATOR

Highly energetic, relentless servant leader and Principal/CAO with over 17 years of progressive leadership experience in defining, evaluating, implementing and executing academic initiatives and best practices. Consistently fosters an environment of inclusiveness, integrity, collaboration, personal responsibility and accountability.

PROFESSIONAL EXPERIENCE

Chief Academic Officer of Elementary Schools, Humanities and Special Education 2017-Present Great Oaks Legacy Charter School, Newark NJ

Reports directly to the Chief Executive Officer and supervises the elementary school Directors. Oversees the development, implementation, and monitoring of the long-range Humanities instructional goals for the elementary and middle schools.

Professional Skills and Accomplishments

- Manage and provide ongoing support through professional development, learning walks and targeted feedback to Directors, Supervisors and Instructional leaders.
- Analyze student data with Elementary Directors, Special Education Director and Instructional leaders to drive targeted instruction, set academic achievement goals and make adjustments to the instructional program.
- Coordinates with School Directors and Instructional leaders to ensure proper and timely publication of curriculum guides, unit plans and assessments.
- Develops and implements district wide professional development workshops for Directors, instructional leaders and teachers.
- Develop and facilitate professional learning opportunities in Humanities to increase rigor in reading comprehension across curriculums in grades K-8. In addition to facilitating monthly job embedded professional development based on assessment results and differentiated needs of teacher, leaders, staff and students.
- Support Directors and Supervisors with the hiring of individuals who are aligned to the mission, vision and values of Great Oaks Legacy Charter School.

Principal-Chief Academic Officer

2012-2017

Great Oaks Legacy formerly Newark Legacy Charter School

Advocated, nurtured, and sustained a school culture and instructional program conducive to student learning and staff professional growth.

Professional Skills and Accomplishments

- Partnered with senior leadership team and parents to merge Great Oaks Charter School and Newark Legacy Charter School with a focus on aligning Humanities curriculum and Elementary School with Middle School expectations.
- Collaborated with the operations team to promote a safe, efficient and effective learning environment.
- Managed and provided ongoing support through professional development opportunities, observations and targeted feedback to Assistant Principals, Supervisors, Guidance Counselors, Instructional leaders and Deans of Culture.
- Facilitated the hiring of instructional and support staff with the assistance of leadership team.
- Analyze student data with teacher teams to drive targeted instruction, set academic achievement

goals, make adjustments to instructional programs.

- Worked with Business Administrator to ensure proper allocation of school resources to support school culture, instruction and effectively appropriating Title I funding to increase student achievement.
- Implemented and led professional development opportunities based student data, trends, and differentiated needs of teacher and leadership teams.
- Gained the trust and buy-in from teachers by empathizing, advocating and providing the resources necessary for them to be successful.
- Facilitated quarterly workshops the Parent Circle to increase parent involvement and strengthen school and community partnerships.

Director of Curriculum and Instruction
Newark Legacy Charter School, Newark, New Jersey

2011-2012

Provided weekly peer coaching and targeted instructional support. Facilitated job embedded-professional development for instructional staff members. Performed teacher observations with feedback and mentored new and existing staff members.

Professional Skills and Accomplishments

- Created and maintained a curriculum that incorporated literacy standards in all subjects.
- Revised language arts, mathematics and social studies curriculum with teacher leaders.
- Modified language arts literacy blocks to 3 hours of instruction where 20% of each block focused on guided reading in grades K-2 to provide targeted support.
- Increased teacher professional development investment by creating tailored professional development opportunities based on observation data.

SPARK Academy, Newark, New Jersey
Resident Principal-New Leaders for New Schools

2010-2011

Served as member of leadership team. Performed teacher observations and provided feedback.

Professional Skills and Accomplishments

- Developed guided reading structures with a team of first grade teachers.

School Facilitator

2006-2010

Forest Street School, Orange, New Jersey

Oversaw building operations during principal's absence. Led NJASK testing administration for school. Facilitated weekly grade level meetings and mentored new instructional staff members. Analyzed formative and summative data to drive instruction. Oversaw after school enrichment and remediation programs. Supervised school wide discipline according to school policy.

Professional Skills and Accomplishments

By Year 4:

- Increased the number of proficient students in English Language Arts from 22% in 2007 to 46% in 2010 on the NJASK.
- Increased student achievement a total of 38 percentage points in Math increasing the number of proficient students from 31% in 2007 to 69% in 2010.

ADDITIONAL ACADEMIA EXPERIENCE

Forest Street School, Orange, New Jersey
 Literacy Coach (2004-2006)

2004-2006

Classroom Teacher-Grade 6 (2003-2004)

Florence Ave. Elementary School, Irvington, New Jersey
Classroom Teacher-Grade 5

2000-2003

EDUCATION AND AFFILIATIONS

Certificate of Advance Graduate Studies in Educational Leadership
University of New England, Biddeford, Maine

Master of Science in Curriculum and Instruction
Nova Southeastern University, N. Miami Beach, Florida

Bachelor of Arts in English
Rutgers University, Newark, New Jersey

LICENSES

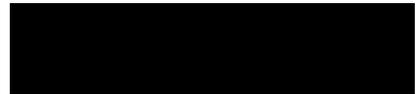
New Jersey Standard Elementary School Teacher License-Standard (Grades K-8)
New Jersey Standard Supervisor License
New Jersey Principal Administrative License- Standard

ORGANIZATIONS

Association for Supervision and Curriculum Development

BENJAMIN B. CARSON

18 Park View Avenue, #18
Jersey City, NJ 07302



EDUCATION

Master of Public Affairs, 2009

LBJ School of Public Affairs
The University of Texas at Austin
Professional Report: "School Facilities Responses to Budget Shocks"

B.A. in Economics, 2007

Minor in Spanish
Trinity University
San Antonio, Texas

PROFESSIONAL EXPERIENCE

Co-Founder/Chief Financial Officer

2010-2013; 2015 - Present

Great Oaks Legacy Charter School, Newark and New York

- From 2010-2013, managed the authorization and startup of charter schools in Newark and in New York City, including charter authorization, Board development, startup fundraising, staff recruitment, and facilities acquisition.
- Developed a financial and staffing model for schools that have been fully sustainable on public funding alone.
- Launched a national Tutor Corps, recruiting and screening recent college graduates from across the country to serve for a year as tutors in high-needs urban schools.
- Returned in 2015 to serve as Chief Financial Officer and School Business Administrator at Great Oaks in Newark, now Great Oaks Legacy Charter School, managing all financial and compliance aspects of a \$27mm, 325-person organization and serving as one of the Senior Leaders of the network, now serving 1,600 students in its 8th year.
- Led strategic projects to support the school's expansion into a network of campuses across Newark, including the implementation of a modern HRIS platform and a transition to a self-funded employee medical program.

Deputy Director, Charter School Financing

2014-2015

Local Initiatives Support Corporation, New York, NY

- Helped high-performing charter schools across the country access sustainable facilities through lending, grant-making, advice and primary research.
- Evaluated potential borrower schools' academic and financial health through thorough analysis of financial statements, pro forma budgets, construction plans and site visits and supervised borrowers' construction projects to ensure success.
- Structured, approved and closed \$15mm in direct financing into complex facilities transactions totaling more than \$60mm in costs.
- Led a strategic initiative to expand LISC's visibility to independent charters through training for staff across the country and development of sophisticated models for evaluating schools.

Director of Development/Consulting Data Strategist

2013-15

KIPP San Antonio Charter Schools, San Antonio, Texas

- Facilitated an ambitious expansion of the KIPP San Antonio network of schools through all aspects of development, including prospect research, cultivation, message shaping and managing two Development team members.
- Led the transition to a "Neighborhood Schools" model of facilities, transportation and enrollment planning that will result in a \$15m reduction in non-instructional expenses for the region over the next 10 years.
- Supported the development of a 10-year strategic plan that will result in a 6x expansion of students served through analysis of Census data to identify neighborhoods for optimal school placement.
- Developed and implemented performance-management dashboards to enable Board members and leadership to monitor and respond to key indicators of school health.
- Continued to support the network after leaving Texas by providing recruitment and real estate analysis to provide for sustainable growth throughout San Antonio.

Statistician, Charter School Office

2009-10

New York City Department of Education, New York

- Reviewed and summarized large volumes of demographic, assessment and qualitative data to evaluate school success and produced recommendations that informed key policy decisions about charter school renewal, replication and closure.
- Managed the dissolution of a failed charter school including the transfer of students and student records and the recovery of more than \$1 million in public financial and physical assets.
- Created, analyzed and interpreted demographic and achievement datasets for public officials, advocates, researchers and the press.

PERSONAL EXPERIENCE

- Intern, Division of School Facilities, NYC Department of Education
- Radio Host, KRTU 91.7 FM
- Education Pioneers Summer Fellow, NYC Cohort PB/Award # S282M200004
- "Money Matters" Columnist, *The Daily Texan*
- Great Oaks Legacy Charter School - Appendix B - Resumes and Bios of Key Personnel

CHIFFON RUSHFORD

Senior School Leader

Passionate school administrator who believes every student is entitled to a quality education that will positively impact their educational and career trajectory. Proactive leader with a proven track record of managing, training and developing over 500 AmeriCorps Fellows placed in urban education schools in Newark, NJ over the past nine years.

Professional Experience

Great Oaks Legacy Charter School, Newark, NJ
Chief Tutor Corps Officer (Elementary, Middle & High School)

July 2017-Present

Led Tutor Corps Managers and the AmeriCorps Compliance Manager to oversee the implementation of small group instruction for grades 3 through 10. Develop and implement professional development for AmeriCorps Fellows and oversee AmeriCorps compliance.

- Supervise all aspects of the tutorial model for grades 3 through 10 across five schools
- Oversee compliance, recruitment and retention of over 100 AmeriCorps Fellows each year
- Oversee all professional development for AmeriCorps Fellows as it relates to instructional best practices, data analysis and mentorship
- Oversee housing for 100+ AmeriCorps Fellows each year
- Partner with the CPO to recruit and oversee the Gateway Teaching program, a partnership with Relay Graduate School
- Monitor and evaluate the impact of the tutorial model by observing tutorial and analyzing student growth and achievement
- Monitor the tutorial curriculum to ensure alignment with class instruction
- Recruit, interview and develop a pipeline of talented tutors to transition to full time roles that include teaching, operations, deans and other school role

Great Oaks Legacy Charter School, Newark, NJ
8th Grade Academy Director

July 2016-June 2017

Led an 8th grade one year initiative to prepare students for high school. Managed a team a teachers, tutors and approximately 70 students.

- Created a vision and model for the 8th grade academy
- Created and implemented school-wide professional learning communities, advisories and response to intervention programs
- Coordinated and facilitated weekly professional develop and data meetings to develop reteach and intervention plans for students
- Supervised, assessed and evaluated all teaching staff
- Facilitated and planned all parent orientations and parent meetings
- Partnered with parents to develop individual academic plans for students
- Created master schedules and managed schedule changes
- Supervised the planning and execution of the graduation ceremony
- Advised students individually about their academic progress

Great Oaks Charter School, Newark, NJ
Founding Tutor Corps Director

July 2011-June 2016

Launched the first Newark, NJ Tutor Corps program and managed the Downtown Middle School Tutor Corps program for five years.

- Managed all aspects of the Tutor Corps program including tutor observations, evaluations, scheduling, training, secondary placement, tutorial groups, parent phone calls, and daily surveys
- Supervised and supported Corps Staff and Assistant Corps Director
- Coordinated and facilitated weekly professional development and data review sessions to provide targeted support and actions plans for tutors
- Interviewed and participated in recruitment of tutors
- Collaborated with the DCI and academic consultants to review curriculum and design interventions for students
- Facilitated and organized orientation for students and parents
- Participated in and facilitated annual planning meetings to help improve the effectiveness of the school and Tutor Corps program
- Managed housing and tutors living in Teachers Village
- Facilitated performance intervention meetings for students, tutors and parents
- Created the observation and feedback cycle for tutors
- Collaborated with the Leadership Team to develop the student discipline system and code of conduct

Harlem Children's Zone Promise Academy, New York, NY
Dean of Students

July 2009-June 2011

Managed the incentive and discipline system for the Promise Academy Elementary School. Managed the day to day operation of all school systems that included arrival, lunch, dismissal, advisory, parent conferences, school-wide events and intervention programs.

- Worked closely with the Central office to create and implement policies for all Promise Academy Charter Schools that include an emergency response plan, an attendance policy, a discipline policy and a parent student handbook
- Created other regulations that include a systematic approach for addressing and documenting chronic student absenteeism
- Supervised a team of family workers who were responsible for using such system and building alliances with families to assure the safety of all students
- Worked closely with Harlem Children's Zone wrap around service providers to assure student and family needs were addressed and support systems were organized that included the Asthma Initiative, Social Services and Mental Health Services, Legal and Financial Services, and Childcare
- Provided professional development for teachers and teacher assistants with a focus on classroom management, incentive programs, building relationships with students and parents and school wide events and programs

Education

Master of Science in School Building Leadership, 2012

Mercy College, New York, NY

Master of Social Work, 2008

Fordham University, New York, NY

Bachelor of Arts, 2004

Hunter College University, New York, NY

- Responsible for leading annual planning for Dallas, Austin, Houston, and San Antonio for KIPP Texas Public Schools integration.
- Participated on national KIPP Through College Advisory Council, contributing to the development of initiatives impacting college access programs across 20 U.S. states.

Managing Director of KIPP Through College

July, 2016–May, 2017

- Served on KIPP DFW Executive Team, overseeing External Affairs, board relations, and annual planning for the organization.
- Supervised KIPP Through College team, leading KIPP DFW to 94% high school graduation, 82% college matriculation, 84% FAFSA completion, and 37% college completion rates.
- Managed donor relationships and supported annual fundraising event planning and execution.
- Coordinated grant writing activities for KTC, raising \$595K in total grant awards in 2017.
- Served as national KIPP Through College Community of Practice Leader, guiding KIPP Minnesota and KIPP Kansas City to network-leading college access outcomes.

Director of KIPP Through College

July, 2013–July, 2016

- Managed KIPP Through College team and programs, executing a 3-year strategic plan to develop staff into management roles and improve estimated college completion rate by 11%.
- Created and maintained formal partnerships with state and national higher education institutions.
- Designed and launched KTC Internship Program as part of KIPP DFW corporate giving campaign, generating financed student internships with 13 major corporate donors.
- Coordinated with Development department to secure funding for KTC through writing grants, facilitating tours, and managing foundation partners, raising \$300,000.

Rochester, N.Y.

Uncommon Schools

2011–2013

Associate Director of Alumni Services

- Co-founded Alumni Services operations for Rochester Preparatory Charter Schools, overseeing college access programs, alumni database management, and district and college partnerships.
- Prepared and facilitated Board of Trustees reports quarterly, advising Chairman on fund allocation for Alumni Services programs.

New York, N.Y.

KIPP Foundation

Feb., 2011–May, 2011

Consultant, National Alumni Services Initiatives

- Managed development and composition of KIPP Through College Operations Toolkit – a comprehensive college access services manual for national distribution.
- Collaborated with executive leadership to share best practices regarding program development.

New York, N.Y.

KIPP NYC

2008–2011

Director of College Academics, KIPP Through College

- Managed KTC Scholars Program – a program designed to improve matriculation and graduation rates of participating KIPP NYC alumni enrolled in NYC colleges.
- Responsible for all KTC Scholars Program development, resulting in the academic improvement of students over 5 consecutive semesters.
- Established partnerships with CUNY colleges and HEOP departments at private colleges in NYC.

EDUCATION

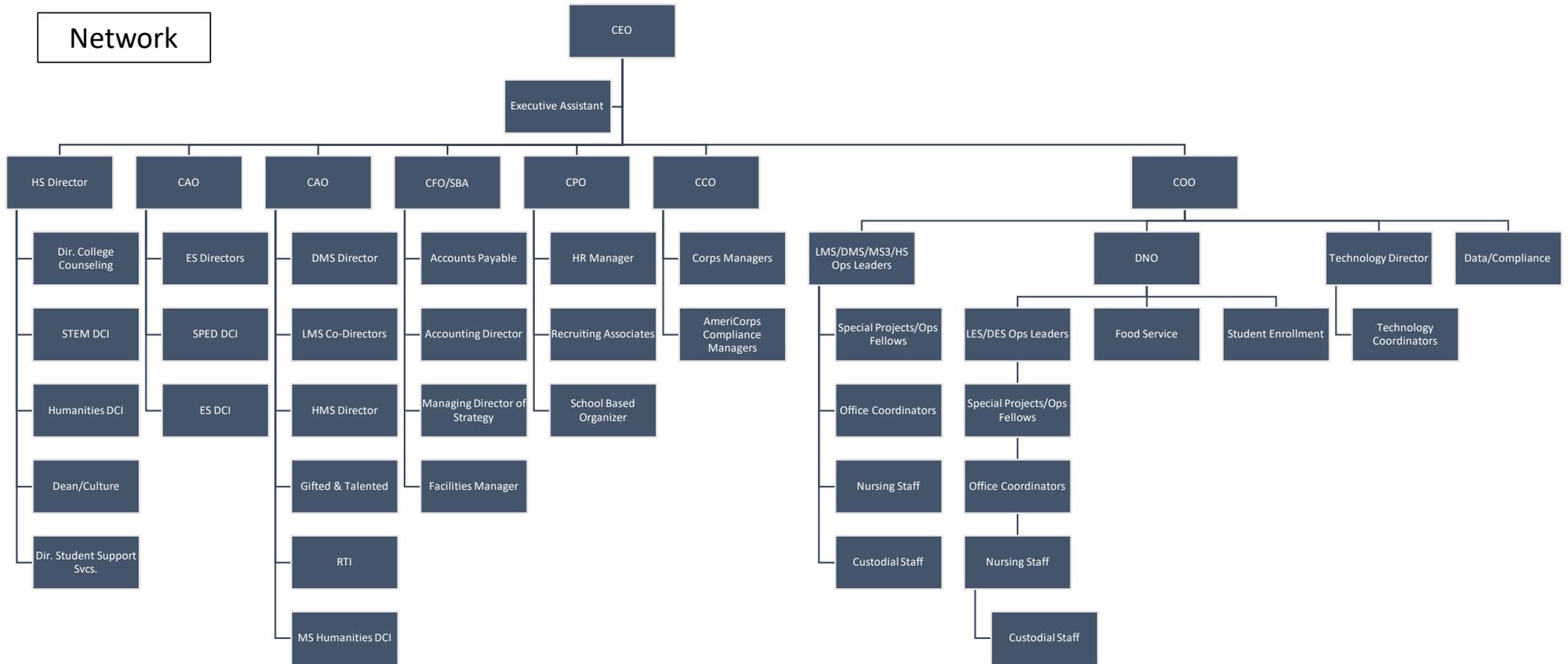
Brooklyn, N.Y.

Brooklyn College

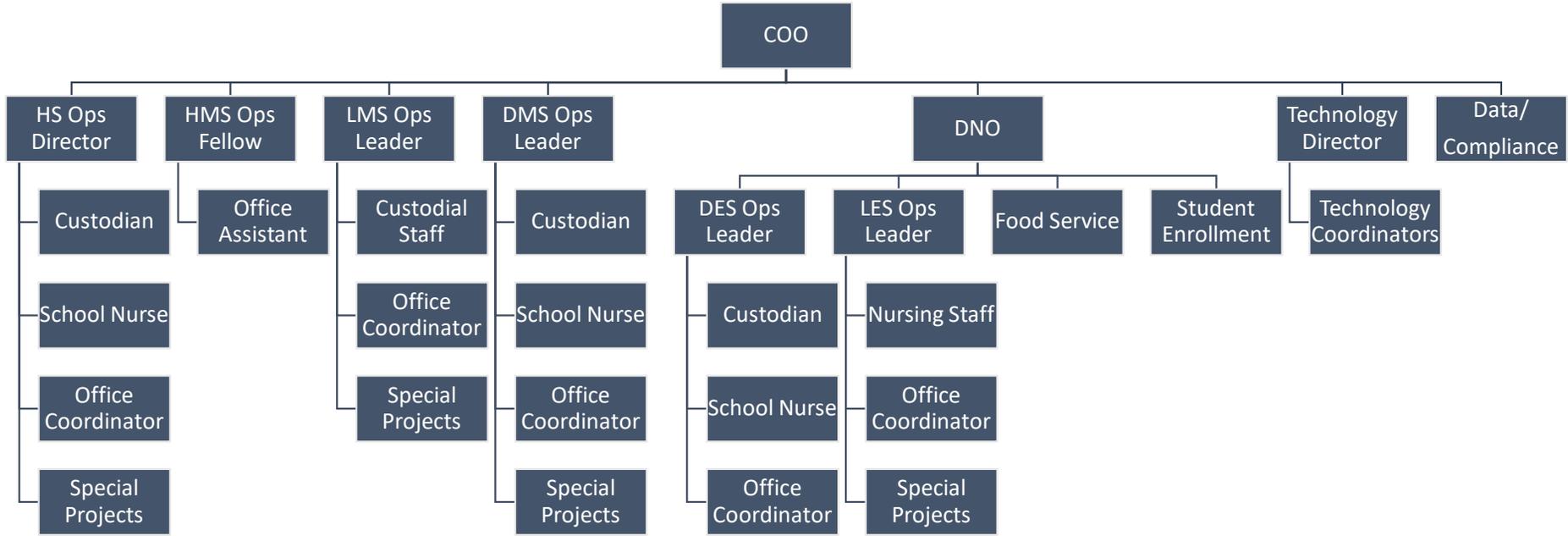
2003-2006

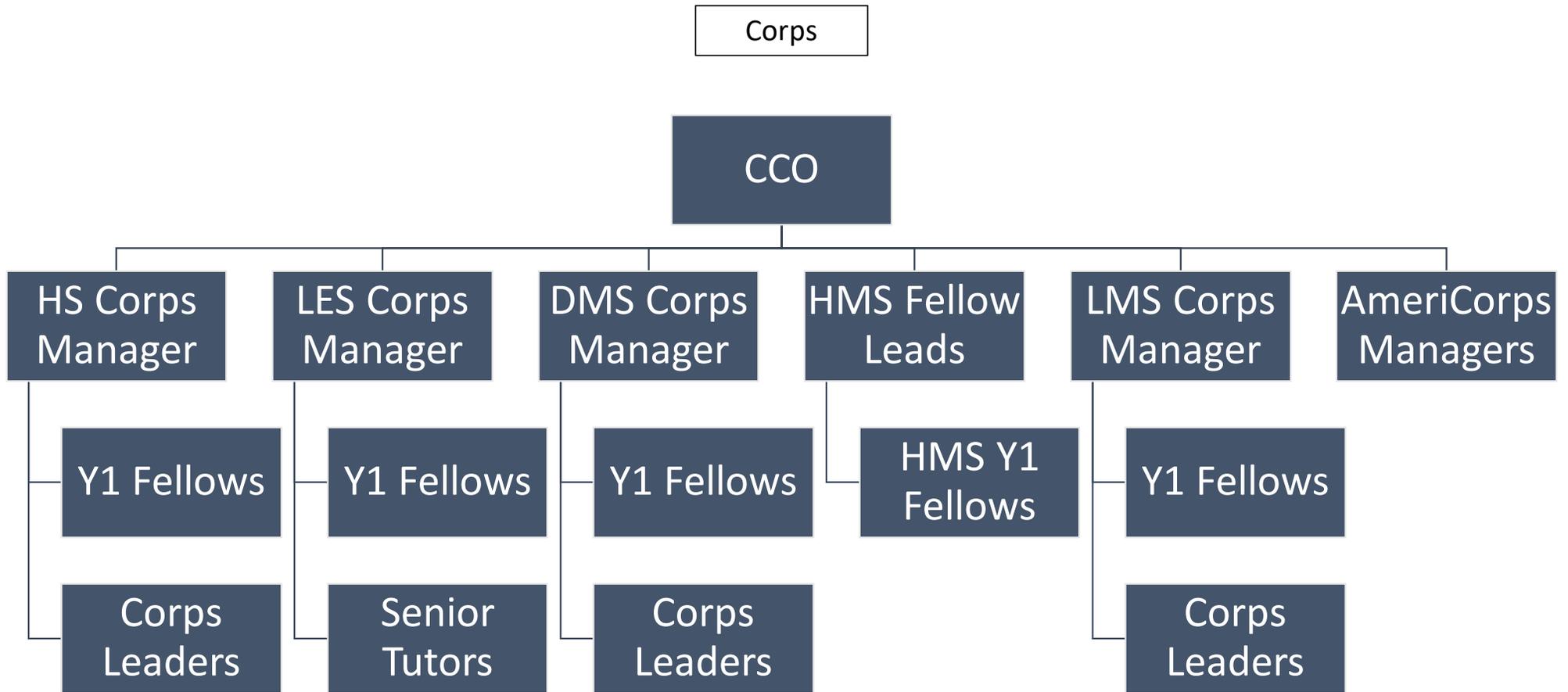
Master of Arts, English Language & Literature

GREAT OAKS LEGACY CHARTER SCHOOL ORGANIZATIONAL CHART



Operations

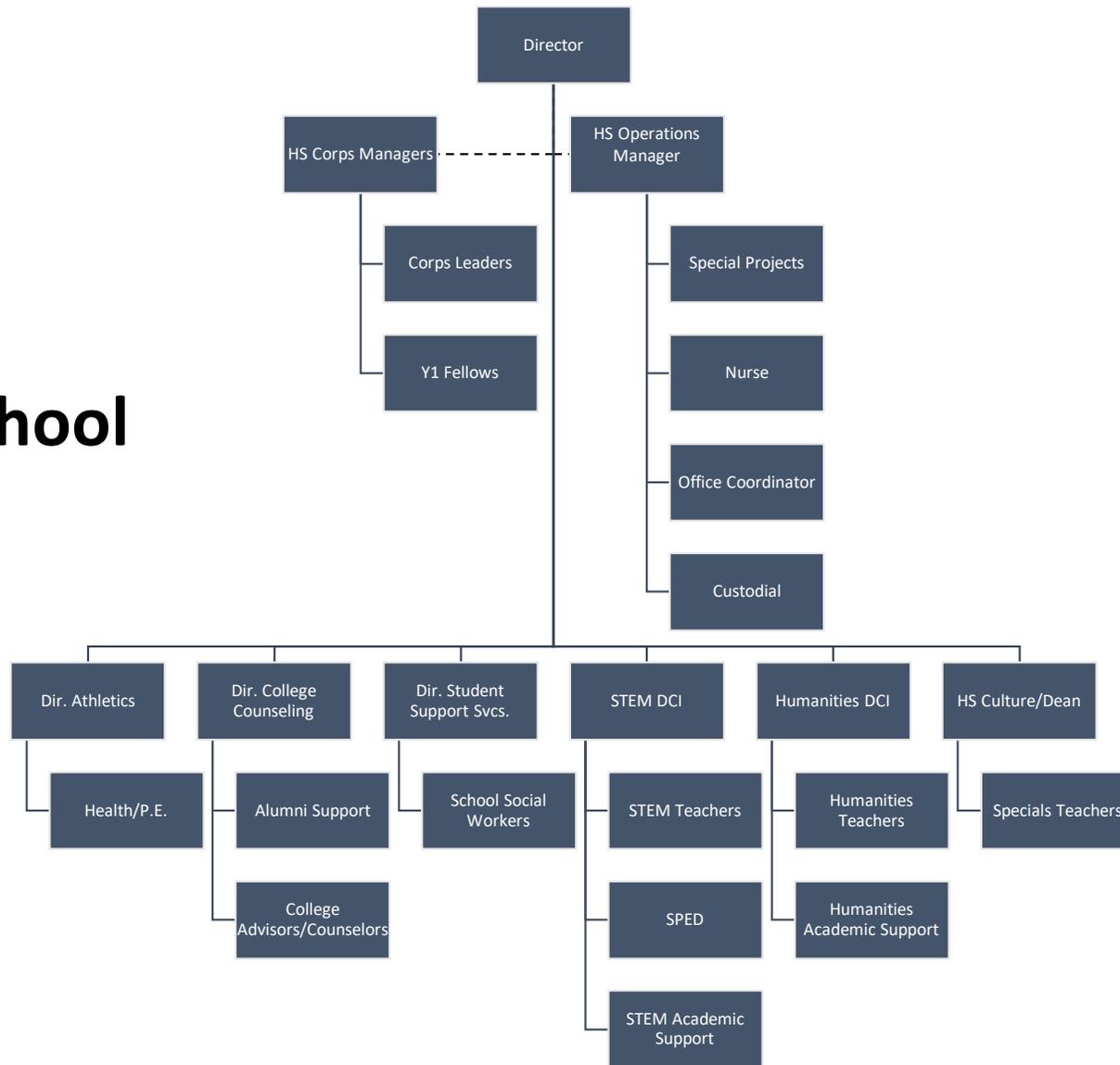




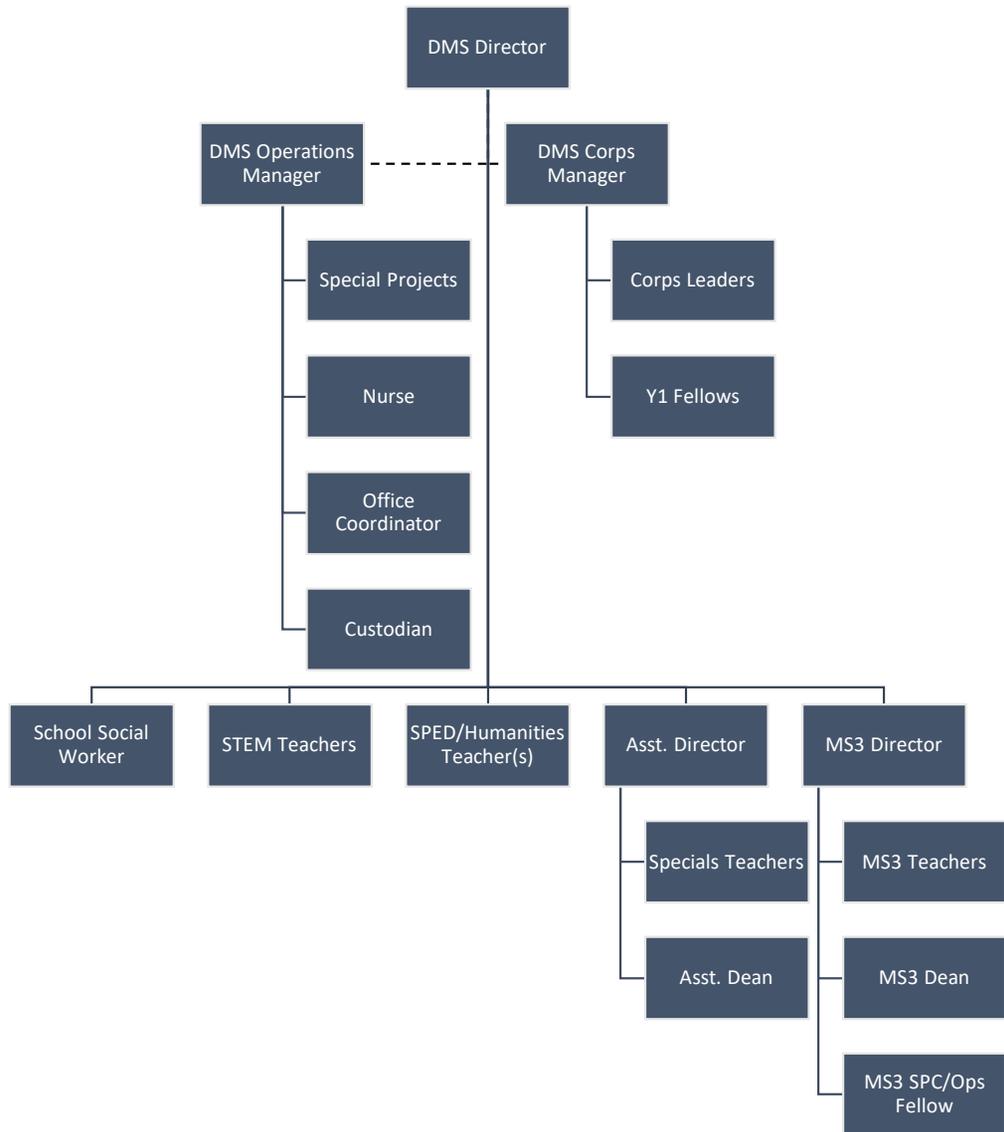
Talent/Finance



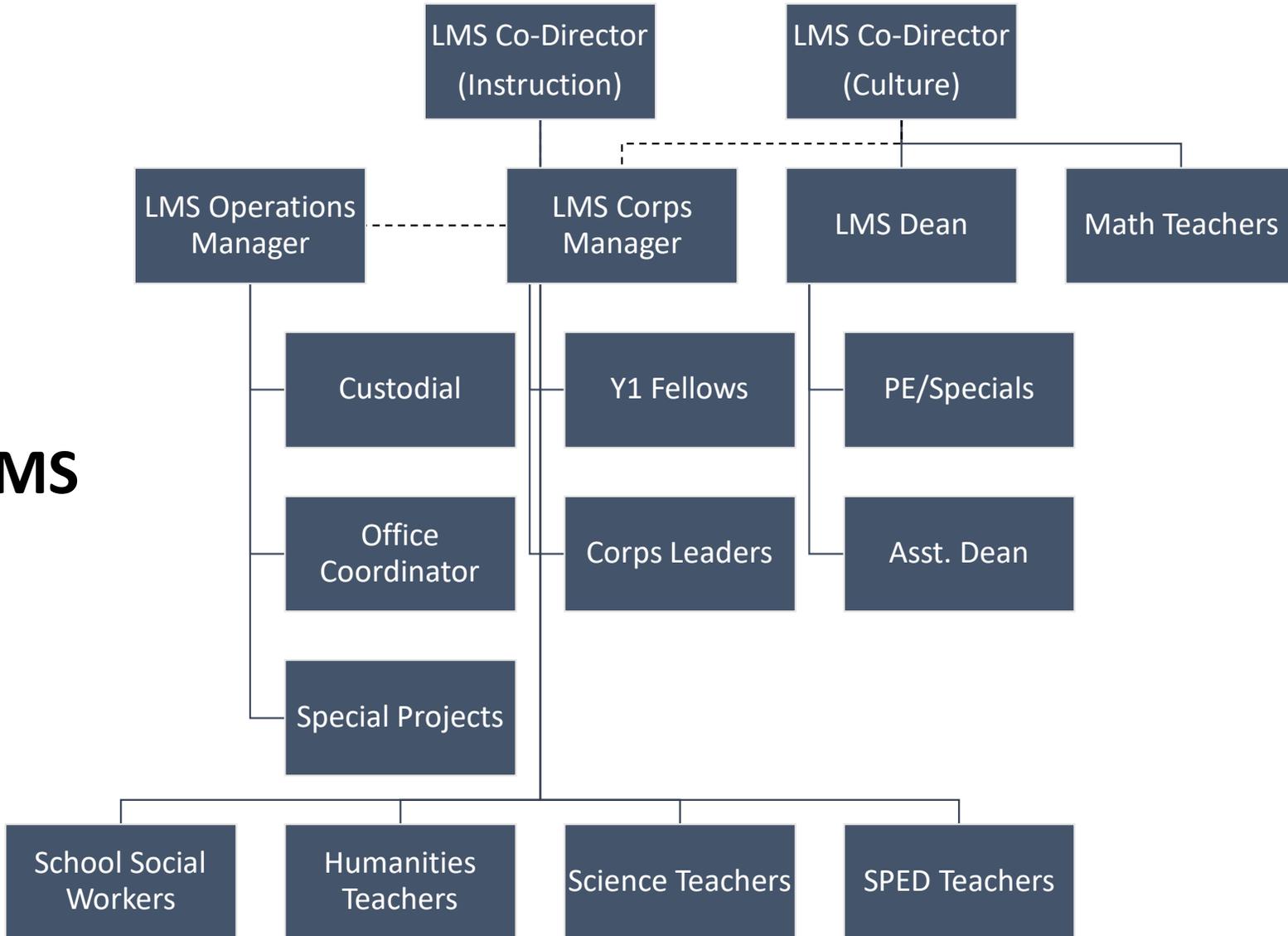
High School



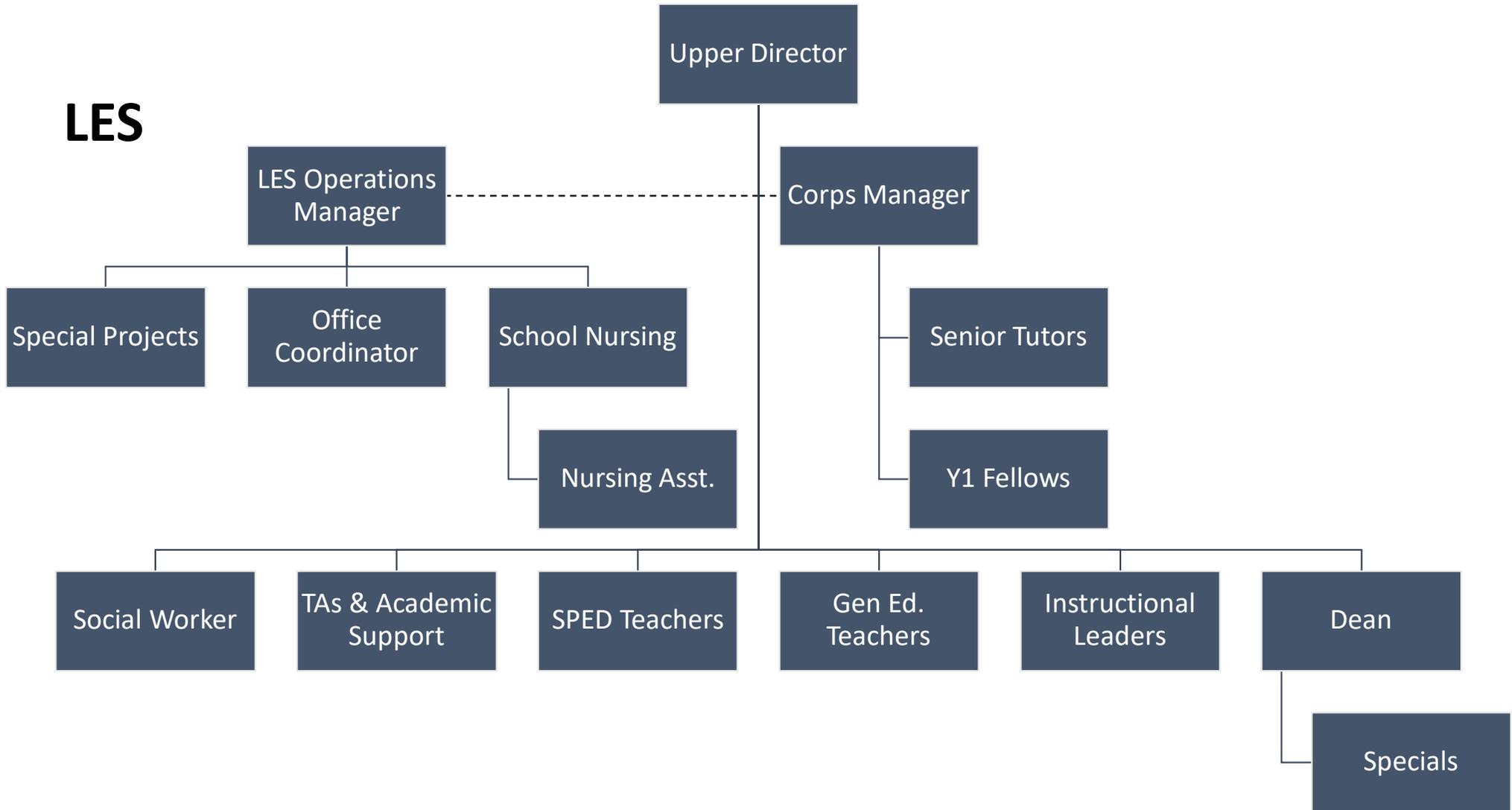
DMS



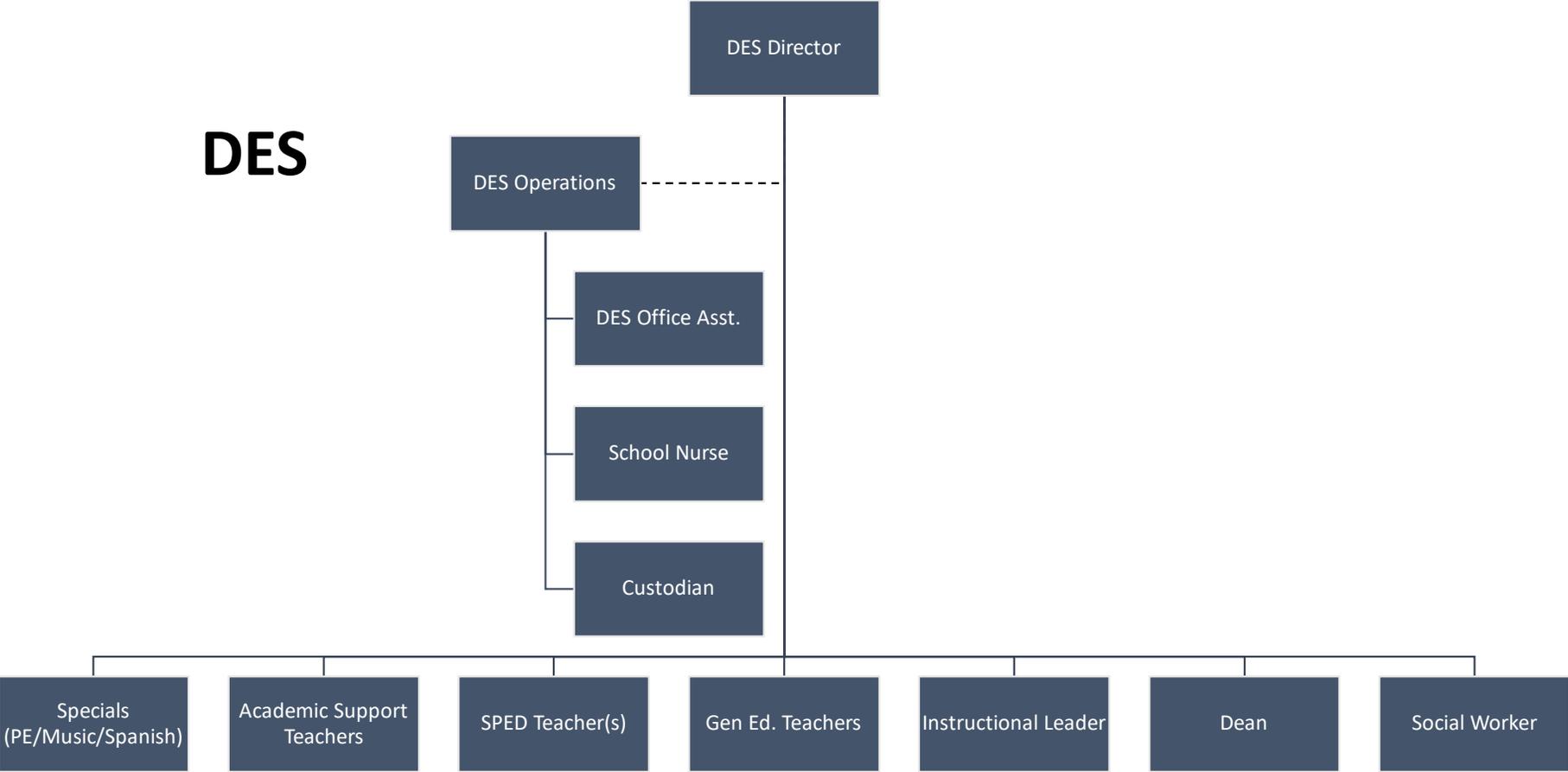
LMS



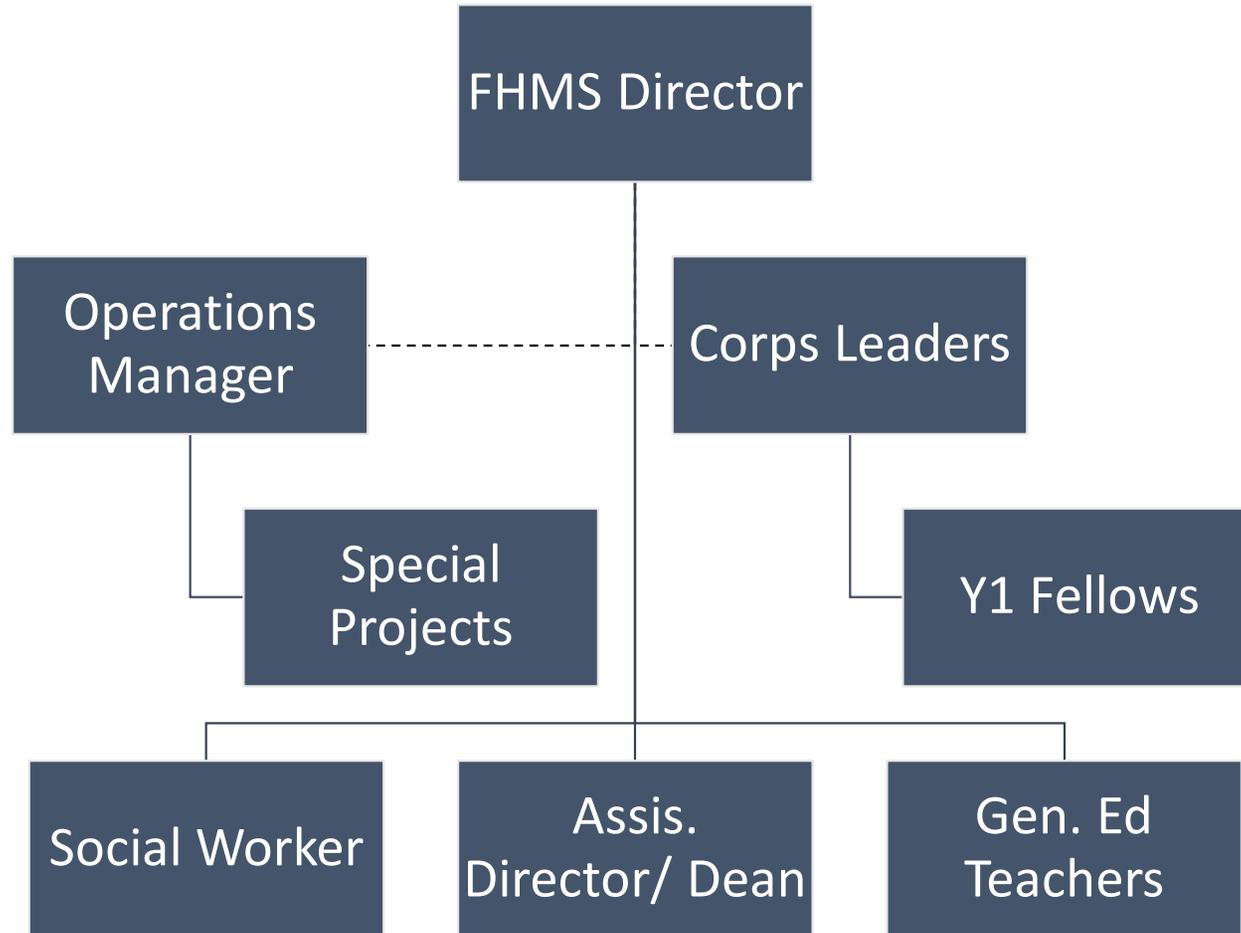
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FHMS



SUMMARY OF RELATED EXPERIENCE

Rebeca Diaz is a Senior Research Associate in WestEd’s Learning Innovations Program. Diaz has nearly 20 years of experience in research and evaluation and 10 years of experience on the Charter Schools Program (CSP) Monitoring Project, for which she led monitoring visits to multiple charter management organizations and state education agencies receiving U.S. Department of Education federal CSP grants. In her role as team lead for the CSP monitoring visits, Diaz worked closely with CMO leaders and developed deep knowledge of CMO organizations and structures that promote their growth and success. Diaz recently began working with Breakthrough Charter Schools as the evaluator for their most recent CSP Dissemination federal grant.

Diaz is an experienced project manager, responsible for supervising data collection and working closely with clients to understand their needs. As a project manager, Diaz has successfully developed proposals, managed budgets, and collaborated with clients to provide meaningful results. She is bilingual and understands working with diverse populations. Diaz earned a PhD in Social Studies and Comparative Education from the University of California at Los Angeles.

EDUCATION

- 2000 Ph.D., Social Sciences in Education, University of California, Los Angeles
- 1992 B.A., Sociology, University of California, Davis

PROFESSIONAL EXPERIENCE

- 2011- Present *Senior Research Associate*, Evaluation Research Program
WestEd, Oakland, CA

Direct evaluations of educational and community programs. Responsibilities include managing budgets, designing evaluation plans, producing evaluation reports, carrying out evaluation activities to meet federal guidelines, developing instruments, supervising staff, and maintaining ongoing communication with clients and subcontractors.

- 2000– 2011 *Research Associate*, Evaluation Research Program
WestEd, Oakland, CA

Responsibilities include developing and conducting evaluations with local, statewide and national agencies regarding programs such as Teaching American History, Smaller Learning Communities, Charter School Programs, including teacher and administrator professional development, and partnerships among elementary through post-secondary institutions. The evaluations consist of research, data collection and

analysis as well as providing technical assistance to school and district leaders and stakeholders.

1999 *Instructor*
Powerful Voices, Seattle, WA

Assisted in implementation of a girls' leadership program in the school district; organized a girl-led community art show; led girls' leadership sessions; developed curriculum and activities; facilitated discussions; recruited students; planned collaboratively with other instructors, volunteers, parents, and school personnel to provide innovative program.

1997–
1999 *ESL Bilingual Health Education Specialist*, Health Education Office
Seattle School District, Seattle, WA

Provided support to English Language Learners (ELLs) and their families; collaborated with school, city, and community members in development of school-based health centers; contributed to implementation of the resource library; devised, coordinated, and provided health screenings to ELL students; created and facilitated an adolescent girls' support group; supervised and led family night presentations for a parent education program intended to facilitate communication between parents and young people.

SELECTED PUBLICATIONS AND PRESENTATIONS

Diaz, R., Tejwani, J. & Pedroza, V. (2019, April). *Expanding Technology Learning: An Evaluation of Two Teacher Preparation Programs*. Paper presentation at the 2019 annual meeting of the American Evaluation Association, Toronto, Canada

Diaz, R., Tejwani, J. & Pedroza, V. (November 2018). *Evaluating STEM Teacher Preparation Programs in California's Central Valley*. Paper presentation at the 2018 annual meeting of the American Evaluation Association, Cleveland, OH.

Markowitz, N., Diaz, R. & Thowdis, W. (2018). *Integrating SEL in Teacher Preparation: Looking at Teacher Graduates*. Paper presented at the 2018 annual meeting of the American Educational Research Association, NY, NY.

Markowitz, N., Thowdis, W. & Diaz, R. (2016). *The Heart of the Matter: Integrating Social-Emotional Learning Skills into Teacher Preparation*. Paper presented at the 2016 annual meeting of the American Educational Research Association, DC.

Sioson-Hyman, M. & Diaz, R. (2015, April). *Parenting is an Economic Issue*. Poster presentation at the 2015 annual meeting of the Federal Reserve System Community Development Research Conference, DC.

Diaz, R. & Sioson-Hyman, M. (2015, February). *Pursuing the Dream: An Analysis of Parent Engagement and Education in the Silicon Valley*. Poster presentation at the 2015 annual meeting of the Association for Education Finance and Policy.

- Diaz, R. (2010, November). *Working together to design effective evaluation tools*. Roundtable presentation at the 2010 annual meeting of the American Evaluation Association, San Antonio, Texas.
- Diaz, R., Hoffman, A. & Nakamoto, J. (2010). *Evaluation of the Teaching American History for All program: Year four evaluation report for academic year 2009-2010*. Oakland, CA: WestEd.
- Diaz, R. (2010). *Evaluation of the American History Matters Collaborative program: Year three evaluation report*. Oakland, CA: WestEd.
- Diaz, R. (2009, December). *Lessons learned from lesson plan analysis*. Paper presented at the annual meeting of the Teaching American History Project Director's Conference, Washington DC.
- Aronson, J., & Diaz, R. (2009). *Evaluation of San Francisco Unified School District's Teaching American History project: Evaluation report for years 3 and 4 (SY 2007-08 & 2008-09)*. San Francisco, CA: WestEd.
- Diaz, R. (2009, November). *Collaborative partnerships enhance evaluation practice*. Paper presented at the 2009 annual meeting of the American Evaluation Association, Orlando, Florida.
- Diaz, R. (2009). *Evaluation of Chicago Public Schools' American History Matters Collaborative program: Year two evaluation report for academic year 2008-09*. Oakland, CA: WestEd.
- Diaz, R., Diaz, M. & Tushnet, N. (2009, January). *Lessons learned from successful evaluation practices*. Paper presented at the 2009 annual meeting of the Teaching American History Project Director's Conference, New York.
- Diaz, R. (2008, November) *Walking a fine line*. Paper presented at the 2008 annual meeting of the American Evaluation Association, Denver, Colorado.
- Diaz, R. & Nakamoto, J. (2008). *Smaller Learning Communities at San Jose Unified School District: Final evaluation report for academic years 2006-07 and 2007-08*. Oakland, CA: WestEd.
- Diaz, R. and Connolly, B. (2008, March). *Implementing smaller learning communities in predominantly Latino high schools*. Paper presented at the 2008 annual meeting of the American Research Educational Research Association, New York.
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- Diaz, R. (2000). *Latina parent educational participation: A pro-active approach*. Unpublished doctoral dissertation, University of California, Los Angeles.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA)
- American Evaluation Association (AEA)

Valentin Pedroza

4665 Lampson Avenue, Los Alamitos, CA 90720



SUMMARY OF RELATED EXPERIENCE

Valentin Pedroza is a Research Associate II in the Learning Innovations Program at WestEd. Pedroza has been working at WestEd for over 13 years providing evaluation services, contributing to the success of evaluation research projects by leading, coordinating, and executing important project activities. Pedroza has 8-year expertise monitoring charter schools on behalf of ED as part of the Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools. As part of the projects, he reviews evidence, interviews grantees and relevant stakeholders, analyses the data to determine grantee performance and compliance, and writes a report for ED.

Pedroza contributes to the success of evaluation research projects by leading, coordinating, and executing important project activities. Pedroza is responsible for the day-to-day management of project activities, including data collection and analysis, and contributing to evaluation reports and other deliverables. He is proficient in analyzing qualitative data including using analysis and research software to provide stakeholders answers to evaluation questions as well as in effective data visualizations using Tableau. His current responsibilities include coordinating data collection, creating data management systems, instrument development, data collection, online survey administration, data management, statistical analysis, and report writing. Pedroza has a wide breadth of experience working on key educational areas including teacher preparation programs, community college STEM pathways, at-risk students, charter schools, technical assistance, and arts integration.

EDUCATION

- 2006 MA, Psychology, California State University, Fullerton, CA
- 2003 BA, Psychology, California State University, Fullerton, CA

PROFESSIONAL EXPERIENCE

- 2006– Present *Research Associate*, Learning Innovations
WestEd, Los Alamitos, CA

Responsible monitoring Charter Management Organizations, State Education Agencies for ED. In charge of creating instruments for data collection, conducting site visits, collecting data through multiple methods, creating data management systems, qualitative and quantitative analyses, and writing reports. Project topics include arts integration, dropout prevention, online learning, higher education, charter schools, English learners, professional development, college preparation, school and district improvement, and technical assistance.

2004– *Research Assistant, Evaluation Research*
2006 WestEd, Los Alamitos, CA

Responsible for collecting data, data entry, and data analyses. Provided overall project support to complete reports.

2005– *Professor Intern, Research Methods and Statistics*
2006 Fullerton Community College, Fullerton, CA

Prepared and taught lessons on research methodology and statistics, provided students with hands-on learning by creating assignments, helped students understand important concepts through class discussions and study groups, and aided students in conducting experiments, analyzing data, interpreting results, and writing research reports.

2004– *Research Assistant, Research Methods and Statistics*
2005 California State University, Fullerton, CA

Performed literature reviews, reviewed and administered a scale to investigate the role of acculturation in attitudes toward safe sex for college students, and prepared data for analysis.

SELECTED PUBLICATIONS AND PRESENTATIONS

Outlaw, L., Pedroza, V., & Smith, J. (2019). *Success Academy Charter School Monitoring Report* (report for the Office of Innovation and Improvement). San Francisco: WestEd.

Diaz, R., Tejwani, J., & Pedroza, V. (2019). *Expanding Technology Learning: An Evaluation of Two Teacher Preparation Programs*. Paper presented at the meeting of American Educational Research Association, Toronto, Canada.

Estacion, A., Pedroza, V., Caldwell, C., & McCrary, J. (2019). *Evaluation of the STEP UP 4 Women Project*. San Francisco: WestEd.

Diaz, R., Tejwani, J., & Pedroza, V. (2018). *Evaluating STEM Teacher Preparation Programs in California's Central Valley*. Paper presented at the American Evaluation Association Conference, Ohio, USA.

Pedroza, V., & Mattson, B. (2018). *Chicago Education Partnership Charter Schools Monitoring Report* (report for the Office of Innovation and Improvement). San Francisco: WestEd.

Tejwani, J., Pedroza, V., & Deshyver, K. (2018). *Across the Bridge Charter Schools Monitoring Report* (report for the Office of Innovation and Improvement). San Francisco: WestEd.

Cohen, C., Pedroza, V., & Cannon, M. (2018). *Florida Department of Charter Schools Monitoring Report* (report for the Office of Innovation and Improvement). San Francisco: WestEd.

Herpin, S. A., & Pedroza, V. (2018). *Mid-Atlantic Comprehensive Center Year Six Report*. Washington, DC: WestEd.

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- Diaz, M., Pedroza, V., & Bradley, P. (2014). *District of Columbia's Office of the State Superintendent of Education Charter Schools Monitoring Report* (report for the Office of Innovation and Improvement). San Francisco: WestEd.
- Herpin, S. A., & Pedroza, V. (2014). *Survey Services – Parents of Children with Disabilities, 2013-2014 Parent Survey Report*. Indianapolis, IN: Indiana Department of Education.
- Tejwani, J., Pedroza, V., & Hoffman, J. (2009). *Evaluation of the Texas School Dropout Prevention and Reentry Program Grants: Final Report*. Austin, TX: Texas Education Agency.

GREAT OAKS LEGACY



CHARTER SCHOOL

Appendix C – Letters of Support

December 27, 2019

U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Re: Great Oaks Legacy Charter School (Newark, New Jersey)

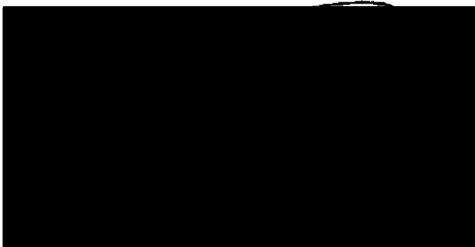
Dear Secretary DeVos:

On behalf of the entire Board of Directors of Great Oaks Legacy Charter School (GOLCS), it is my pleasure to express our collective support for GOLCS's application for federal funding under the Charter Schools Program grant for Replication and Expansion of High-Quality Charter Schools (CSP).

Since 2012, it has been a privilege to serve on GOLCS's Board of Directors, and to serve as its Chair since 2015. During that time I have seen firsthand the incredible growth of our schools and the impact they have made for our students, families, and the Newark community. As 88% of GOLCS matriculate to college, our academic approach and attainment outcomes are demonstrating what is possible when Newark students receive an excellent education.

In my role as a Board Member and Chair, I have had the opportunity to work closely with GOLCS's Executive Director, Jared Taillefer, and his senior leadership team on various strategic imperatives for the organization. We wholeheartedly believe in the vision of Jared and his team as well as the organizational strategy to realize the growth of additional schools in order to deliver an outstanding education to more Newark students.

We appreciate your consideration and look forward to the work ahead as we strive to grow our organizational footprint.





New Jersey
Children's Foundation

December 12, 2019

U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos:

On behalf of the New Jersey Children's Foundation, I am writing to confirm our support for Great Oaks Legacy Charter School's application for The Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools (CSP). Great Oaks Legacy Charter School (GOLCS) has an impressive track record of providing an excellent education for students in need in the city of Newark. The strong academic approach of GOLCS continues to yield positive results as GOLCS remains among the highest performing school districts in Newark.

Under the stewardship and management of a talented leadership team, GOLCS has been able to grow successfully during the last several years. We believe in Jared Taillefer, GOLCS Executive Director, and his team, as GOLCS has proved to be adept in operational management and setting an effective and results-driven strategic direction for the organization. As a funder, I also firmly believe that GOLCS is well-positioned for continued growth moving forward.

If there is anything further I can provide regarding our recommendation of GOLCS, please feel free to contact me.

Sincerely,



Kyle Rosenkrans
Founder & Executive Director

December 19, 2019

Hon. Betsy DeVos
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

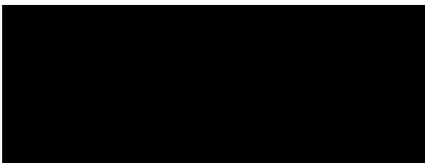
Dear Secretary DeVos:

I am pleased to provide a letter of support for the Great Oaks Legacy Charter School (GOLCS) application for federal Charter Schools Program (CSP) funding. Since its founding in 2011, GOLCS has served as a high-quality education option for Newark families, providing an outstanding teaching and learning experience for nearly two thousand students enrolled in grades Pre-K -12.

GOLCS' impressive student achievement results and commitment to student success (e.g., 90% of its first senior class enrolled in a two- and/or four-year institution) earned them membership with the Newark City of Learning Collaborative, a collective of organizations throughout the city working to raise Newark's college enrollment and completion rates. We believe that GOLCS is helping to demonstrate that vulnerable and disadvantaged students can meet high academic standards, and do indeed aspire to succeed at the post-secondary level. Receiving additional dollars from CSP would provide vital support to GOLCS' efforts to improve the educational landscape in our community.

Should you require further information, please do not hesitate to contact me at (973) 353-2573, or reginald.lewis@rutgers.edu.

Sincerely,



Reginald Lewis
Executive Director, Newark City of Learning Collaborative
Assistant Professor of Professional Practice
School of Public Affairs and Administration

cc: Mr. Jared Taillefer, Founder, Executive Director, GOLCS
Mr. Dominick DiFalco, Director of Strategy, GOLCS

GREAT OAKS



FOUNDATION

Great oaks, from little acorns grow

December 19, 2019

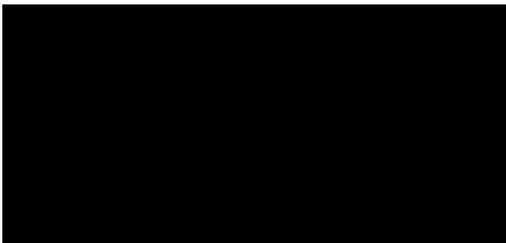
Elisabeth Devos
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos:

I am writing to express our strongest support for Great Oaks Legacy Charter School's application for Charter Schools Program (CSP) funding. Without question, the Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools is a tremendous opportunity for public charter schools, like Great Oaks Legacy Charter School (GOLCS), to improve the educational landscape for high-need students.

GOLCS continues to hold a positive presence in the city of Newark, demonstrating excellent student achievement results. As Founder and President of Great Oaks Foundation, and a board member of Great Oaks Legacy Charter School, I believe in the strategic direction of the organization and the school's leadership. GOLCS is well-positioned for continued growth in Newark, and we look forward to the positive impact that GOLCS will continue to make for Newark students into the future.

Please do not hesitate to contact me regarding my recommendation of Great Oaks Legacy Charter School for CSP funding.



Michael Thomas Duffy



NEW JERSEY
CHARTER SCHOOLS
ASSOCIATION

1 AAA Drive Suite 206
Hamilton, NJ 08691
Phone: 609-989-9700
Fax: 609-989-9745
Email: hlee@njcharters.org

December 23, 2019

U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos:

I am writing to express our strongest support for Great Oaks Legacy Charter School's application for Charter Schools Program (CSP) funding. Without question, the Federal Charter Schools Program grant for the Replication and Expansion of High-Quality Charter Schools is a tremendous opportunity for public charter schools, like Great Oaks Legacy Charter School (GOLCS), to improve the educational landscape for high-need students.

GOLCS continues to hold a positive presence in Newark and demonstrate excellent student achievement results. We believe that GOLCS is helping to show what is possible for Newark students when it comes to attainment outcomes, and the presence of the organization has helped to provide a high quality educational choice for students in Newark.

Please do not hesitate to contact me regarding my recommendation of Great Oaks Legacy Charter School for CSP funding.

Sincerely,



Harry Lee, President and CEO
New Jersey Charter Schools Association

U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos:

I am writing to express our strongest support for Great Oaks Legacy Charter School's application for Charter Schools Program (CSP) funding. Without question, the Federal Charter Schools Program grant for Replication and Expansion of High-Quality Charter Schools is a tremendous opportunity for public charter schools, like Great Oaks Legacy Charter School (GOLCS), to improve the educational landscape for high-need students.

GOLCS continues to hold a positive presence in Newark and demonstrate excellent student achievement results. We believe that GOLCS is helping to show what is possible for Newark students when it comes to attainment of outcomes, and to advance an understanding of educational equity within the city. GOLCS provides meaningful support to students which allows them to reach and exceed a common standard through high quality instruction, and high expectations. We at Achievement Network, are proud of the work of GOLCS and support them as a partner in changing the lives of students in underserved communities.

Please do not hesitate to contact me regarding my recommendation of Great Oaks Legacy Charter School for CSP funding.

Sincerely,

Gwendolyn Stephens
Executive Director, Mid-Atlantic Region



excellence in research, development, and service

December 7, 2020

Jared Taillefer
Executive Director
Great Oaks Legacy Charter School
909 Broad Street
Newark, NJ 01702
(413) 433-4472

RE: Charter School Program Grant

Dear Mr. Taillefer,

On behalf of Project Director, Dr. Rebeca Diaz, WestEd is pleased to collaborate as project evaluator with Great Oaks Legacy Charter School in support of your Charter School Program proposal to the U.S. Department of Education.

WestEd is a preeminent not-for-profit educational research, development, and service organization with over 800 employees and 16 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. In developing and applying the best available resources toward these goals, WestEd has built solid working relationships with education and community organizations, playing key roles in facilitating the efforts of others and in initiating important new improvement ventures. We have a long-standing commitment to the field of education at all levels and a combined experience base of over 50 years of educational leadership. Additionally, we have substantial qualifications in the technical areas called for in a project of this scope, and we bring to this effort our understanding, sensitivity, and commitment.

WestEd is a result of a Joint Powers Agreement (JPA) between Far West Laboratory for Educational Research and Development (FWL) and Southwest Regional Laboratory (SWRL) dated December 1, 1995. Both parent agencies were originally formed under JPAs in 1966. Both FWL and SWRL come under the signature authority of the states of California, Arizona, Nevada, and Utah. As a Joint Powers Agency, WestEd has been determined by the IRS to be a public agency exempt from income taxes under Section 115 (1) of the Internal Revenue Code of 1954, (EIN 94-3233542).

On behalf of WestEd's Learning Innovations Program, we are pleased to provide this letter of support and commitment. We look forward to working with Great Oaks Legacy Charter School on this project and are committed to providing services based on a mutually agreeable subcontract, developed upon an award from the U.S. Department of Education.

If you have any technical questions regarding this proposed work, please contact Dr. Rebeca Diaz at 510.302.4275, or via email at rdiaz@wested.org. For contractual questions, please contact the Contracts Management Department at 415.615.3136, or via email at contracts@wested.org.

Kind Regards,

A black rectangular redaction box covering the signature of the Director of Contracts & Grants.

Director of Contracts & Grants

cc: Dr. Rebeca Diaz, Senior Research Associate, Learning Innovations, P-00014601

730 Harrison Street • San Francisco, California • 94107 t: 415.565.3000 f: 415.565.3012 • WestEd.org

GREAT OAKS LEGACY



CHARTER SCHOOL

Appendix D – Proof of Non-Profit Status

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 09 2014**

Employer Identification Number:

DLN:

GREAT OAKS CHARTER SCHOOL
24 MAIDEN LANE
NEWARK, NJ 07102

Contact Person:

JOSEPH R KENNEDY

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Director, Exempt Organizations

Letter 947

GREAT OAKS LEGACY



CHARTER SCHOOL

Appendix E – Schools Operated by Applicant

School Information	pg.2
Site Information	pg. 3-7
School Organization Chart	pg.8-17
GOLCS Charter Status.....	pg. 18
GOLCS Consolidation approval	pg. 19
GOLCS Expansion Amendment.....	pg. 20-21

Basic Information about the School:

Fill in the requested information below.

Table 1: Basic Information

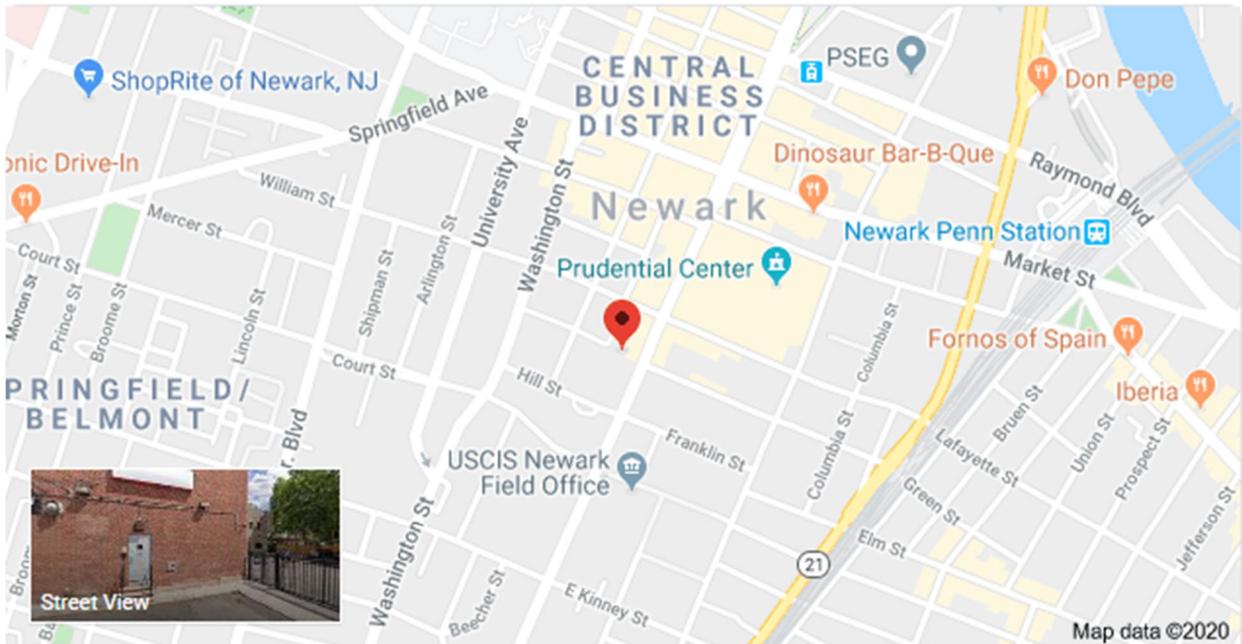
Basic Information	
Name of school	Great Oaks Legacy Charter School
Grade level(s) to be served in 2018-2019	PK – 12
2018-2019 enrollment (as of June 30, 2019)	1,619
Projected enrollment for 2019-2020	1,767
Current waiting list for 2019-2020	n/a – GOLCS participates in the NPS Universal Enrollment process and no waiting list number is provided.
Website address	www.greatoakslegacy.org
Name of board president	Richard Hernandez
Board president email address	[REDACTED]
Board president phone number	[REDACTED]
Name of school leader	Jared Taillefer
School leader email address	[REDACTED]
School leader phone number	[REDACTED]
Name of SBA	Benjamin B. Carson
SBA email address	[REDACTED]
SBA phone number	[REDACTED]

School Site Information:

Provide the requested information for each school location. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site

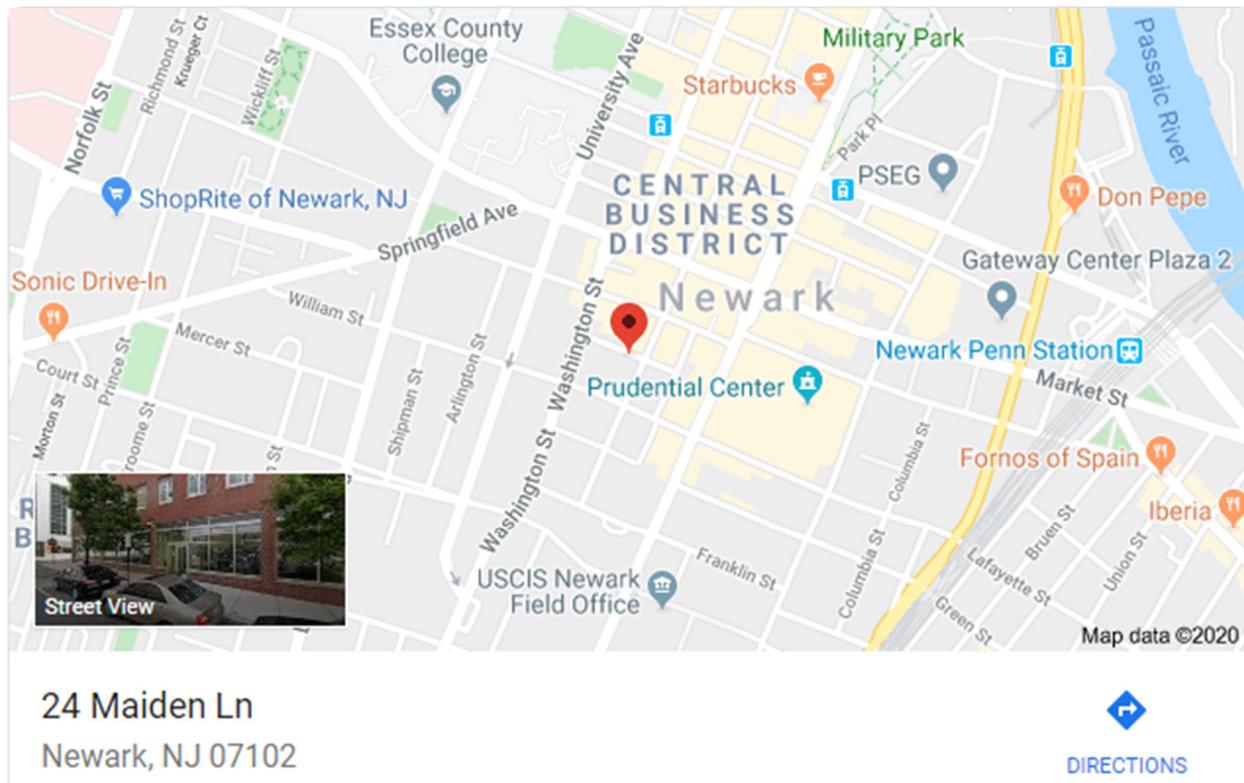
SCHOOL SITE 1	
Site name	Downtown Elementary School/Fairmount Heights Middle School (Incubating)
Year site opened	2017-18
Grade level(s) served at this site in 2018-19	K, 1
Grade level(s) to be served at this site in 2019-20	K, 1, 2, 5
Site street address	909 Broad Street
Site city	Newark
Site zip	07102
Site phone number	[REDACTED]
Campus Director or primary contact's name	Paula Perrone
Campus Director's email address	[REDACTED]



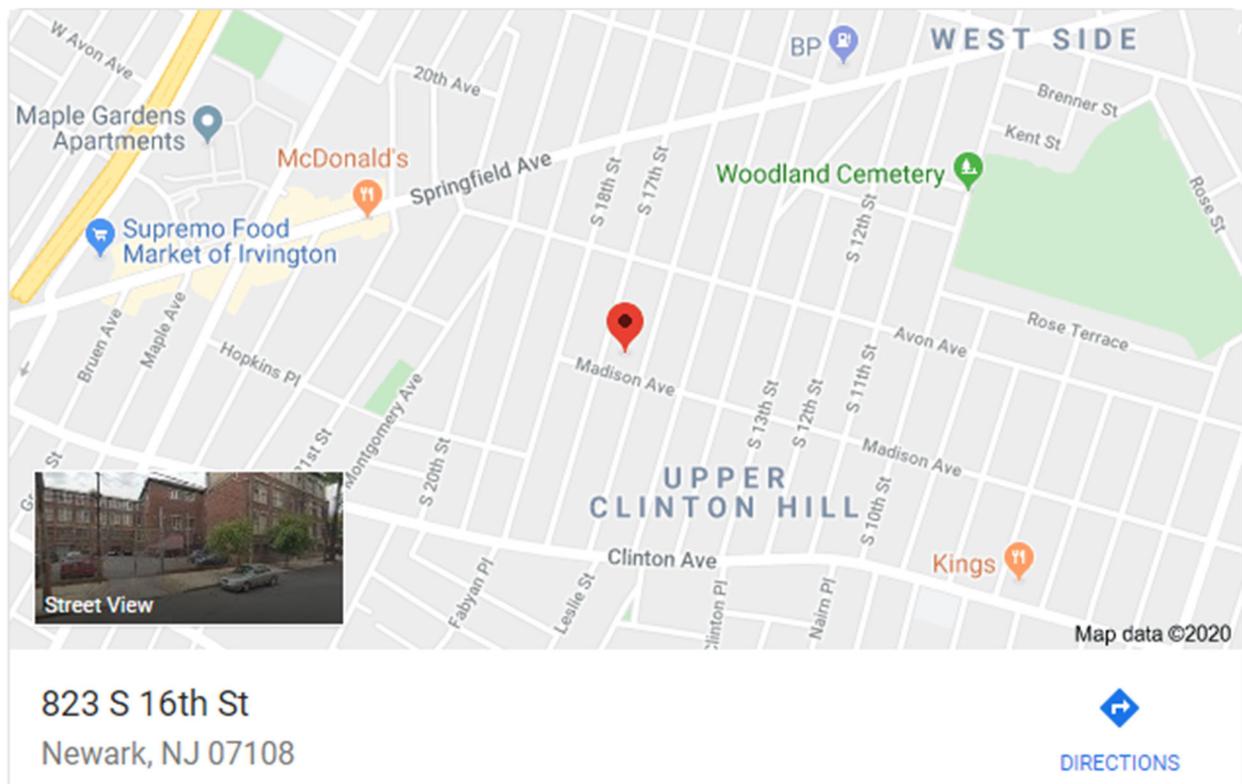
909 Broad St
Newark, NJ 07102



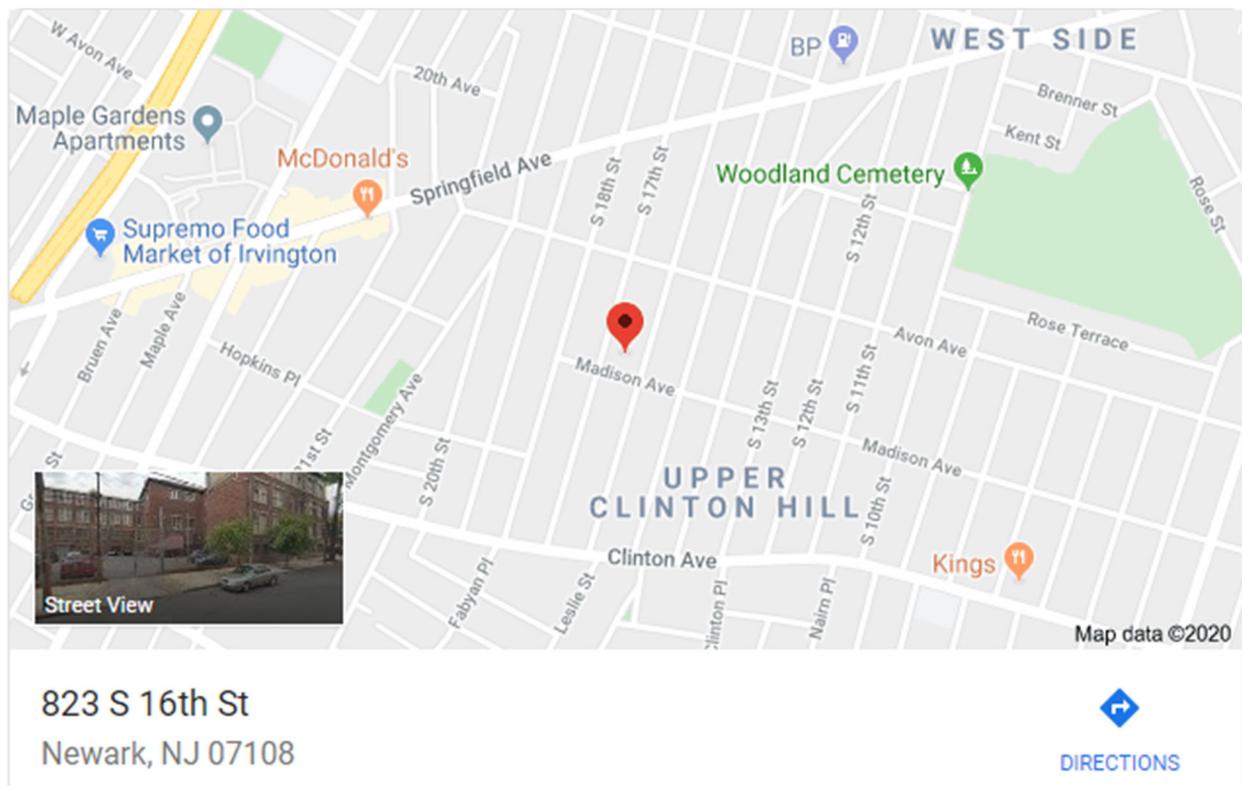
SCHOOL SITE 2	
Site name	Downtown Middle School
Year site opened	2011-12
Grade level(s) served at this site in 2018-19	5-8
Grade level(s) to be served at this site in 2019-20	5-8
Site street address	24 Maiden Lane
Site city	Newark
Site zip	07102
Site phone number	[REDACTED]
Campus Director or primary contact's name	Tanya Israel-Sainthilaire
Campus Director's email address	[REDACTED]



SCHOOL SITE 3	
Site name	Legacy Elementary School
Year site opened	2010-11
Grade level(s) served at this site in 2018-19	PK-4
Grade level(s) to be served at this site in 2019-20	PK-4
Site street address	823 S. 16 th Street
Site city	Newark
Site zip	07108
Site phone number	[REDACTED]
Campus Director or primary contact's name	Kia Andrews
Campus Director's email address	[REDACTED]



SCHOOL SITE 4	
Site name	Legacy Middle School
Year site opened	2014-15
Grade level(s) served at this site in 2018-19	5-8
Grade level(s) to be served at this site in 2019-20	5-8
Site street address	823 S. 16 th Street
Site city	Newark
Site zip	07108
Site phone number	[REDACTED]
Campus Director or primary contact's name	Crystal Cudjoe
Campus Director's email address	[REDACTED]

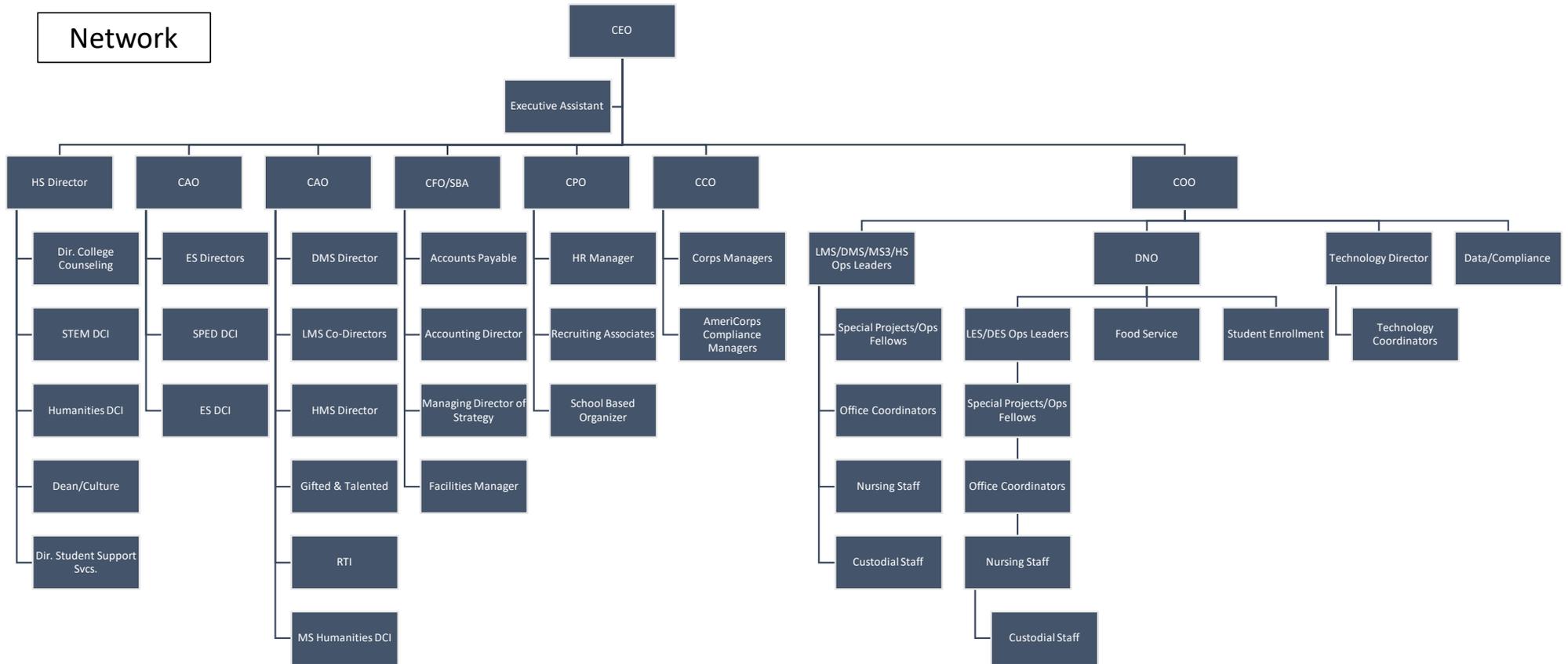


SCHOOL SITE 5	
Site name	High School
Year site opened	2013-14
Grade level(s) served at this site in 2018-19	9-12
Grade level(s) to be served at this site in 2019-20	9-12
Site street address	17-19 Crawford Street
Site city	Newark
Site zip	07102
Site phone number	[REDACTED]
Campus Director or primary contact's name	William Mellman
Campus Director's email address	[REDACTED]

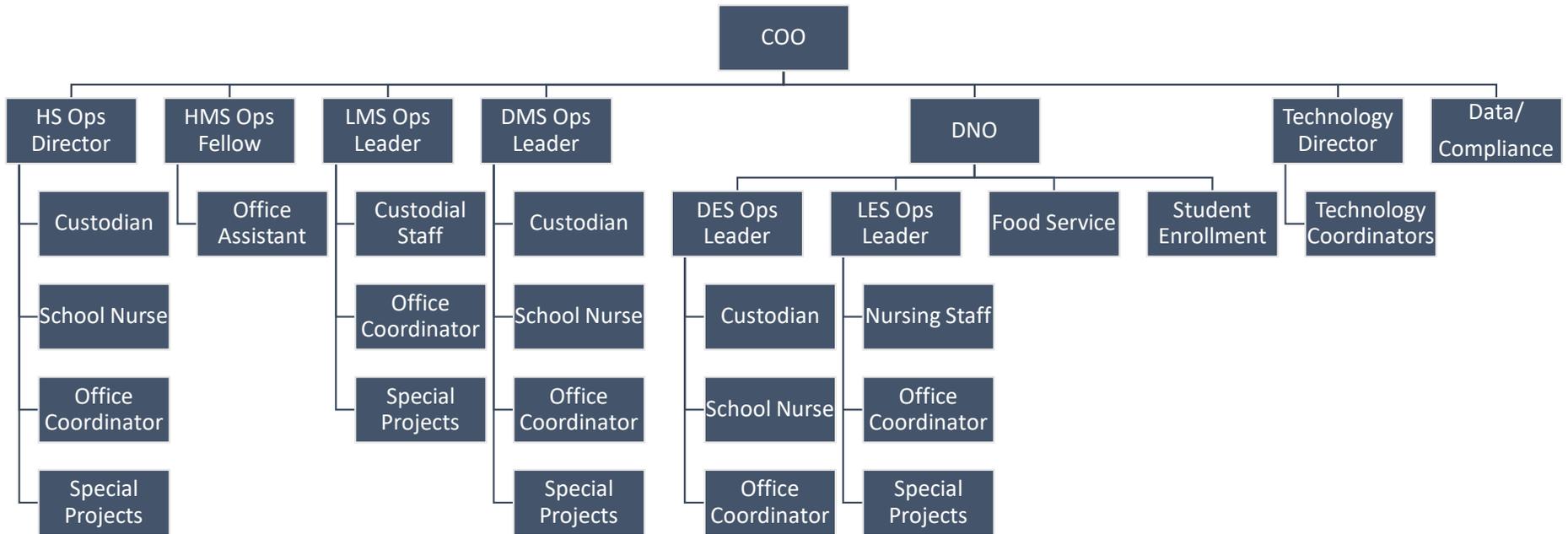


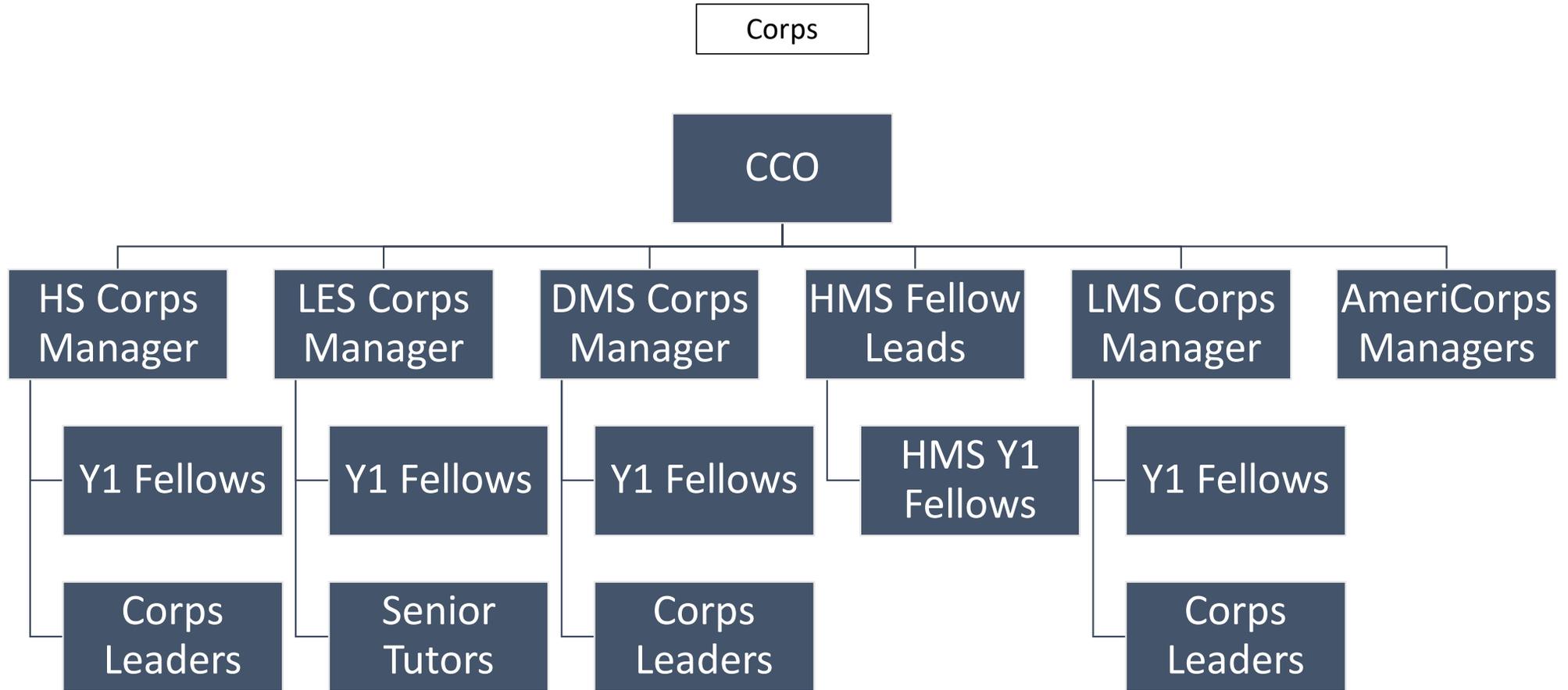
17 Crawford St #19
Newark, NJ 07102

GREAT OAKS LEGACY CHARTER SCHOOL ORGANIZATIONAL CHART



Operations

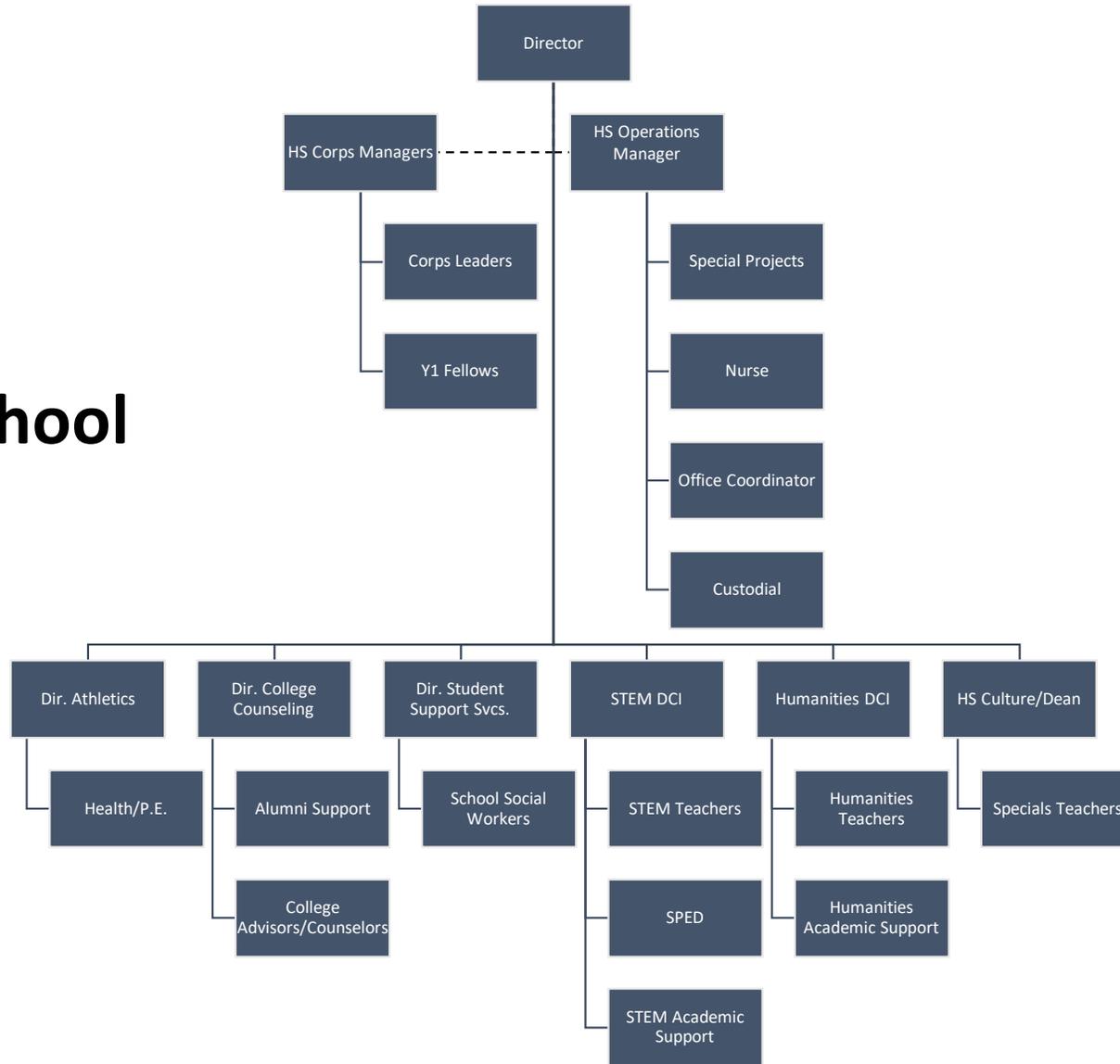




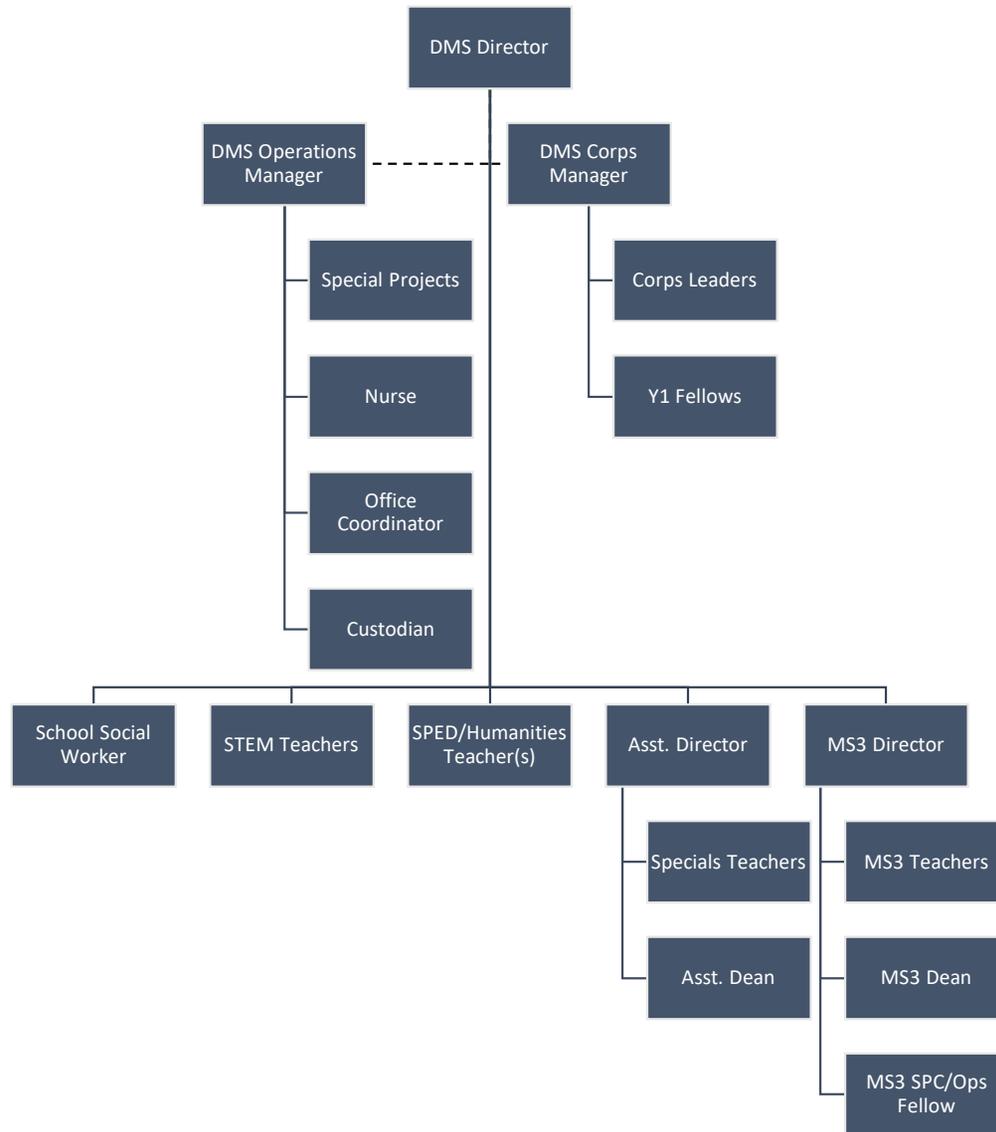
Talent/Finance



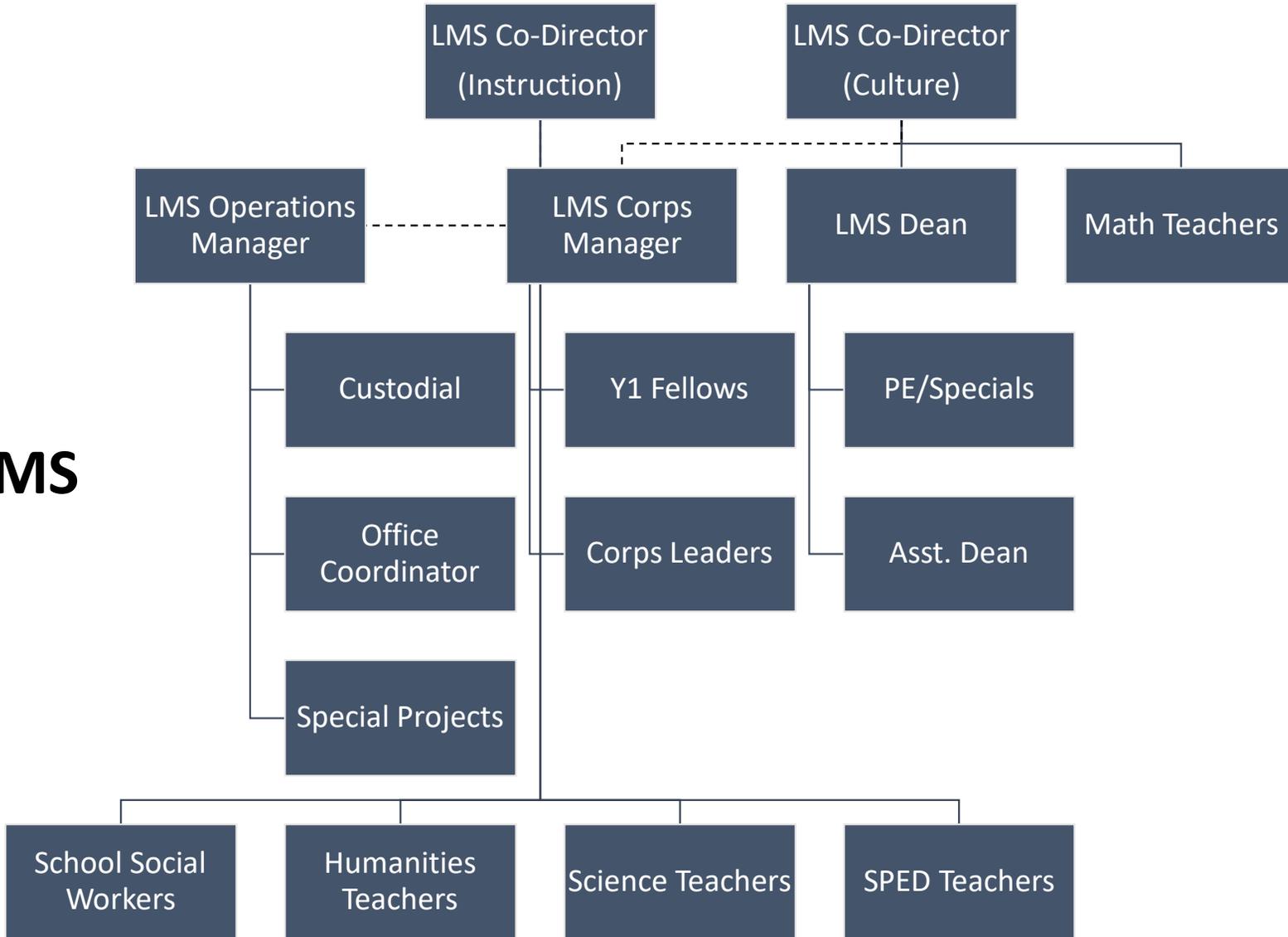
High School



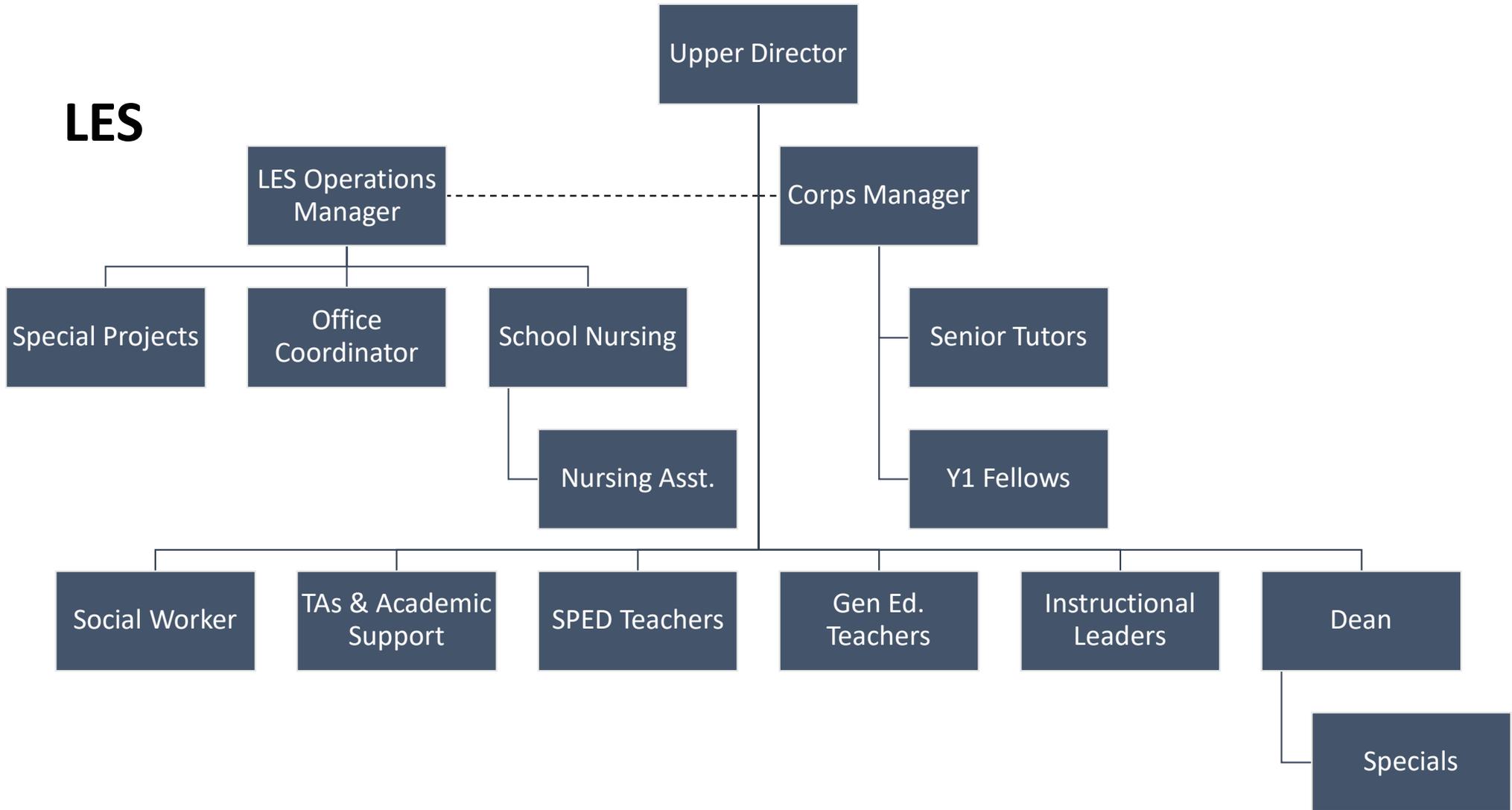
DMS



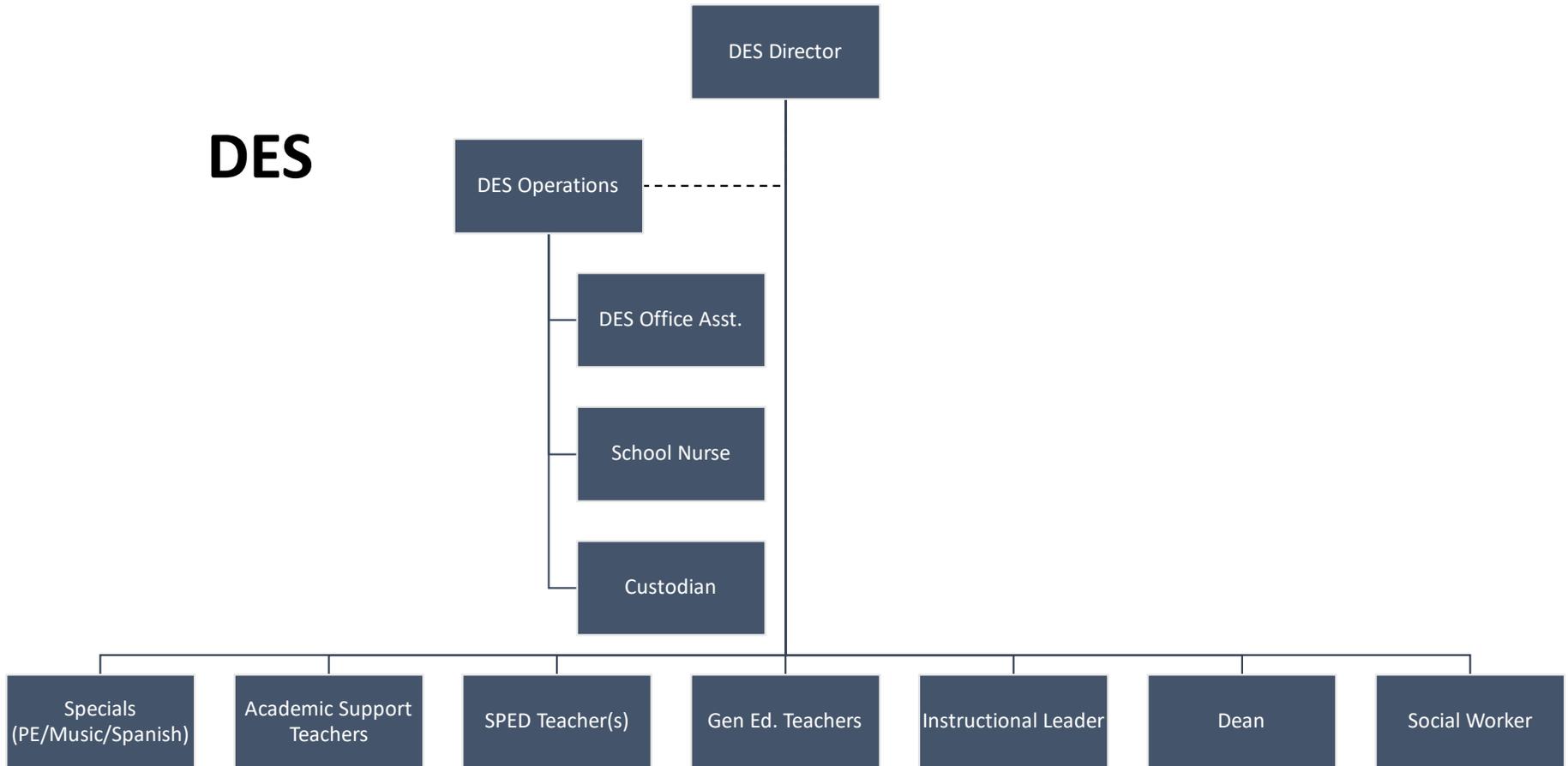
LMS



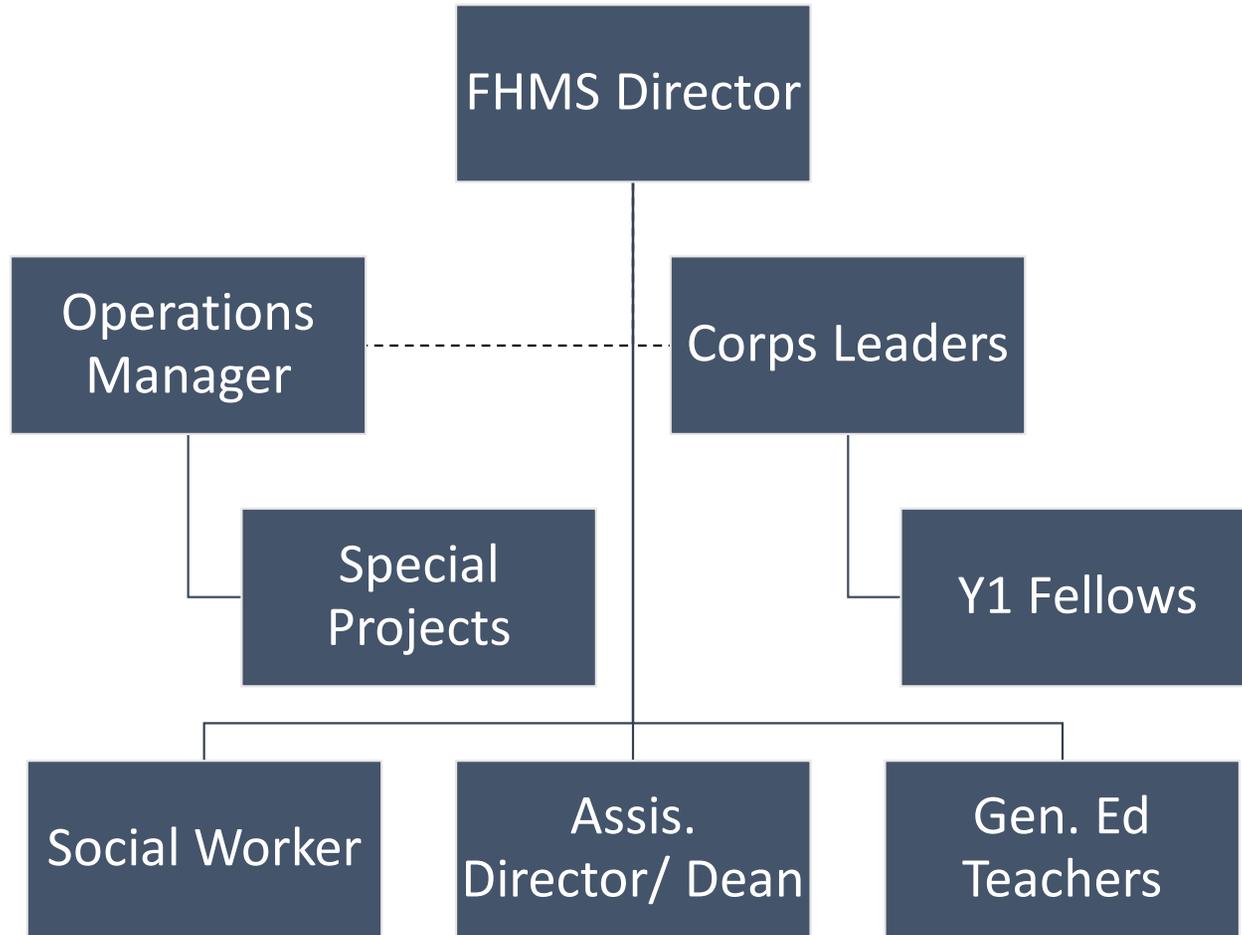
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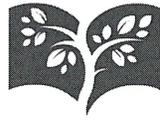


DES



FHMS





GREAT OAKS LEGACY CHARTER SCHOOL

December 19, 2019

U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

To Whom It May Concern:

I am writing with regard to Great Oaks Legacy Charter School, a public charter school district operating in the city of Newark, New Jersey.

On May 6th, 2016, the New Jersey Department of Education approved the consolidation of Great Oaks Charter School and Newark Legacy Charter School as a single entity, named Great Oaks Legacy Charter School. Upon merging, Great Oaks Legacy Charter School applied and received state approval for expansion. This consolidation in 2016 had the effect of renewing the charter for Great Oaks Legacy Charter School, evidenced by the five year charter term communicated on February 28th, 2017 in a letter from the New Jersey Department of Education. In turn, this letter serves as proof of charter renewal, and in the state of New Jersey such letters are distributed to charters upon renewal.

Please feel free to contact me to discuss further. If there are questions regarding charter status, please contact the New Jersey Department of Education Office of Charter and Renaissance Schools at 609-376-9083 or scharters@doe.nj.gov.

Sincerely,



Great Oaks Legacy Charter School
909 Broad Street
Newark, NJ 07102
(413) 433-4472





State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

May 6, 2016

Mr. Jared Taillefer
Great Oaks Charter School
Newark Legacy Charter School
24 Maiden Lane
Newark, NJ 07102

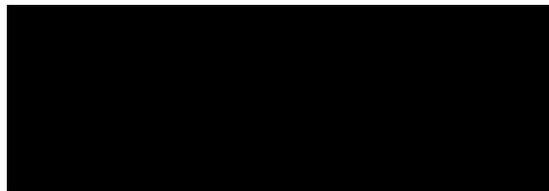
Dear Mr. Taillefer:

On April 12, 2016, Great Oaks Charter School submitted a comprehensive consolidation application with Newark Legacy Charter School for the 2016-2017 school year. In accordance with N.J.S.A. 18A:36A-4(e), any two charter schools within the same public school district that are not operating the same grade levels may petition the commissioner to amend their charters and consolidate into one school. On April 19, 2016, Newark Public Schools submitted a letter recommending the approval of the consolidation application between Great Oaks Charter School and Newark Legacy Charter School.

The consolidation of Great Oaks Charter School and Newark Legacy Charter School into a single entity would provide students in these two schools with a single continuous preschool through grade 12 educational program. The two schools' missions and educational programs are uniquely aligned to ensure a smooth transition into a single entity. It has also been determined that a consolidation would accommodate the transfer of students who would otherwise be subject to the random selection process.

It is my pleasure to inform you that I am approving the request to consolidate Great Oaks Charter School and Newark Legacy Charter School by June 30, 2016. The new entity will be named Great Oaks Legacy Charter School. I confirm the school's maximum approved enrollment in accordance with the school's consolidation application.

If you have any questions, please contact Harold Lee, director, Office of Charter Schools at 609-292-5850.



Commissioner

DCH/PM/HL: s/consolidation applications/Great Oaks and Newark Legacy

c: Patricia Morgan
Anne Corwell
Karen Campbell
Harold Lee
Yut'se Thomas
Joseph Zarra
Christopher Cerf

www.nj.gov/education

February 28, 2017

Mr. Richard Hernandez, President
Board of Trustees
Great Oaks Legacy Charter School
24 Maiden Lane
Newark, NJ 07102

Dear Mr. Hernandez:

On November 30, 2016, Great Oaks Legacy Charter School submitted an amendment request to revise the school's enrollment and notification of a new satellite campus effective beginning in the 2017-2018 school year. The charter amendment was sought pursuant to N.J.A.C. 6A:11-2.6, which allows a charter school to submit an amendment request to the Commissioner after having been granted a charter. The New Jersey Department of Education (Department) has completed a comprehensive review including, but not limited to, student performance on statewide assessments, operational stability, fiscal viability, public comment, fiscal impact on sending districts, and other information in order to make a decision regarding the school's amendment request.

Based on recommendations and my review, I am granting the school's request. Please note that Pre-Kindergarten enrollment is determined on an annual basis by the Division of Early Childhood Education. I confirm the school's maximum approved enrollment below for the district of residence of Newark.

Grade Level	2017-2018	2018-2019	2019-2020	2020-2021
Pre-K	210	210	315	315
K	180	180	270	270
1	125	180	180	270
2	125	125	180	180
3	180	125	270	180
4	125	180	125	270
5	125	125	180	125
6	125	125	125	180
7	160	125	125	125
8	150	160	125	125
9	132	150	160	125
10	90	132	150	160
11	99	90	132	150
12	80	99	90	132
TOTAL	1906	2006	2427	2607

The school's requested additional site location is confirmed at:

9-11 Hill Street, Newark, New Jersey 07102

Upon receipt of this letter, please provide all facility related documents to the Department, Office of Charter and Renaissance Schools and County Education Office. Pursuant to N.J.A.C. 6A:11-2.6, once the school finalizes plans for other satellite campuses, please provide the required amendment documentation.

If you have any questions, please contact Katherine Czehut, director, Office of Charter and Renaissance Schools at 609-292-5850.

Sincerely,



Kimberley Harrington
Acting Commissioner

KH/CSE/KC/JB/s: amendments\Expansion 2016-17\Great Oaks Legacy Approval

c: Colleen Schulz-Eskow
Katherine Czehut
Yut'se Thomas
Joseph Zarra
Christopher Cerf

GREAT OAKS LEGACY



CHARTER SCHOOL

Appendix F – Student Academic Achievement

NOTE: New Jersey does not provide student academic data disaggregated by subpopulation for each school operating within a public charter district (race/ethnicity, economically disadvantaged, students with disabilities, or English-language Learners) except for charter districts as a whole. The state does not provide this information for individual charter campuses. Therefore, Great Oaks Legacy Charter School is providing only one student academic achievement report, which is for all students in the charter district.

The most recent complete set of data available, disaggregated by subgroup, is for 2017-18. Data for 2018-19 in this format will not be available until March 2020, but GOLCS can provide that to CSP staff as soon as it becomes available through the New Jersey Department of Education.



GREAT OAKS LEGACY CHARTER SCHOOL

(80-6053-917)

Grades Offered: PK-12

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



GREAT OAKS LEGACY CHARTER SCHOOL
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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	GREAT OAKS LEGACY CHARTER SCHOOL
Principal Name	MR. TAILLEFER
Address	24 MAIDEN LANE NEWARK, NJ 07102
Phone Number	(973)565-9170
Email Address	JTAILLEFER@GREATOAKSLEGACY.ORG
Website	https://greatoakslegacy.org/
Facebook	https://www.facebook.com/GreatOaksLegacyCharterSchool/
Twitter	https://twitter.com/GOCSNewark



GREAT OAKS LEGACY CHARTER SCHOOL
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 2017-2018

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	0	0	0
KG	0	5	3
1	0	60	60
2	0	87	75
3	0	92	84
4	0	82	86
5	0	81	78
6	87	163	136
7	76	150	161
8	67	128	139
9	117	92	109
10	66	111	95
11	44	61	102
12	0	37	52
Total	457	1,149	1,180

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	55.4%	55.8%	53.9%
Male	44.6%	44.2%	46.1%
Economically Disadvantaged Students	79.9%	87.2%	84.9%
Students with Disabilities	15.3%	15.1%	14.7%
English Learners	3.3%	1.7%	2.5%
Homeless Students		0.0%	0.2%
Students in Foster Care		0.5%	0.4%
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	0.2%	0.3%	0.4%
Hispanic	18.4%	11.4%	11.4%
Black or African American	81.0%	87.4%	87.6%
Asian	0.4%	0.2%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.0%
Two or More Races	0.0%	0.4%	0.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	5	3

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	457	1,149	1,180
Shared Time Students	0	0	0
Full Time Equivalent	457	1,149	1,180

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	98.3%
Spanish	1.4%
Other Languages	0.3%



GREAT OAKS LEGACY CHARTER SCHOOL
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 2017-2018

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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	44	44	50	Met Standard	53	53	50	Met Standard
White	*	*	50	**	*	*	51	**
Hispanic	44.5	44.5	49	Met Standard	49	49	48	Met Standard
Black or African American	44.5	44.5	44	Met Standard	53	53	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	N	61	**	N	N	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	44.5	44.5	48	Met Standard	53	53	47	Met Standard
Students with Disabilities	35	35	41	Not Met	28	28	43	Not Met
English Learners	52	52	54	**	*	*	51	**



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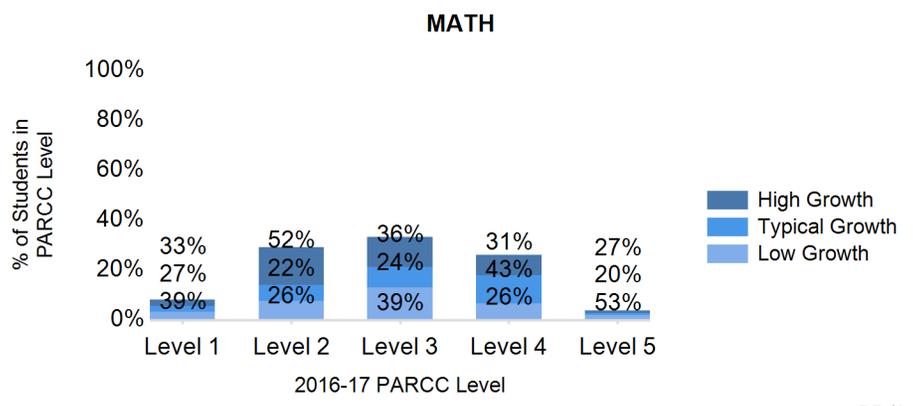
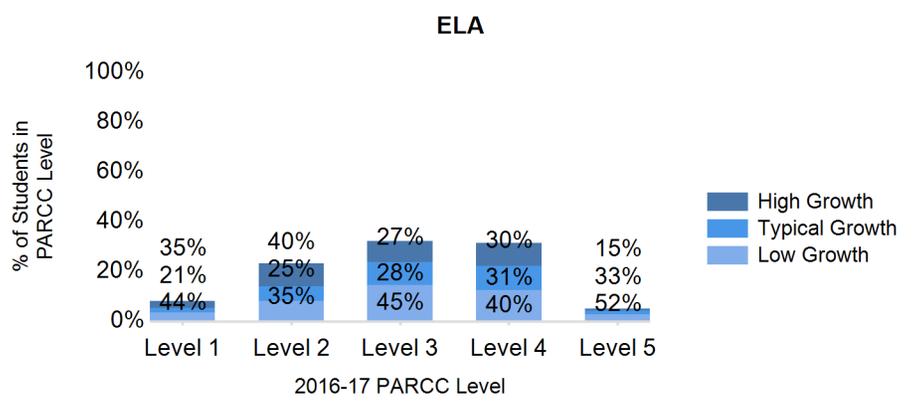
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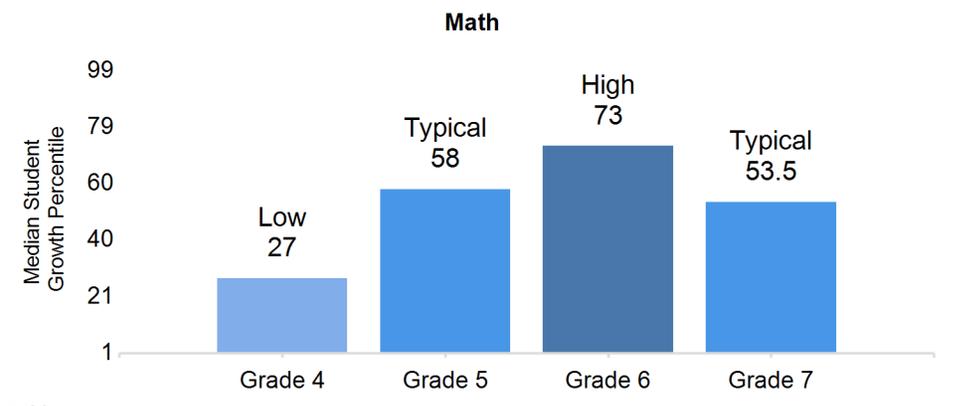
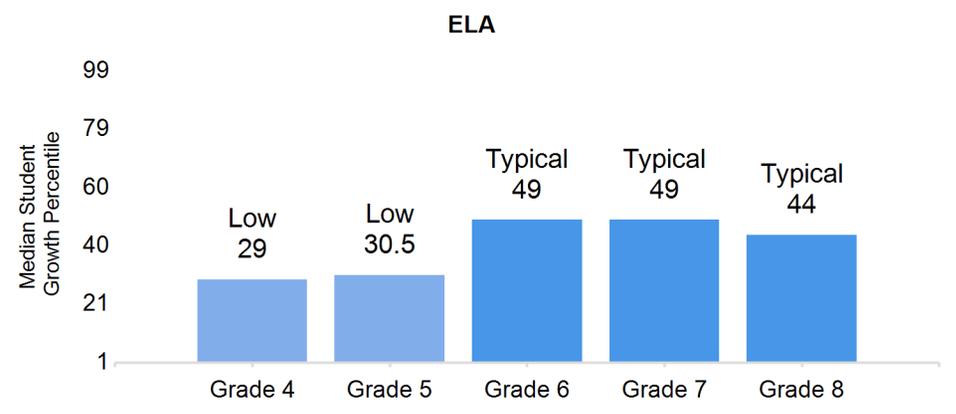
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



Student Growth by Grade

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





GREAT OAKS LEGACY CHARTER SCHOOL
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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	873	98.5	41.9	41.9	56.7	41.9	45.8	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	100	100.0	36.0	36.0	42.5	36.0	47.8	Not Met
Black or African American	764	98.3	42.5	42.5	37.3	42.5	45.2	Met Target†
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	484	98.4	44.0	44.0	64.5	44.0		
Male	389	98.7	39.4	39.4	49.4	39.4		
Economically Disadvantaged Students	736	98.5	41.5	41.5	38.5	41.5	53.5	Not Met
Non-Economically Disadvantaged Students	137	98.6	44.5	44.5	67.5	44.5		
Students with Disabilities	146	98.0	12.3	12.3	21.6	12.3	16.5	Met Target†
Students without Disabilities	727	98.7	47.9	47.9	63.9	47.9		
English Learners	26	100.0	30.7	30.7	27.3	30.7	61	Not Met
Non-English Learners	847	98.5	42.3	42.3	59.4	42.3		
Homeless Students	*	*	*	*	27.7	*		
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	81	741	741	750	14%	20%	33%	*	*	33%	52%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	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	45	736	736	756	*	*	27%	*	*	27%	57%
Male	36	748	748	744	*	*	42%	*	*	42%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	733	733	756	12%	36%	20%	*	*	31%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	81	732	732	739	12%	37%	20%	*	*	31%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	43	736	736	762	*	28%	*	*	*	35%	63%
Male	40	730	730	751	*	45%	*	*	*	28%	53%
Economically Disadvantaged Students	66	731	731	740	*	*	*	*	*	30%	40%
Non-Economically Disadvantaged Students	17	743	743	767	*	*	*	*	*	35%	70%
Students with Disabilities	10	698	698	726	*	*	*	*	*	*	25%
Students without Disabilities	73	738	738	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	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	76	729	729	755	14%	32%	28%	26%	0%	26%	58%
White	N	N	N	763	N	N	N	N	N	N	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	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	43	727	727	762	*	28%	*	*	*	23%	66%
Male	33	731	731	749	*	36%	*	*	*	30%	51%
Economically Disadvantaged Students	62	729	729	739	*	*	*	*	*	26%	39%
Non-Economically Disadvantaged Students	14	728	728	766	*	*	*	*	*	29%	71%
Students with Disabilities	18	712	712	724	*	*	*	*	*	11%	22%
Students without Disabilities	58	734	734	762	*	*	*	*	*	31%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	742	742	754	9%	14%	40%	27%	9%	36%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	115	742	742	737	10%	13%	40%	29%	9%	37%	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	67	749	749	761	*	*	45%	*	*	42%	64%
Male	62	734	734	748	*	*	35%	*	*	31%	48%
Economically Disadvantaged Students	113	741	741	739	*	*	*	*	*	35%	37%
Non-Economically Disadvantaged Students	16	745	745	764	*	*	*	*	*	50%	68%
Students with Disabilities	24	705	705	723	*	*	*	*	*	*	18%
Students without Disabilities	105	750	750	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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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 (80-6053-917)
 Grades Offered: PK-12
 2017-2018

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 N No Data is available to display
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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	160	751	751	760	7%	13%	26%	37%	18%	55%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	22	749	749	746	*	*	*	*	*	55%	49%
Black or African American	135	751	751	740	*	*	26%	37%	17%	54%	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	*	*	*	767	*	*	*	*	*	*	68%
Female	88	757	757	769	*	*	25%	*	*	60%	72%
Male	72	743	743	752	*	*	26%	*	*	49%	54%
Economically Disadvantaged Students	133	752	752	742	*	*	*	*	*	57%	44%
Non-Economically Disadvantaged Students	27	745	745	771	*	*	*	*	*	44%	73%
Students with Disabilities	23	714	714	721	*	*	*	*	*	17%	22%
Students without Disabilities	137	757	757	768	*	*	*	*	*	61%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	750	750	759	7%	12%	33%	38%	10%	48%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	14	753	753	744	0%	*	*	*	*	36%	45%
Black or African American	122	750	750	739	8%	11%	32%	41%	8%	49%	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	85	754	754	768	*	*	33%	*	*	52%	69%
Male	51	744	744	751	*	*	33%	*	*	41%	52%
Economically Disadvantaged Students	111	750	750	740	*	*	*	*	*	48%	42%
Non-Economically Disadvantaged Students	25	752	752	769	*	*	*	*	*	48%	71%
Students with Disabilities	26	716	716	719	*	*	*	*	*	12%	19%
Students without Disabilities	110	758	758	766	*	*	*	*	*	56%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	748	748	752	*	16%	32%	*	*	48%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	24	744	744	735	*	*	46%	*	*	38%	38%
Black or African American	82	749	749	734	*	17%	27%	*	*	52%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	57	751	751	759	*	*	33%	*	*	53%	63%
Male	51	744	744	744	*	*	31%	*	*	43%	46%
Economically Disadvantaged Students	93	750	750	733	*	*	*	*	*	49%	34%
Non-Economically Disadvantaged Students	15	733	733	761	*	*	*	*	*	40%	65%
Students with Disabilities	18	721	721	716	*	*	*	*	*	*	15%
Students without Disabilities	90	753	753	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	738	738	749	17%	15%	33%	*	*	35%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	15	718	718	733	*	*	*	*	*	20%	38%
Black or African American	79	741	741	728	14%	15%	33%	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	54	735	735	759	*	*	37%	*	*	33%	60%
Male	42	741	741	739	*	*	29%	*	*	38%	42%
Economically Disadvantaged Students	77	737	737	730	*	*	*	*	*	35%	34%
Non-Economically Disadvantaged Students	19	742	742	758	*	*	*	*	*	37%	59%
Students with Disabilities	11	699	699	707	*	*	*	*	*	*	15%
Students without Disabilities	85	743	743	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	748	748	736	11%	15%	24%	*	*	49%	39%
White	N	N	N	737	N	N	N	N	N	N	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	83	747	747	729	*	18%	28%	*	*	45%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	56	753	753	745	*	*	25%	*	*	54%	48%
Male	42	740	740	728	*	*	24%	*	*	43%	31%
Economically Disadvantaged Students	86	745	745	730	13%	*	*	*	*	45%	33%
Non-Economically Disadvantaged Students	12	766	766	739	0%	*	*	*	*	75%	42%
Students with Disabilities	18	717	717	708	*	*	*	*	*	17%	13%
Students without Disabilities	80	755	755	742	*	*	*	*	*	56%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

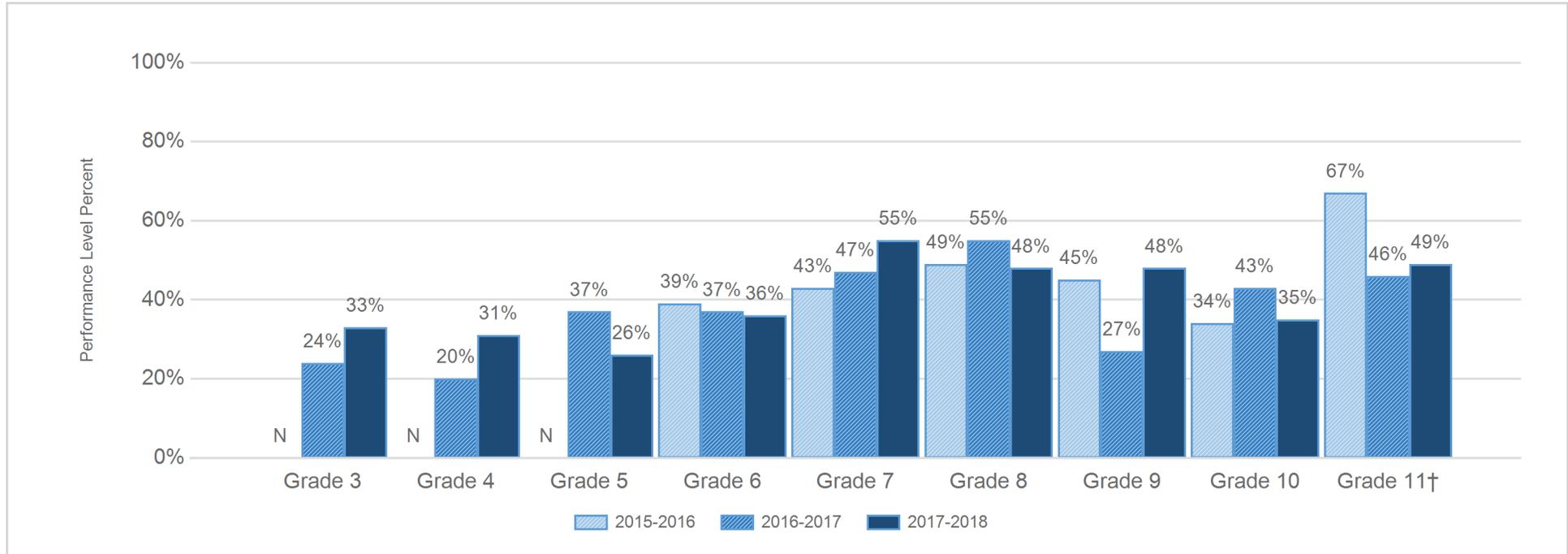


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	871	98.4	34.0	34.0	45.0	34.0	48.7	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	100	100.0	28.0	28.0	29.2	28.0	45.8	Not Met
Black or African American	762	98.2	34.4	34.4	23.4	34.4	49.1	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	482	98.2	32.6	32.6	46.0	32.6		
Male	389	98.7	35.7	35.7	43.9	35.7		
Economically Disadvantaged Students	735	98.4	34.6	34.6	26.6	34.6	57.7	Not Met
Non-Economically Disadvantaged Students	136	98.6	30.9	30.9	55.9	30.9		
Students with Disabilities	144	97.3	*	*	17.1	*	23	Not Met
Students without Disabilities	727	98.7	*	*	50.5	*		
English Learners	26	100.0	15.4	15.4	24.6	15.4	35.6	Not Met
Non-English Learners	845	98.4	34.5	34.5	46.9	34.5		
Homeless Students	*	*	*	*	17.3	*		
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	81	744	744	752	*	17%	28%	*	*	46%	53%
White	N	N	N	760	N	N	N	N	N	N	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	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	45	740	740	752	*	*	27%	*	*	42%	53%
Male	36	748	748	751	*	*	31%	*	*	50%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



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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	82	735	735	748	*	33%	22%	*	*	37%	49%
White	N	N	N	755	N	N	N	N	N	N	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	80	735	735	730	*	33%	23%	*	*	36%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	42	737	737	748	*	36%	*	*	*	40%	50%
Male	40	733	733	748	*	30%	*	*	*	33%	49%
Economically Disadvantaged Students	65	733	733	733	*	*	*	*	*	35%	30%
Non-Economically Disadvantaged Students	17	742	742	758	*	*	*	*	*	41%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	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	76	734	734	748	*	*	42%	26%	0%	26%	49%
White	N	N	N	756	N	N	N	N	N	N	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	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	43	733	733	749	*	*	49%	*	*	19%	50%
Male	33	734	734	747	*	*	33%	*	*	36%	48%
Economically Disadvantaged Students	62	734	734	733	*	*	*	*	*	24%	29%
Non-Economically Disadvantaged Students	14	733	733	758	*	*	*	*	*	36%	62%
Students with Disabilities	18	713	713	726	*	*	*	*	*	11%	20%
Students without Disabilities	58	740	740	752	*	*	*	*	*	31%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



GREAT OAKS LEGACY CHARTER SCHOOL
 (80-6053-917)
 Grades Offered: PK-12
 2017-2018

Report Key:
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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	129	738	738	744	9%	21%	36%	*	*	34%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	115	739	739	726	9%	21%	37%	*	*	34%	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	67	743	743	745	*	16%	46%	*	*	33%	45%
Male	62	733	733	742	*	26%	24%	*	*	35%	42%
Economically Disadvantaged Students	113	739	739	729	*	*	*	*	*	34%	24%
Non-Economically Disadvantaged Students	16	735	735	753	*	*	*	*	*	38%	56%
Students with Disabilities	24	701	701	717	*	*	*	*	*	*	13%
Students without Disabilities	105	747	747	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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	160	740	740	743	*	23%	40%	*	*	33%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	22	736	736	732	*	*	*	*	*	32%	27%
Black or African American	135	740	740	727	*	23%	41%	*	*	33%	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	*	*	*	748	*	*	*	*	*	*	51%
Female	88	743	743	745	*	23%	40%	*	*	35%	45%
Male	72	736	736	741	*	22%	40%	*	*	31%	42%
Economically Disadvantaged Students	133	742	742	730	*	*	40%	*	*	35%	24%
Non-Economically Disadvantaged Students	27	732	732	751	*	*	41%	*	*	26%	55%
Students with Disabilities	23	712	712	717	*	*	*	*	*	*	12%
Students without Disabilities	137	745	745	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	693	693	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	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	14	693	693	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	735	N	N	N	N	N	N	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	14	693	693	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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 2017-2018

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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	247	742	742	746	6%	26%	28%	*	*	39%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	40	744	744	730	*	25%	33%	*	*	35%	27%
Black or African American	205	741	741	727	6%	26%	28%	*	*	40%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	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	143	741	741	748	*	22%	31%	*	*	39%	48%
Male	104	742	742	745	*	31%	25%	*	*	39%	44%
Economically Disadvantaged Students	206	744	744	729	*	23%	29%	*	*	42%	25%
Non-Economically Disadvantaged Students	41	731	731	756	*	39%	24%	*	*	27%	57%
Students with Disabilities	33	709	709	716	*	*	*	*	*	*	13%
Students without Disabilities	214	747	747	752	*	*	*	*	*	*	52%
English Learners	12	725	725	710	*	*	*	*	*	17%	*
Non-English Learners	235	742	742	749	*	*	*	*	*	40%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	722	722	735	11%	49%	29%	10%	0%	10%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	14	713	713	723	*	*	*	*	*	*	14%
Black or African American	83	722	722	719	*	48%	31%	*	*	11%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	56	718	718	736	*	*	*	*	*	*	30%
Male	43	727	727	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	85	720	720	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	14	730	730	741	*	*	*	*	*	*	38%
Students with Disabilities	19	707	707	713	*	*	*	*	*	*	*
Students without Disabilities	80	725	725	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	721	721	727	30%	28%	28%	*	*	14%	30%
White	N	N	N	733	N	N	N	N	N	N	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	45	718	718	705	36%	24%	24%	*	*	16%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	29	714	714	728	*	*	*	*	*	*	30%
Male	28	727	727	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

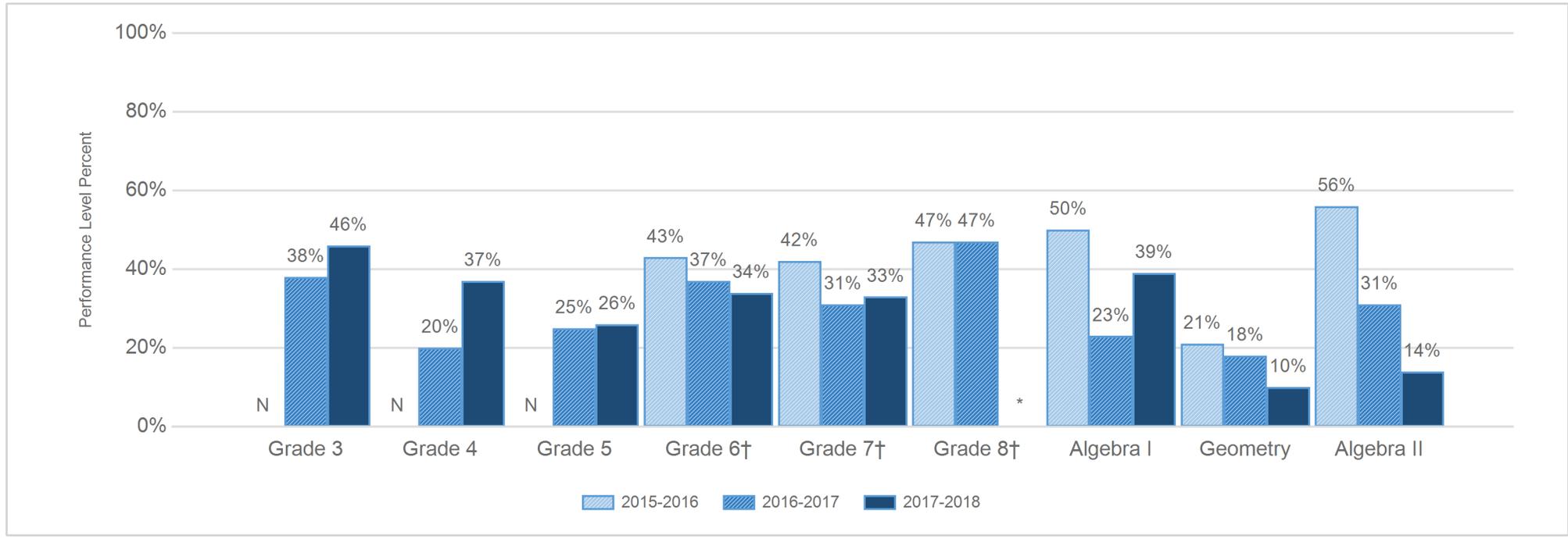


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

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	47.6%	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	15	86.7%	13.3%
3-4	11	81.8%	18.2%
5 or more	N	N	N



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	*	85.0%
12th graders taking SAT in 2017-18 or prior years	90.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	100.0%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	*	478	Grade 10: 430 Grade 11: 460	*	62%
PSAT 10/NMSQT - Math	*	478	Grade 10: 480 Grade 11: 510	*	42%
SAT - Reading and Writing	466	542	480	43%	72%
SAT - Math	518	543	530	49%	54%
ACT - Reading	16	24	22	10%	62%
ACT - English	16	24	18	35%	78%
ACT - Math	19	24	22	25%	62%
ACT - Science	16	23	23	*	53%



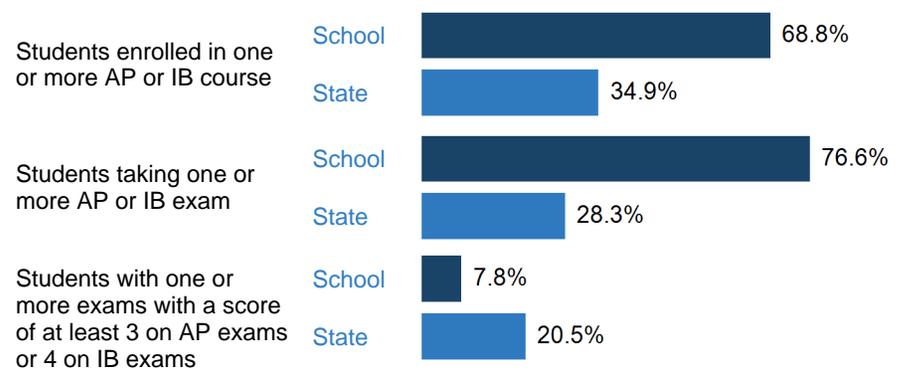
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



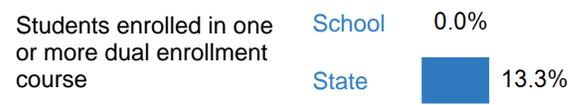
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	15	14
AP Chemistry	15	14
AP English Language and Composition	91	84
AP Environmental Science	34	22
AP Seminar	10	9
AP U.S. History	0	83
AP World History	0	26
Total Exams taken		252
Exams with scores of at least 3 on AP exams or 4 on IB exams		20

Dual Enrollment Coursework - Participation

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





GREAT OAKS LEGACY CHARTER SCHOOL
 (80-6053-917)
 Grades Offered: PK-12
 2017-2018

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

Career and Technical Education Participation

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

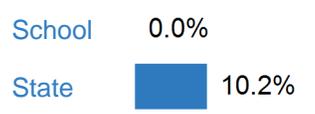
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

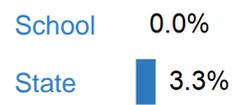
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





GREAT OAKS LEGACY CHARTER SCHOOL
 (80-6053-917)
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 2017-2018

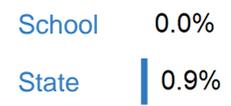
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

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



GREAT OAKS LEGACY CHARTER SCHOOL

(80-6053-917)

Grades Offered: PK-12

2017-2018

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	145
7	0	0	0	0	0	0	163
8	0	0	0	0	0	0	90
9	105	1	0	0	0	0	14
10	19	78	2	0	0	0	9
11	1	15	63	21	0	0	10
12	0	0	7	20	15	0	9
Total	125	94	72	41	15	0	440
Enrolled in AP/IB Course					15	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	114	0	0	0	0
10	94	9	0	0	0	0
11	3	98	0	1	5	0
12	0	15	0	36	0	0
Total	97	236	0	37	5	0
Enrolled in AP/IB Course	0	15		34	0	0
Enrolled in Dual Enrollment Course					0	0



GREAT OAKS LEGACY CHARTER SCHOOL

(80-6053-917)

Grades Offered: PK-12

2017-2018

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	0	0	0	0	113
10	102	0	0	0	0	1
11	1	106	0	0	0	0
12	0	0	0	0	0	51
Total	103	106	0	0	0	165
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	1	0	0	0	0	0	0
10	103	0	0	0	0	0	0
11	103	0	0	0	0	0	0
12	51	0	0	0	0	0	0
Total	258	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	51	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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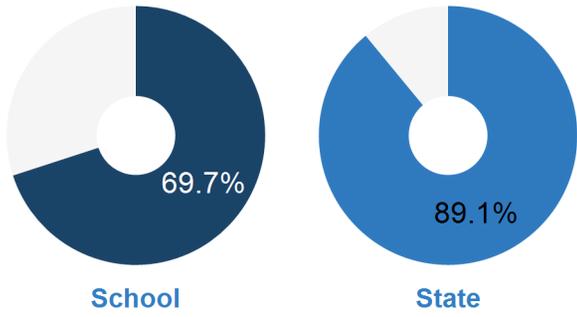
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Visual and Performing Arts – Course Participation

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

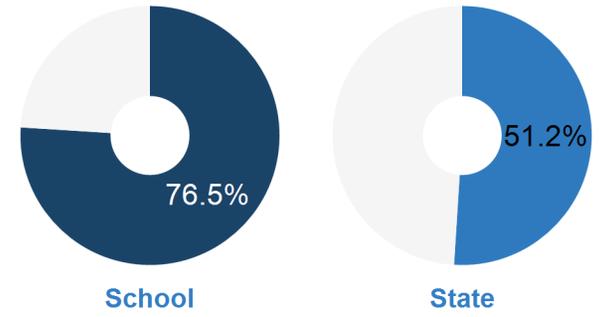
Grades 6-8:

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

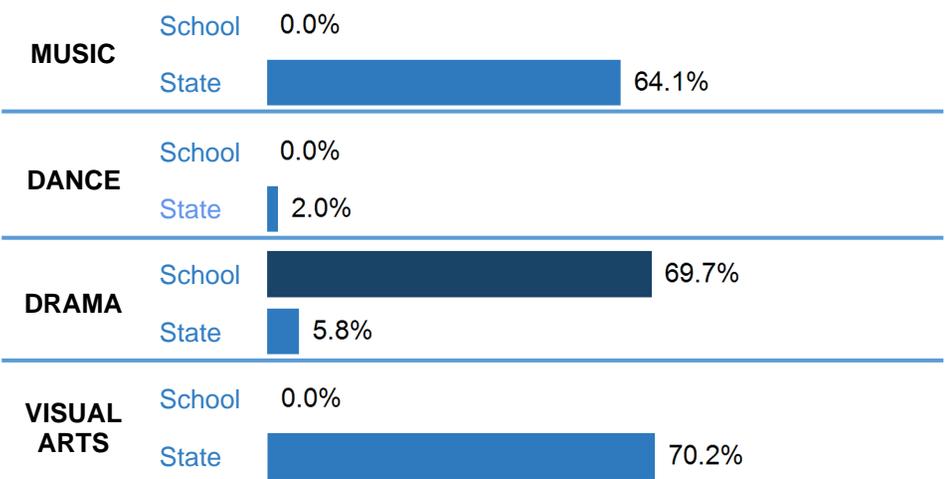


Grades 9-12:

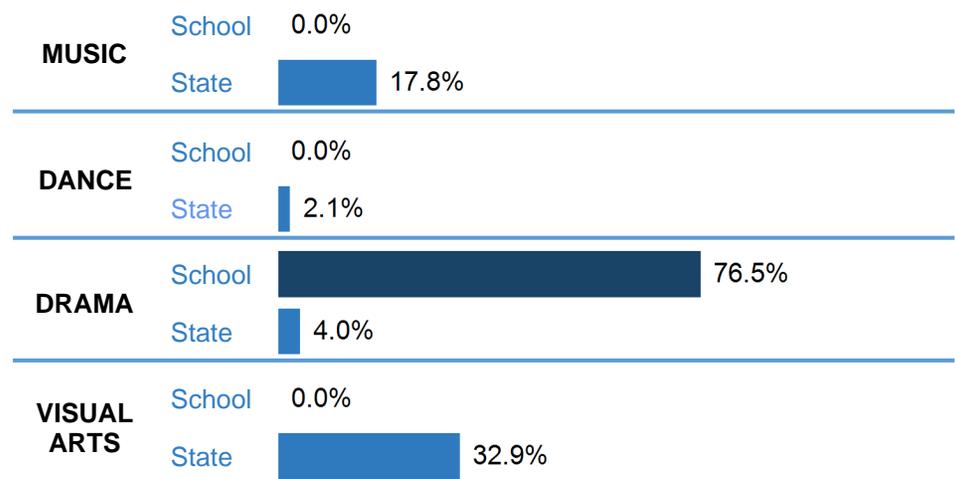
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	68.3%	90.9%	91.1%	92.4%	71.4%	N	N	*	**	**
White	N	95.0%	N	95.7%	N	N	N	*	**	**
Hispanic	*	84.8%	*	87.3%	*	**	**	N	N	N
Black or African American	62.8%	84.2%	*	86.8%	70.7%	N	N	N	N	N
Asian, Native Hawaiian or Pacific Islander	*	97.0%	N	97.7%	N	N	N	N	N	N
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	66.0%	84.6%	96.4%	87.0%	80.0%	N	N	*	**	**
Students with Disabilities	*	80.1%	*	83.5%	*	**	**	N	N	N
English Learners	*	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	79.1%	76.7%
Substitute Competency Test	14.0%	16.3%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	7.0%	7.0%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	68.3%	-
2017	71.4%	91.1%
2016	N	*

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.3%	1.2%
2016-2017	1.0%	1.1%
2015-2016	0.9%	1.2%



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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	79.1%	2.9%	97.1%
White	N	N	N
Hispanic	*	*	*
Black or African American	77.8%	0%	100%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	81.3%	3.8%	96.2%
Students with Disabilities	*	*	*
English Learners	*	*	*

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	88.6%	0%	100%	51.6%	48.4%	90.3%	9.7%
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	84.6%	0%	100%	40.9%	59.1%	86.4%	13.6%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

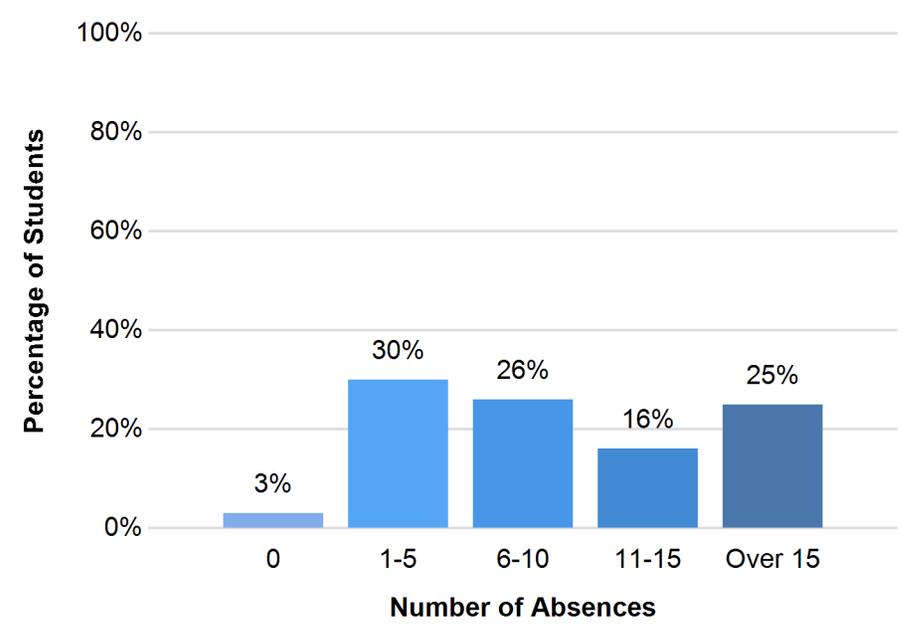
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	245	18.4	10.9	Not Met
White	*	*	**	**
Hispanic	25	16.8	10.9	Not Met
Black or African American	218	18.7	10.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	230	20.4	10.9	Not Met
Students with Disabilities	43	24.4	10.9	Not Met
English Learners	4	13.8	10.9	Not Met

Days Absent

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





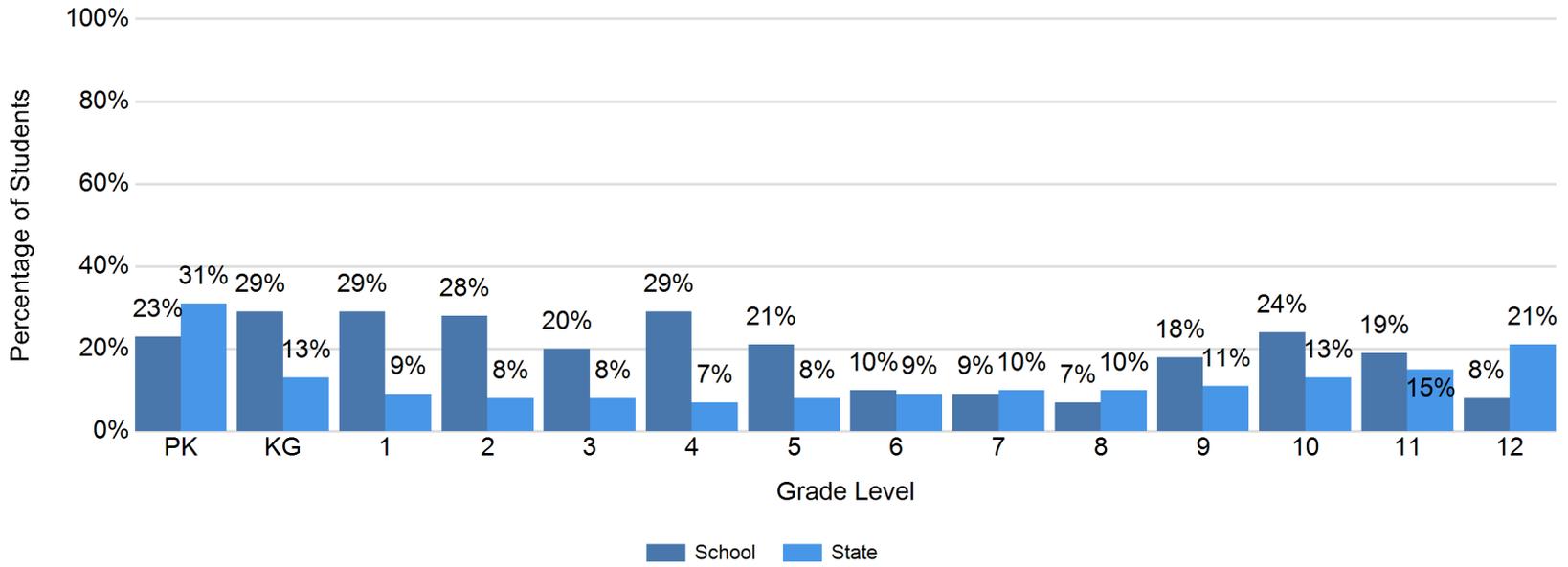
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	5
Vandalism	3
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.44

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	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	268	22.7%
Any Suspension	268	22.7%
Removal to other education program	0	0.0%
Expulsion	*	*
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
1113



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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	8:00 AM
Typical End Time	3:55 PM
Length of School Day	7 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 40 Mins
Shared Time - Instructional Time	6 Hrs. 40 Mins.

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	9.4:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	\$941	\$13,559	\$14,500



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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	70	117,464
Average years experience in public schools	4.3	12.0
Average years experience in district	0.9	10.7
Teachers in district for 4 or more years	9.4%	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	11	9,374
Average years experience in public schools	6.4	16.0
Average years experience in district	3.3	12.0
Administrators in district for 4 or more years	62.5%	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	17:1	17:1
Students to Administrators	107:1	107:1
Teachers to Administrators	6:1	6:1
Students to Librarians/Media Specialists		N
Students to Nurses		1180:1
Students to Counselors		1180:1
Students to Child Study Team		197:1



GREAT OAKS LEGACY CHARTER SCHOOL
 (80-6053-917)
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 2017-2018

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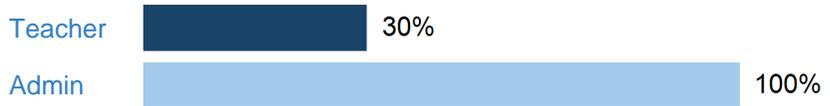
Teachers and Administrators - Level of Education

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	50.0%	90.2%
2016-17 Administrators: Same district 2017-18	71.4%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%



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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	71.4%	90.9%
Male	28.6%	9.1%
White	41.4%	36.4%
Hispanic	7.1%	9.1%
Black or African American	35.7%	54.5%
Asian	15.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	33.33	12.2%†
Mathematics Proficiency	64.58	12.2%†
Graduation Rate - 4-Year	0.00	15.2%†
Graduation Rate - 5-Year	**	**
English Language Arts Growth	45.83	15.2%†
Mathematics Growth	66.67	15.2%†
Progress Towards English Language Proficiency	44.44	20.0%†
Chronic Absenteeism	29.55	10.0%†
Summative Score: Sum of all indicator scores multiplied by indicator weights	40.89	n/a
Summative Rating: Percentile Rank of Summative Score	43.75	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	N	**	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	No	**	**	N	**	**	**	n/a	**	No
Hispanic	34.64	14.08	No	Not Met	Not Met	**	N	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	47.96	21.20	No	Met Target†	Not Met	N	N	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	N	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	**	**	n/a	**	No
Economically Disadvantaged Students	49.81	21.20	No	Not Met	Not Met	N	**	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	20.33	14.08	No	Met Target†	Not Met	**	N	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Not Met	Not Met	N	**	**	**	**	Not 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 your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Our program focuses on academic scholarship combined with mastery of discipline and development of character. The rigor of our academic program equips scholars with the tools they need to excel. • At Great Oaks Legacy Charter School, we use a data-driven approach to plan and implement lessons, and employ a variety of customized daily scholar supports.
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Great Oaks Legacy Charter School is to prepare students for success in college. Great Oaks Legacy strives for a complex, multi-faceted approach to raise the bar and close the achievement gap in all subject areas through various instructional techniques. Every middle and high school student at Great Oaks Legacy Charter School receives two hours of tutoring daily during the school day from a member of the Great Oaks Legacy Tutor Corps. Tutor Corps members are recent college graduates who commit to a year of service at Great Oaks Legacy and tutor the same students each day at the school from September to June. Students receive one hour of tutoring in English Language Arts and one hour of tutoring in Mathematics with one or two other students in their grade from the same tutor each day. Tutors work with staff members to create study materials for students in each grade, plan interventions for their students, and communicate with parents.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our first two high school graduating classes boast a 100% college acceptance rate, with 92% of seniors enrolling in 2- or 4-year colleges following graduation, dramatically beating out the national and Newark statistics. In additions, the Class of 2017 and Class of 2018 were collectively awarded almost \$8 million in first-year scholarships.</p>



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 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Football (Boys), Soccer (Boys), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Great Oaks Legacy Charter School offers a variety of sports and athletic opportunities for our middle school and high school students. We are a member of the Charter School Athletic League and compete in a variety of sports throughout the year. We also have competitive cheerleading and step dance teams, as well as opportunities for sports-based enrichment such as our popular skiing program in the winter.</p>
 <p>Clubs and Activities:</p>	<p>Extra-curricular activities are an important part of the school experience at any age. Starting with our youngest scholars, Great Oaks Legacy Charter School offers opportunities to engage in music and art programs both during the school day and afterschool. From our karate program, which continues to be one of our most popular options at the elementary level, to our HS African Student Alliance and so many program in between, we strive to provide our students with a variety of ways to expand their knowledge and interact with their peers and teachers in a more informal and social setting.</p>



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 <p>Before and After School Programs:</p>	<p>Across grade levels, Great Oaks Legacy Charter School provides academic programming before and after school hours to support students with individual learning needs - from Online Instruction to small group tutoring to homework help. Great Oaks Legacy Charter School offers Before Care for our younger scholars at parent request to meet the needs of different family schedules and ensure student safety. For After Care, we are proud to partner with the Boys and Girls Club of Newark at both of our elementary locations to provide transportation and access to their extensive programming.</p>
 <p>Staff and Professional Learning:</p>	<p>The Great Oaks Legacy Charter School provides staff members with high quality professional development in order to improve instructional quality and student achievement. Teachers participate in various forms of professional development such as weekly coaching sessions, data and curriculum planning meetings with a content based coach. Additionally, ELA, Math and Science teachers participate in content based professional development workshops from NMSI (National Math Science Initiative) that supports with vertical and horizontal curriculum alignment. School leaders participate in monthly network professional learning communities and engage in learning walks to enhance their instructional leadership skills.</p>
 <p>Postsecondary Information:</p>	<p>The College & Alumni team has worked consistently with our Class of 2019 regarding college applications, financial aid applications, EOF/EOP applications and scholarship research. Currently, 98% of the Class of 2019 have applied to either and/or both 2-year and 4-year colleges - submission of these applications were in by November 16, 2018. As of January 23, there are 367 college acceptances. Programming events coordinated and implemented to help in achieving 72% of FAFSA applications being complete by October 4h was due to a two-night family financial aid workshop.</p>



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 <p>Student Supports and Services:</p>	<p>GOLCS provides our students with disabilities with multiple modalities of learning tailored to their individual needs. We follow our 2nd guiding principle of differentiated instruction by catering to our students learning styles, providing various opportunities to learn, and by incorporating assistive technology to increase student engagement and retention. In addition, provide a positive school culture and climate conducive to learning. We also encourage family and community involvement through multiple means of communication on a weekly basis.</p>
 <p>Student Health and Wellness:</p>	<p>All Great Oaks Legacy students receive nutritious meals, including breakfast, lunch, and snacks, free of charge, regardless of family income. Our nutritional program includes meals cooked on-site and hot meals delivered by our healthy food vendor. All GOLCS students participate in physical education and health classes, and are given the opportunity to join enrichment classes, including karate, yoga, kickboxing, and more. In addition, we offer soccer, track, basketball, volleyball, and flag football as part of the Charter School Athletic League. We encourage family health and wellness via campus-based health & wellness days and events. GOLCS has partnered with local fitness providers including Newark Yoga and Brick City Strength to offer fitness classes to students.</p>
 <p>Parent and Community Involvement:</p>	<p>Each Great Oaks Legacy campus has a Parent Action Committee (PAC) comprised of parents and families who meet semi-monthly or monthly to discuss relevant topics, plan events, and support school efforts. Great Oaks Legacy has an open door policy to encourage parents and families to be actively involved in their students' education. Our campus leaders encourage parent involvement through curriculum nights, parent potlucks, family dances, and many other parent and family events. We set a goal of 10 involvement hours for every family, every school year. This school year Great Oaks Legacy has employed a Parent Liaison to support our parent involvement, coordination, and advocacy efforts.</p>



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 Climate Surveys:	<p>Great Oaks Legacy participates in the national semi-annual teacher Insight Survey which is designed to measure our school's instructional culture and is benchmarked against high performing schools across the country. GOLCS also administers an internal semi-annual Big Picture Survey, which is designed to collect feedback from all staff regarding instructional quality and student and staff culture. Annually, our staff participate in focus groups facilitated by a third party consultant who provides summary responses, themes, and key focus areas to school leadership. Traditionally, we have also administered both student and staff surveys at least once per school year to elicit student, parent, and family feedback regarding the quality of our academic and character development programs. Our leaders use the data from all surveys and focus groups to help guide strategic (short and long-term) planning.</p>
 Facilities:	<p>The Great Oaks Legacy Charter School operates 4 buildings throughout Newark. Our largest, home of our Legacy Elementary School and Legacy Middle School, was formerly operated by the Newark Public Schools as the Madison Avenue School. In the four years since we partnered with the district to operate the facility, we have invested several million dollars in replacing windows and flooring, modernizing technology and safety systems, improving outdoor recreational spaces and refitting classrooms with modern instructional equipment. Our Downtown Middle School occupies a new, custom-designed space in the Teacher Village mixed-use development in Downtown Newark, while our Downtown Elementary School occupies a converted office building two blocks away. Our High School occupies a campus in the historic Lincoln Park section of Newark and has been extensively renovated to meet our school's needs.</p>
 School Safety:	<p>Great Oaks Legacy Charter School takes the safety of our students, staff and community as our highest priority. We fully comply with all state regulations in regard to Emergency Preparedness and daily school safety, and use a variety of methods to ensure the safety of our students on a daily basis. We maintain security staff at all sites, at all times, and use security cameras to further ensure safety. Finally, we stress school safety from within by building time into our curriculum for events such as our annual Week of Respect.</p>



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 <p>Technology and STEM:</p>	<p>Great Oaks Legacy uses blended learning technology to further individualize ELA and Math instruction. Students work in the ALEKS mathematics program on individual student laptops. ALEKS is a web-based, intelligent assessment and learning system that uses adaptive questioning to determine which math topics a student does or does not know. ALEKS leads students through guided practice on topics that the student is most ready to learn.</p>
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GREAT OAKS LEGACY



CHARTER SCHOOL

Appendix G – Supplemental Organizational Budgets and Financial Information

GREAT OAKS LEGACY



CHARTER SCHOOL

Appendix H – Additional Information

Appendix

Item

H-1: Great Oaks Legacy Charter School – Great Oaks Foundation - History

H-2: MS ELA and MS Math Curricula

H-3: Navigator Program

H-4: Newark Enrolls Guidebook

H-5: Science behind ALEKS

H-6: Research on i-Ready

H-7: “We’re Present” Article

H-8: GOLCS’s High rates of college acceptance and scholarship awards (articles)

H-9: Top 25 IHEs enrolling GOLCS students

H-10: Special Education Team Vision Statement and Counts of Students with Disabilities

Great Oaks Legacy Charter School and Great Oaks Foundation: A History

Great Oaks Legacy Charter School (GOLCS) is a public charter district operating five schools within the city of Newark, New Jersey. GOLCS employs a centralized network support team that provides CMO administrative services to the five currently operating GOLCS schools. Such support involves financial planning and management, operations, human resources, data and assessments, marketing and communications, and strategic initiatives.

Great Oaks Foundation was incorporated subsequent to the establishment of the Great Oaks charter, which opened its first school in Newark in 2011. Accordingly, the applicant for this grant (GOLCS) was operational prior to the formation of Great Oaks Foundation. Upon its inception, the primary objective of Great Oaks Foundation was to support Great Oaks charter schools, beginning first in the city of Newark and extending its support to additional Great Oaks schools operating in New York and Delaware.

GOLCS and Great Oaks Foundation does not have, and has not previously had, a management relationship. As such, GOLCS has operated as an independent network of schools within Newark, New Jersey with a board of directors that serve as fiduciaries, govern the GOLCS charter district autonomously, and reserve sole administration and academic oversight.

Currently, and historically, Great Oaks Foundation has provided support to GOLCS with regard to philanthropic endeavors. Specifically, this has involved soliciting an Americorps national direct service grant and executing its administration, as well as submitting prior grant applications for federal Charter Schools Program funding, for which Great Oaks Foundation was awarded funding in 2014 and 2017. For the active 2017 grant award received by Great Oaks Foundation, GOLCS was provided funding to add 480 additional seats to their public charter district. At the conclusion of the 2018-2019 school year, GOLCS fulfilled the growth of the 480 seats as part of the 2017 grant. In summary, the FY20 application that GOLCS is submitting for CSP funding represents adding new seats that are above and beyond what was awarded in the 2017 grant award.

Like the relationship between KIPP regions throughout the country and KIPP Foundation, GOLCS participates in convenings held by Great Oaks Foundation that feature forums for communities of practice. Moving forward, GOLCS anticipates a continued relationship with Great Oaks Foundation with respect to our existing Americorps grant administration. GOLCS does not anticipate engaging with Great Oaks Foundation in a management relationship, nor does GOLCS anticipate working with Great Oaks Foundation on future replication and expansion grants.

Vision for Navigator MS Literature:

Our mission at Great Oaks Legacy Charter School is to prepare students for success in college. Our mission is intricately tied to our literacy program; in order to achieve this mission, our students must be critical, compelling and thoughtful readers, writers, speakers and listeners. Indeed, our literacy program must serve not just to promote foundational skills to ensure that scholars are well-prepared for a rigorous college experience, but stretch their knowledge, perspective and character to deeply understand themselves and the world around them.

The Navigator Literature program exists to provide students with open source materials which enable them, daily, to do grade level work. Grade level work is equity work. [Findings](#) demonstrate that reading volume, although clearly a consequence of developed reading ability, is itself a significant contributor to the development of other aspects of verbal intelligence.” As such, the GOLCS Literature curriculum has been designed to provide students with daily access to [complex text](#). These texts provide both [mirrors and windows](#) for students over the course of their middle school career.

Tenets & Mindsets of the Navigator Literature Program:

We teach literature culturally responsively | Our program aims to help teachers facilitate the curriculum in such a way as to [be responsive](#) to the students in their classes. We communicate high expectations to scholars and deeply believe they can meet those expectations. Our lessons are designed to foster these high expectations and the correlative coaching and guidance to help scholars meet those expectations.

We keep sight of the forest for the trees | It is easy to lose sight of what really matters amid the details of the program. Ultimately, the text is king – what matters most is holding the text sacred and using that to drive other elements of the program in the day to day of teaching.

We scaffold; we don’t rescue | By far and away, the most common problem in classrooms is how often teachers (inadvertently) lower the bar for students by over scaffolding continuously throughout the lesson. In our program, we challenge students with grade level work, knowing that [all students](#) can be successful on grade level work when it is offered equitably.

We build independent readers, thinkers, and learners | Our instruction should be student-centered; students must do the heavy lifting. Engaging in productive struggle is what [allows students to grow from learned dependency into independence](#).

We help students foster a joy and value of reading | A joyful reader is a [lifelong reader](#). This literature block may begin to build student joy and value of reading, and there should be additional time in the day for scholars to read independently from books of their choice. A rich classroom library has at least 300 books; [here](#) is a list of some culturally-responsive titles to begin curating.

We value purpose over process | Our program and its systems and tools are not the end game. Rather, they are meant to facilitate rich and rigorous literature classrooms. That, above all, is held high.

Ultimately, each lesson sets out to create the following opportunities for scholars:

Building reading stamina	Over the course of their middle school careers, students build stamina to independently tackle complex texts of various genres.
Reading to learn	Students should spend a majority of class time every day reading, rereading, annotating, and discussing the class texts. Research suggests that grappling with increasingly complex texts, rather than seeking mastery of discrete skills, is what drives student understanding in reading.
Building meaning through collaboration	Students should develop meaning with the help of their peers. Students can build each other's comprehension of text and world knowledge through discourse . They should challenge each other's perceptions and conclusions, and articulate how their own thinking has shifted based on their interactions with their classmates.
Building voice and agency	Discourse builds critical consciousness. As, Freire notes , "Knowledge emerges only through invention and re-invention, through the restless, impatient continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other." Students are empowered to share their voice in every lesson; they build agency through accountability to sharing their perspectives with others.
Writing in response to text	Writing can be used , in a fundamental way, as an assessment of reading comprehension and analysis, as, "the task of taking complex ideas and describing them in precise vocabulary and deft syntax is one of the most cognitively demanding tasks students can perform in the classroom...In almost any college classroom - certainly in the humanities - it is the format in which mastery is finally expressed in which ideas get the fullest credit. Even if you do 'get it,' if you can't put it in writing, cogently and coherently, it simply doesn't count as much."
Revising (writing) to build precision and learn from mistakes	Students should also be given ample feedback from teachers (and peers) on their reading, thinking -- and writing -- and then have the opportunity to revise the content of their annotations, discussion points, and writing to better address audience, purpose, and task.

Vision for Strong School/Network Implementation of Navigator Lit

Launch

Ensure strong change management through investment, clarity of vision, and airtight systems

- Procure all materials necessary for the program
- Build the right mindsets in leaders and teachers by investing in the program tenets (see above)
- Invest leaders and teachers in intellectual preparation
 - A teacher's level of intellectual preparation in many ways determines the effectiveness of a lesson. Therefore, teachers must spend the time to intellectually prepare, which predominantly consists of continuously internalizing the text itself.
- Set and train on the vision for the literature block
- Set the most important beginning of program systems:
 - Systems for IPP (who leads for each grade, when it will happen, what are pre-work expectations, what safeguards are in place to make sure IPP always happens)
 - Systems for Observation/Feedback (who leads for each grade, when it will happen, what safeguards are in place to make sure Obs/feedback always happens)
- Claim the real estate for Nav Lit PD throughout the year: ensure there is, at minimum, monthly time allocated on the PD calendar for Nav Lit PDs
- Calendar out IA cycles and data stepbacks

Execute

Ensure effective instruction through strong teacher preparation and continuous improvement, grounded in the Arc of the Year

- Develop teachers through sacred, frequent, high quality touchpoints:
 - Weekly IPP to ensure preparedness rooted in deep understanding of the text
 - Weekly Observation/Feedback to rapidly improve teacher execution of the block
 - Weekly LASW as both a mirror for teacher practice and a means to diagnose trends and deliver feedback to students
 - Monthly+ PD that sets the vision for the arcs of the year, and develops teacher skill in execution
- Coach, shadow, and develop the leaders to ensure they effectively lead the above work with teachers

Reflect and Improve

Ensure student outcomes by gathering data, setting goals, and making shifts

- Execute data stepbacks on a regular cycle (after the end of an arc, after IAs) that affirm what is working/going well and illuminate what needs to shift in leaders'/teachers' practice to impact student outcomes. Any data stepback should end with clear goals and action steps.
- Operationalize the goals and action steps from data stepbacks by calendaring things out (re-prioritizing as necessary), communicating shifts out to all stakeholders, claiming necessary PD real-estate, and sticking with goals until they are met.

Note: launch happens once in a school year, where as the execution and reflection/plan cycles are happening on an ongoing basis, and the two speak to each other.

Vision at the Lesson Level

5-8 MS Literature Fundamentals of Instruction (FOI): Reading Workout A			
Purposes	<p><i>In a Reading Workout A lesson, Scholars read several pages of text for the first time for the purpose of establishing meaning first and then, when appropriate, analyzing. The lesson leverages mostly independent reading, annotation, discussion, and writing to deepen student thinking. This approach is most often used to increase volume of reading and may also be used more frequently at the beginning of units.</i></p>		
Time Stamps	Opening/Launch	Heavy-lifting loops (Reading, Annotation, Discussion)	Writing & Closing
	<8 minutes	35 minutes (70% reading / 30% discussion)	10 minutes
What	How Long	What Happens	
<p>Launch: <i>Teacher quickly ensures students are prepared to dive into the text</i></p>	<8M	<ul style="list-style-type: none"> • As listed in lesson, T evaluates how successfully scholars read / understood text: Do Now; check for scholar annotations in text; check homework • T establishes clear and concise “through line” for the lesson, in which: <ul style="list-style-type: none"> • T expresses authentic joy for / appreciation of text • T contextualizes/builds the narrative for how today’s lesson fits within text or unit • T clearly connects this narrative to the unpacking of the prompt (or launch of loop 1). • T introduces the lesson’s guiding question, or invites students to do so, OR purposefully chooses to push this later in the lesson • S unpack the prompt to internalize focus for reading / writing; for a majority of lessons, this should happen independently • T monitors student work as they unpack the prompt to synthesize missteps and/or identify work to spotlight <div style="border: 1px solid black; background-color: #90EE90; padding: 5px; margin-top: 10px;"> <p>Desired Scholar Outputs: -Unpacked (annotated/internalized) prompt</p> </div>	

<p>Heavy Lifting Loops: Reading, Writing, and Discussion <i>Students understand and follow the intellectual expectations for the reading task to make their thinking visible.</i> <i>Students read and think deeply.</i> <i>Teachers gather data to inform class discussion.</i></p>	<p>30M</p>	<p>Reading/Annotating:</p> <ul style="list-style-type: none"> • T provides annotation directions and/or criteria for success for reading (including where S start and stop reading) • T connects to the through line of the lesson. This could be by connecting back to the TDQ or larger text • T strategically structures reading task (pairs, groups, solo) ensuring that at least once in every lesson, S always have an at-bat that is independent • T preserves, at minimum, 5 consecutive, uninterrupted minutes for students to read and grapple with the text • T holds S accountable for focused engaged reading including creating meaningful annotations. 100% of students should be focused before teacher moves to monitor their work. • T monitors class through predetermined pathway and tracks scholar comprehension & analysis - noting ideas and inferences that S make and the evidence used support these ideas <p>Discussion:</p> <ul style="list-style-type: none"> • T uses data from Time in Text to determine the best question to start the discussion and best structure for discussion • T uses data from Time in Text to prepare 1 -2 “back pocket” questions to deepen discussion, only to be deployed if needed • T clearly states question/directions and CFS for discussion if not already habitual • T ensures that multiple voices are heard in discussion and holds students accountable for active listening • As needed to surface diverse and voluminous evidence and deepen understanding about text, T guides or pivots conversation purposefully (e.g. provide feedback, wait longer to have S surface, send back into text, strategic Turn+Talk, call upon student identified during AgMo): • As needed, T <i>[or better, S]</i> concisely stamps the key ideas without being reductive to text or task • T proactively prompts S to use academic language and encourages use of relevant vocabulary <div style="border: 1px solid black; background-color: #e0ffe0; padding: 5px; margin-top: 10px;"> <p>Desired Scholar Outputs: -“Visible thinking” -- Annotations and/or jots show meta-cognition of reading / processing text for the first time and show thinking aligned to the reading purpose -Voluminous and diverse evidence surfaced -Rich and student-led discourse focused on the text -Annotations/jots added / revised during the discussion to show scholar change in thinking</p> </div> <p style="text-align: center;"><i>Repeat this loop with the next section of text.</i></p>
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<p>Writing & Closing <i>Scholars synthesize their thinking from the lesson and complete a written response to text</i></p>	<p>10M</p>	<ul style="list-style-type: none"> • As needed, T provides batch feedback to push student achievement on aspect of OER rubric • While S write, T circulates, collects data, and provides feedback <div style="border: 1px solid black; background-color: #e0ffe0; padding: 5px; margin-top: 10px;"> <p>Desired Scholar Outputs -A (proficient +) written response to the exit ticket</p> </div>
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5-8 MS Literature Fundamentals of Instruction (FOI): Reading Workout B & Close Reading			
Purposes	<p><i>In a Reading Workout B lesson</i>, scholars read and discuss several short sections of previously-independently-read text from their core text to analyze meaning and craft. To do this, scholars engage with these smaller sections of text in 2-3 “heavy lifting loops.” This lesson type leverages independent reading, annotation, discussion, and writing to deepen student thinking.</p> <p>During a <i>close reading lesson</i>, students will closely read a dense, rich text and demonstrate deep understanding of the text’s core meaning and authorial moves via reading for the literal meaning, the deeper meaning, author’s craft, and thematic understanding. Students deepen understanding through multiple reads, discourse, and writing. The structure of this lesson feels quite similar to a RwB; the major difference is the overall length of the text and the focus during each of the heavy lifting loops.</p>		
Time Stamps	Opening/Launch	Heavy-lifting loops (Reading, Annotation, Discussion)	Writing & Closing
	<8 minutes	35 minutes (50% reading / 50% discussion)	10 minutes
What	How Long	What Happens	
<p>Launch: <i>Teacher quickly ensures students are prepared to dive into the text</i></p>	<8M	<ul style="list-style-type: none"> • T administers DIRT quiz (should take max of 3M) • T strategically reviews DIRT quiz (or other data) to determine how prepared for today’s specific literature lesson students are • T establishes clear and concise “through line” for the lesson, in which: <ul style="list-style-type: none"> • T expresses authentic joy for / appreciation of text • T contextualizes/builds the narrative for how today’s lesson fits within text or unit • T clearly connects this narrative to the unpacking of the prompt (or launch of loop 1). • T introduces the lesson’s guiding question, or invites students to do so, OR purposefully chooses to push this later in the lesson • S unpack the prompt to internalize focus for reading / writing; for a majority of lessons, this should happen independently • T monitors student work as they unpack the prompt to synthesize missteps and/or identify work to spotlight <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Desired Scholar Outputs: -Completed DIRT quiz (w/ notes about question of focus, as applicable) -Unpacked (annotated/internalized) prompt</p> </div>	

<p>Heavy Lifting Loops: Reading, Writing, and Discussion <i>Students understand and follow the intellectual expectations for the reading task to make their thinking visible.</i> <i>Students read and think deeply.</i> <i>Teachers gather data to inform class discussion.</i></p>	<p>30M</p>	<p>Reading/Annotating:</p> <ul style="list-style-type: none"> • T provides annotation directions and/or criteria for success for reading (including where S start and stop reading) • T connects to the through line of the lesson. This could be by connecting back to the TDQ or larger text • T strategically structures reading task (pairs, groups, solo) ensuring that at least once in every lesson, S always have an at-bat that is independent • T preserves, at minimum, 5 consecutive, uninterrupted minutes for students to read and grapple with the text • T holds S accountable for focused engaged reading including creating meaningful annotations. 100% of students should be focused before teacher moves to monitor their work. • T monitors class through predetermined pathway and tracks scholar comprehension & analysis - noting ideas and inferences that S make and the evidence used support these ideas <p>Discussion:</p> <ul style="list-style-type: none"> • T uses data from Time in Text to determine the best question to start the discussion and best structure for discussion • T uses data from Time in Text to prepare 1 -2 “back pocket” questions to deepen discussion, only to be deployed if needed • T clearly states question/directions and CFS for discussion if not already habitual • T ensures that multiple voices are heard in discussion and holds students accountable for active listening • As needed to surface diverse and voluminous evidence and deepen understanding about text, T guides or pivots conversation purposefully (e.g. provide feedback, wait longer to have S surface, send back into text, strategic Turn+Talk, call upon student identified during AgMo): • As needed, T <i>[or better, S]</i> concisely stamps the key ideas without being reductive to text or task • T proactively prompts S to use academic language and encourages use of relevant vocabulary <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Desired Scholar Outputs: -“Visible thinking” → Annotations and/or jots surface diverse and voluminous evidence, draw conclusions about the text, and show analysis of text and craft in accordance to prompt and focus -Rich and student-led discourse focused on the text -Annotations/jots added / revised during the discussion to show scholar change in thinking</p> </div> <p style="text-align: center;"><i>Repeat this loop with the next section of text.</i></p>
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<p>Writing & Closing <i>Scholars synthesize their thinking from the lesson and complete a written response to text</i></p>	<p>10M</p>	<ul style="list-style-type: none"> • As needed, T provides batch feedback to push student achievement on aspect of OER rubric • While S write, T circulates, collects data, and provides feedback <div data-bbox="808 369 1321 493" style="border: 1px solid black; background-color: #e0e0e0; padding: 5px;"> <p>Desired Scholar Outputs -A (proficient +) written response to the exit ticket</p> </div>
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Overview

The purpose of this document is to clarify the core tenets of our mathematics program along with the key indicators of excellence.

Alignment to our Mission

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have longstanding importance in mathematics education

In the K-12 mathematics program at Great Oaks Legacy Charter School, our vision is set by what we will see in our scholars. We are building a program in which we will see the mathematical practices come to life through the shifts ([focus, coherence, rigor](#)), called for by the standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of GOLCS's Mathematics Program¹:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
 - Focus SMPs 1, 2, 3, 4, 5, 6, 7, 8
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
 - Focus SMPs 5, 6, 7
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
 - Focus SMPs 1, 2, 3, 4, 5, 7, 8
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
 - Focus SMPs: 1
5. Problem Solving: the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
 - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.
 - Focus SMPs: 1, 2, 3, 4, 5, 6, 7, 8

From the above tenets the standards for mathematical practice ([CCSSI 2010](#)) were derived:

- SMP1: Make sense of problems and persevere in solving them
- SMP2: Reason abstractly and quantitatively
- SMP3: Construct viable arguments and critique the reasoning of others
- SMP4: Model with mathematics
- SMP5: Use appropriate tools strategically
- SMP6: Attend to precision
- SMP7: Look for and make use of structure
- SMP8: Look for and express regularity in repeated reasoning

¹ Conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition are adapted from Kilpatrick, Swafford, and Findell, 2001 – Adding It Up: Helping Children Learn Mathematics

The tenets and practices are in service of the three shifts demanded by the Common Core:

1. **FOCUS: Focus strongly where the standards focus**

- Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.
- Focus deeply on what is emphasized in the standards, so that students gain strong foundations.

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction - concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra; linear functions

2. **COHERENCE: Across grades and linked to major topics**

- Carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years
- Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

One of several staircases to algebra designed in the OA domain.

1.OA
Operations and Algebraic Thinking
3. Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

3.OA
Operations and Algebraic Thinking
5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $2 \times 5 = 10$ can be found by $2 \times 5 = 10$, then $10 \times 2 = 20$, or by $5 \times 2 = 10$, then $10 \times 2 = 20$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

5.OA
Operations and Algebraic Thinking
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (692 \times 71)$ is three times as large as 692×71 , without having to calculate the indicated sum or product.

6.EE
Expressions and Equations
3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + 6)$ to produce the equivalent expression $6 + 18$; or apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; or apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.

3. **RIGOR: In major topics, pursue conceptual understanding, procedural skill and fluency, and application**

- The CCSSM require a balance of:
 - Solid conceptual understanding
 - Conceptual understanding supports the other aspects of rigor (fluency and application)
 - Procedural skill and fluency
 - The standards require speed and accuracy in calculation

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

- Application of skills in problem solving situations
 - Students can use appropriate concepts and procedures for application even when not prompted to do so
- Pursuit of all three requires intensity in time, activities, and resources

GOLCS: Middle School Mathematics Program Overview

2019

Math Cumulative Review (50 min block)

Purpose	Intellectual Preparation and Assessment
<p>Individualized and whole group instruction is used to build fluency with basic skills, the ability to apply mathematics in order to develop mastery of grade level content (Tier 1 Intervention), and problem solving skills.</p>	<p>Unit-Level Preparation:</p> <ol style="list-style-type: none"> 1. Teachers analyze assessment data (IAs, weekly quizzes, and Exit Tickets) and upcoming content, and identify key skills / concepts for spiraled review. Teachers map those skills / concepts into a cumulative review plan (homework, mixed practice, skill fluency). <p>Lesson Planning:</p> <ol style="list-style-type: none"> 1) Using network-shared resources, teachers create daily cumulative review that leverages recent a recent LASW protocol to target instruction based on student needs. 2) For each day of skill fluency and mixed practice, teachers plan a brief preview (skill fluency) and chart the error (mixed practice) to address common errors and misconceptions diagnosed in LASW. Additionally, and especially in co-taught classrooms, teachers should plan to pull 1-2 small groups daily based on student data to provide students with Tier 1 intervention as needed. 3) Teachers prepare for rapid feedback, including the creation of data trackers and identification of high-impact problems to monitor during each activity. <p>Cumulative Review Structure</p> <ul style="list-style-type: none"> - 0-5 min: HW Check/Fact Fluency - 10 min: Skill Fluency (Tier 1 small group pull if second teacher available) - 20 min: Mixed Practice² (Tier 1 small group pull if second teacher available) - 15-20 min: Problem of the Day <p>Assessment:</p> <ul style="list-style-type: none"> - IA: Standards are re-assessed according to the blueprint/SAS - Weekly Quizzes: Progress towards mastery of new and review standards monitored weekly on Network-wide weekly quizzes. - Daily: CR data is collected and analyzed daily through circulation w/data collection and collection of work.
Schedule	
<p>Full Day: 50 min Half Day: N/A</p>	

² Mixed Practice can be replaced one time per week with a 20 minute re-teach lesson if a class is exhibiting less than 50% mastery on a standard or demonstrates a clear trend across multiple standards/items on an assessment.

GOLCS: Middle School Mathematics Program Overview

2019

Math Lesson (50 min block)

Purpose	Intellectual Preparation and Assessment
<p>Through the use of Guided Inquiry, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, developing and proving mathematical conjectures, applying mathematical practices, thinking flexibly, and solving real-world problems.</p>	<p>Unit-Level Preparation:</p> <ol style="list-style-type: none"> 1. Teachers read and annotate the Unit Plan, completing sample problems and daily assessments, giving careful consideration to and researching concepts and processes that are potentially confusing and/or complex. 2. Teachers engage in the Unit Unpacking protocol with other teachers of their content and their dean, if possible. 3. Teachers also sequence lessons for the unit on their calendar and, if needed, make decisions regarding the number of lessons to teach against the number of teaching days. 4. In cases where flex days for reteaching are built into the aims calendar or the unit plan itself, teachers will decide where to pause and assess, and what data will be used to determine whether and what to reteach before moving on.
Schedule	<p>Lesson Planning:</p> <ol style="list-style-type: none"> 1) Teachers internalize daily shared-lesson plans following the Daily Lesson IPP individually and at least once per week with a coach. Customization may also be based on school specific needs, classroom data, and teacher coaching. 2) Teachers submit Phase 1 of the IPP for feedback to their dean/coach, and adjust plans based on feedback. 3) Teachers prepare exemplar work for all of the day's problems. <p>Structure for the Core Block</p> <ul style="list-style-type: none"> - 15 min: TAI + Opening (TAI Debrief) - 10 min: INM/TTC - 7 min: PP + Debrief - 12 min: IP + Debrief - 5 min: Exit Ticket <p>Assessment:</p> <ul style="list-style-type: none"> - IAs: Network-wide Interim Assessment to gauge understanding of content taught throughout the year; includes novel problems - Weekly Quizzes: Progress towards mastery of the unit is monitored weekly on Network-wide weekly quizzes. - Daily: Observational data, in-class work, Exit Tickets
<p>Full-Day: 50 min</p>	

GOLCS: Middle School Mathematics Program Overview

2019

Math Intervention Block

Purpose	Intellectual Preparation and Assessment
<p>Purpose – Tier 2 and tier 3 intervention are provided to the students who fall below a pre-determined indicators on internal (IAs) and external (EOC) assessments. Focus is on providing the most struggling students with instruction at their level to fill gaps in knowledge from previous grade levels necessary to support their success with grade level content. Tier 2 and 3 intervention occur outside of the core class.</p>	<p>Intervention Cycle/Unit Level Preparation:</p> <ol style="list-style-type: none"> Using data from previous IAs and state exams, teachers determine students who should be in Tier 2 and 3 math intervention groups. Using data summative assessments, teachers create progress goals for each student. (Typically, students are focusing on mastering one standard per week). Teachers should design an end-of-cycle assessment aligned to these goals. Using IA data and the S&S, select content goals for 3-4 standards and 1-2 fluency related skills for each IA cycle – based on grade level priority standards. Teachers use pencil-paper or online resources such as <i>Ready</i> (Tier 2) and <i>ST Math</i> (Tier 3) to instruct and provide practice on identified areas of need. Teachers assess to monitor progress against goals weekly. Every 6-8 weeks (aligned to IA cycles) teachers monitor progress using IA data and intervention post-assessment data to assess student growth, determine mastery of content goals, revise progress goals, and change student groupings as needed.
Schedule	<p>Materials/Resources:</p> <ul style="list-style-type: none"> GOLCS teacher resources shared on Better Lesson (vetted and unvetted), Engage NY, Investigations, EnVision, Ready, NY Coach, and Buckle Down Web-based individualized practice: i.e. Khan Academy, ST Math, etc... <p>Lesson Planning: The teacher prepares for two components of the intervention block to occur each day:</p> <ul style="list-style-type: none"> 5-10 min: Fluency work (pencil/paper or online program used by individual schools); this can include but should not be limited to basic fact fluency building. (Khan Academy or equivalent, or pencil/paper) 20-35 minutes of individualized instruction and practice (ST Math, Khan, pencil-paper); this segment should be planned to maximize independent work with strong rapid feedback. <p>Assessment:</p> <ul style="list-style-type: none"> Interim: Grade level standards are re-assessed according to the blueprint/SAS. Tier 2 groups may also take a teacher-created post-test aligned to the cycle goals. STEM and Special Services deans should monitor IA and weekly quiz data for all intervention students with teachers Daily: The web-based programs utilized by the teacher assess students daily providing teachers with frequent data to utilize while working with individual or small groups of students. Teachers collect data through observation and collection and analysis of any pencil-paper work completed.
<p>Full Day: 45-60 min Half Day: N/A</p> <p>Tier 2: 2x per week Tier 3: 4x per week</p>	

Re-Teach Lesson

Purpose	Intellectual Preparation and Assessment
<p>To provide additional support to students who are struggling to meet grade level standards (Tier 1 Intervention).</p>	<p>Unit-Level Preparation:</p> <ol style="list-style-type: none"> Teachers analyze assessment data (IAs, unit assessments) and upcoming content, and identify key skills / concepts for spiraled review. Teachers map those skills / concepts into a cumulative review plan (homework, mixed practice, skill fluency). When necessary, teachers may need to allocate an entire lesson block to re-teaching a high priority concept with which most students are struggling. <p>Lesson Planning:</p> <ul style="list-style-type: none"> Re-teach: For each re-teach lesson (including during CR when re-teach replaces mixed practice), teacher plans to use chart the error with guided discourse when 20-80% of students showed understanding or to use a more direct Modeled/Think Aloud approach when <20% of students showed understanding. Teacher plans additional practice aligned to core learning of re-teach. Teachers prepare to collect additional data and provide rapid feedback by creating data trackers and identifying high-impact problems to monitor and specific students who need additional support. <p>Re-teach Structure (range of times assumes 30 – 40 minutes allocated to the re-teach lesson)</p> <ul style="list-style-type: none"> 5-10 min: Chart the Error with Guided Discourse 15-20 min: Additional practice and rapid feedback 3-5 min: Debrief trends from independent work time 5 min: Re-assess <p>Assessment:</p> <ul style="list-style-type: none"> IA: Standards are re-assessed according to the blueprint/SAS Weekly Quizzes: Progress towards mastery of new and review standards monitored weekly on Network-wide weekly quizzes. Daily: Exit tickets used to re-assess mastery of the re-taught skill and concepts. CR data is collected and analyzed daily through circulation w/data collection and collection of work.

GOLCS: Middle School Mathematics Program Overview

2019

Recommended Additional Tier 1 Intervention Times

Type of Intervention	Who should we target?	What's the purpose?	When could these happen?	What materials could we use?	How many students should be targeted?	Who is best to lead this intervention?
Pre-Teaching Core Content	Students on the cusp of proficiency	To increase rate of skill acquisition, build confidence, and get additional at bats, the math teacher pre-teaches that day's the lesson to students.	20 -30 minutes during breakfast or AM advisory	The class materials for the day.	15-20/grade	Math Teacher
HW Club	Students with low completion or accuracy on HW	Ensure that HW is completed with fidelity and that work done on HW is completed with excellence.	30 minutes during lunch or immediately after school	Shared HW materials.	As needed	Math Teacher or Interventionist
Priority Standards Re-teaching	Students on the cusp of proficiency	Ensure that all students on the cusp are making marked progress on the low and medium level items to meet network goal of >84% average on L level items and >69% on M level items.	During CR (in place of Mixed practice at most 1x per week), during intervention block, lunch, or additional time in day.	Test prep books or revised problem sets from core lesson and CR.	15-20/grade as needed	Math Teacher or Interventionist
Work Redo	All students – weekly quizzes	Guarantee that all students correct the work from weekly quizzes and are able to demonstrate mastery with re-do.	Weekly redo block, advisory	Weekly Quizzes	As needed	Math Teacher or Interventionist

Welcome to our info session!



What is Achievement First?

Achievement First is a top-performing charter network with 37 schools. AF is committed to sharing ALL that we have learned over 20 years about how to provide students with an excellent education.

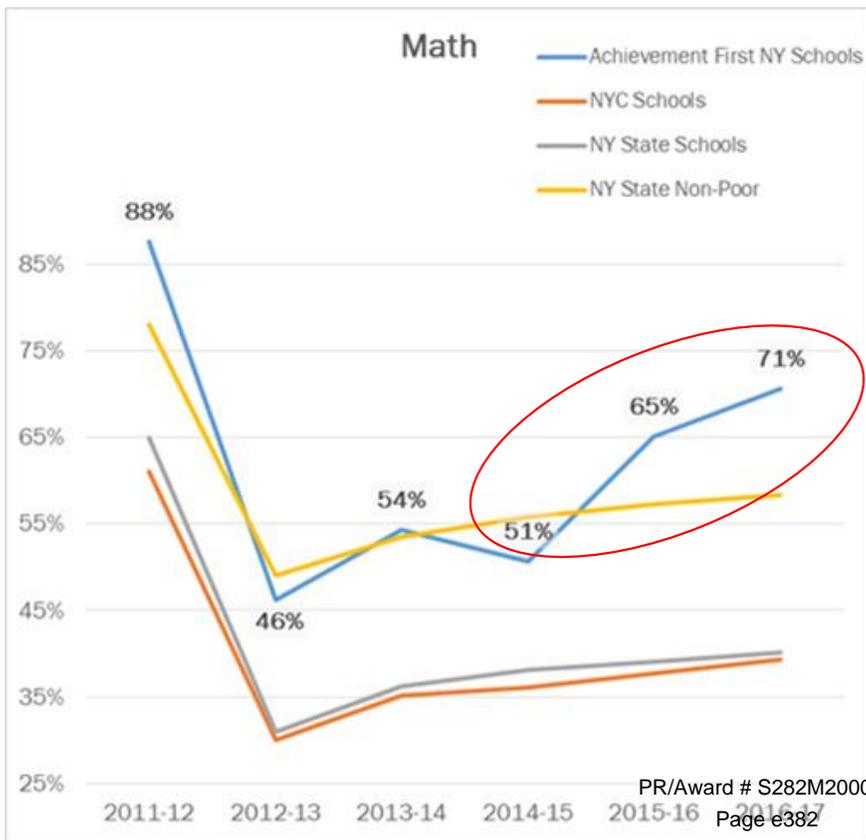
What is Navigator?

Navigator provides schools with intense support to implement AF's curriculum and build instructional capacity to drive student achievement at their schools.



ACHIEVEMENT FIRST'S RESULTS

Combined proficiency compared to city, state, and state non-poor averages



2012 – 2013: Shift to Common Core State Standards came to NY

2013 - 2016: AF network invests in intensive curriculum & instruction development in response to CCSS



OUR APPROACH



Through Navigator, schools have access to ALL necessary materials – curricula, training modules, and assessments + PD on the essential practices for effective implementation, and weekly coaching sessions to build skill and monitor progress.

SHARE EVERYTHING



PROVIDE DEEP, CONSISTENT SUPPORT



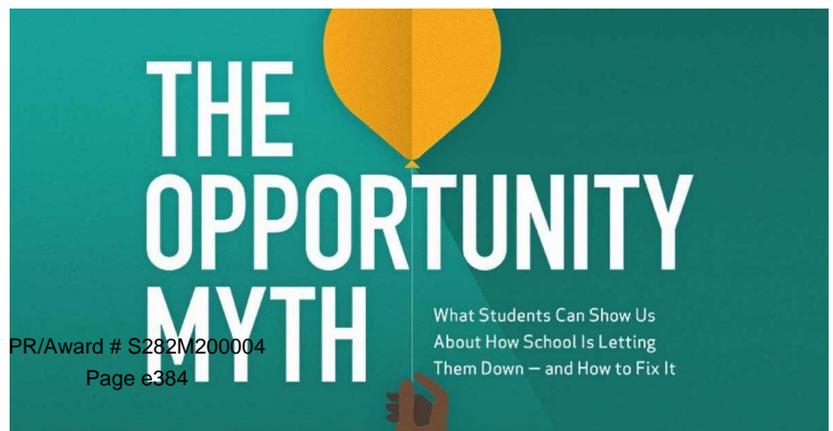
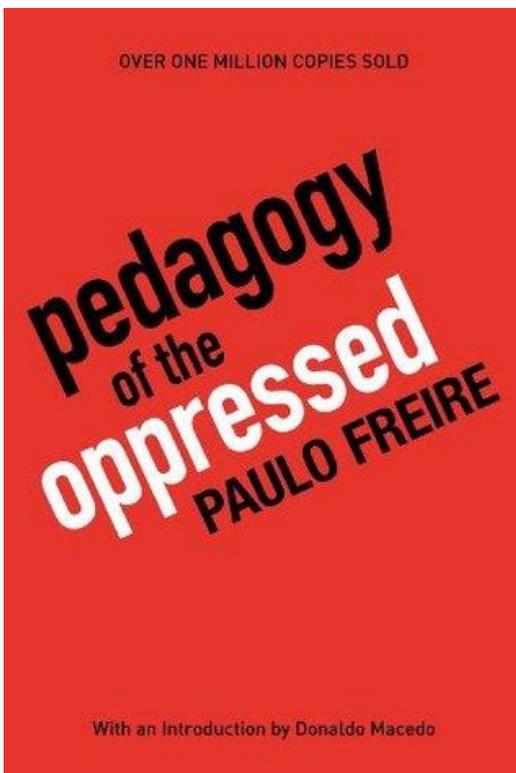
FOCUS ON RESULTS





FOCUS ON EQUITY

We work to **empower teachers** to put grade-level work in front of students, to prepare teachers to **facilitate lessons** in a way that **honors the knowledge that students bring** and **their inherent abilities to be critical thinkers and independent learners right now**, and to support leaders to be the **drivers of high-quality, equitable instruction for all students.**





PARTICIPANT FEEDBACK

“The support we have received from Navigator coaching has been exemplary. I am blown away by the change in mathematical problem solving by students at our school. Our instructional coaches have developed new coaching tools from the Navigator support and their overall content knowledge has increased.”





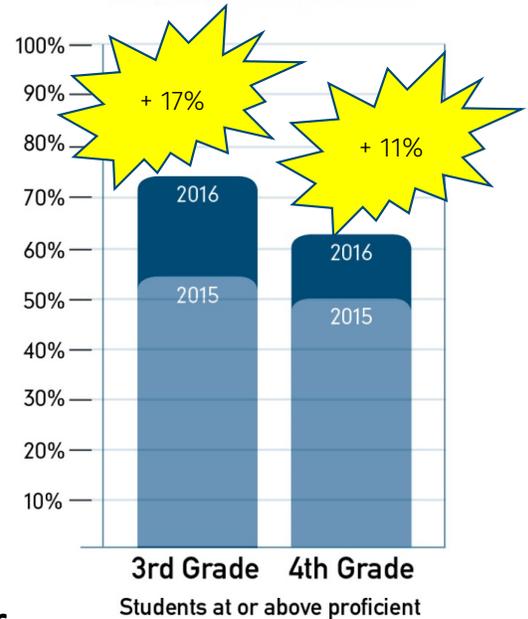
RESULTS FROM PARTNERS



FIRSTLINE SCHOOLS
EDUCATION FOR LIFE

For 2018 participants:

- **44%** achieved at least 10% point growth
- **78%** achieved at least 5% point growth
- **100%** of participants agree or strongly agree that Navigator coaching helped drive student achievement results in their schools.





OUR FORMULA



- **Complete Curriculum**

- Unit Plans + Daily Lesson Plans + Student Materials + Assessments

- **Teacher & School Leader Practices**

- Intellectual preparation for math units and daily lessons
- Data Analysis and Looking at Student Work
- Professional Development
- Lesson observation and feedback





NAVIGATOR PROGRAM COMPONENTS

Initial Training

- Intensive intro to AF materials and teaching practices

Clear Implementation Milestones

- An “Arc of the Year” guides key activities and benchmarks for each phase of implementation

Ongoing Individualized Support

- Lead partner at each school or network receives weekly video review, coaching, and problem solving support

Site Visits

- Visits every 4-6 weeks, both in-person and via video, gauging progress and determining next short-term goals to stay on track

Virtual Learning

- Monthly webinars and self-directed learning modules support curricular adoption + PLC



OPTIONS FOR MATH IMPLEMENTATION



Math Stories

- Schools continue to use their existing math lesson curriculum & ADD Math Stories, a 20 min daily math problem
- Work with at least 2 grades

OR



Math Lessons

- K-4 (must implement in at least 2 grades)
- 5-8 (must implement in at least 2 grades)





ADOPT. ADAPT. ACHIEVE.

MATH STORIES

- 20 minute daily story problem routine
- Ideal entry point for adopting our math program
- Emphasis on making sense of the problem and representing it (not just solving)
- Teacher provides guidance, not direct instruction



REQUIREMENTS



Mindsets

- Commitment from principal, math leader(s) and teachers
- High expectations for teacher planning, ongoing lesson observation and feedback and PD
- Embrace student-centered discourse and RIGOR
- Growth mindset

Logistics

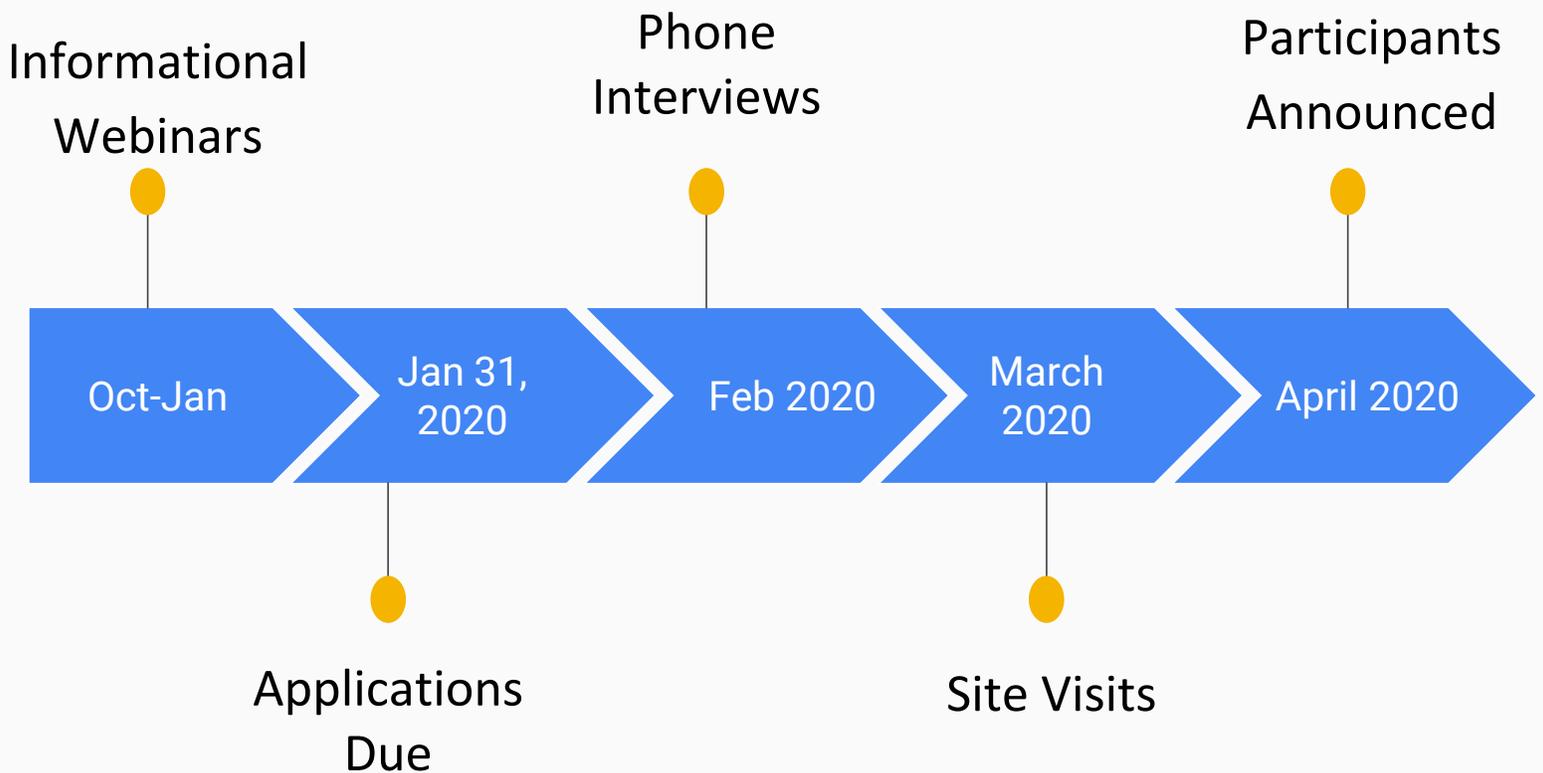
- Plan to implement in multiple grades
- Commit to making four 20 min blocks per week available for Math Stories, or 50 minutes daily for Math Lessons
- A building level math leader to partner with us
- Cost of \$15K per school or \$20k per network



This work must be a priority for the school.



NAVIGATOR SELECTION PROCESS



Applications are available on our website:

<http://www.achievementfirst.org/our-approach/navigator/>

PR/Award # S282M200004

K-2 Math Lessons

- “Game Introduction” to open each lesson
- Workshop/game time
- Discussion (informed by real time data collection)
- Closing & Exit Ticket

Grades 2-4 Math Lessons

- Starts with a “Problem of the Day”
- Use questioning to clarify key points
- Did 2/3 of students answer correctly?
- Guidance provided for teacher moves based on student data
- Closing & Exit Ticket



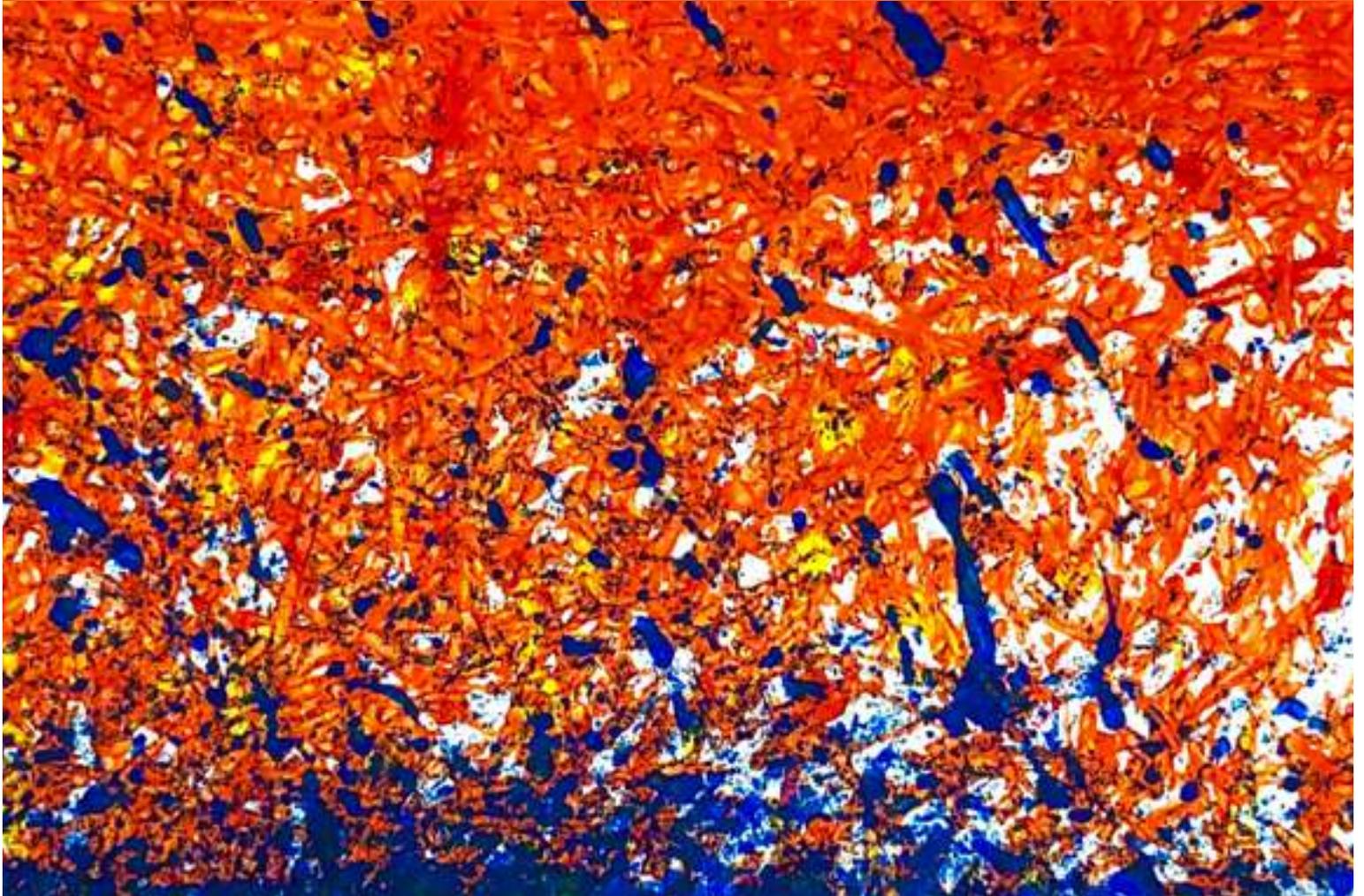
Math Lessons

- 2 Types of Lessons: Conjecture based lessons or exercise based lessons
- In both, students engage independently in problems FIRST
- THEN discuss student work to elicit main ideas

- Students use knowledge and skills they have to acquire new knowledge and skills with strategic teacher facilitation

NEWARK ENROLLS

A GUIDEBOOK FOR FAMILIES AND STUDENTS
APPLYING TO PUBLIC SCHOOLS IN NEWARK



Cover Art by: Students at NJ Regional Day School

Kimree Britt, Kayla Carvalho, Brandon Hall, Josue Inamagua, Ty'Jee Jarrett, Samuel Guaigua, Tijea Peppers, Christopher Rivera, Jason Romero Padilla, Macki Sissoko, Faith Valentin, Kayla Ying

LETTER FROM THE SUPERINTENDENT

Appendix H-4

Dear Newark Families,

I am excited to share the fifth year of our improved Newark Enrolls school guidebook with you. For each of the 70+ schools that participate in Newark Enrolls, you will find a one-page profile that provides you with important information about the school in our unified enrollment system process. This year, we are excited to introduce our partnership with SchoolMint, our new online platform that will simplify the online application. Overall, the process will remain the same, the only difference families will experience is improvements such as mobile features, an interactive school finder, and a streamlined registration process. As our partnership with SchoolMint continues, we will be introducing additional features.

This year's guidebook includes:

- A full page of family-friendly information for every participating PK-12 school
- Details about sports, clubs, community partnerships, and before and after school opportunities
- More robust academic performance data (e.g.: NJSLA scores; high school graduation rates)

We hope that this guidebook will help you choose schools that will provide the best education possible for your child and set them on a path for success.

In addition, over the last few years we have collected feedback from families, students, educators, and community leaders about how to make the enrollment process better and ensure that it works for you. We have taken your feedback into consideration and have made on-going improvements in the following ways:

- Created a family friendly online application
- Improved sibling matching to ensure siblings are placed in the same school, whenever possible
- Increased priority for geographic preference to ensure that all children (from within the neighborhood) have access to neighborhood schools first, before students from outside the neighborhood

Families that are interested in participating in the enrollment process should visit www.newarkenrolls.org to:

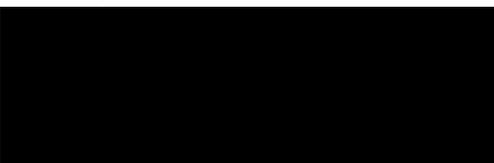
- Learn about school options through the new School Finder system
- View a calendar of open houses and enrollment events taking place at schools throughout the city
- Submit an application for their children

The application process dates are:

- December 7, 2019 - School Fair at Barringer High School - 10:00 am
- December 7, 2019 - Application Window Opens
- February 14, 2020 - Application Window Closes
- February 21, 2020 - Admissions Test for NBOE 8th graders
- February 22, 2020 - Admissions Test for Non-NBOE 8th graders

We hope that your children are enjoying their school year, and look forward to supporting them as you consider your school options for the 2020-2021 school year.

Sincerely,



Roger León
Superintendent
Newark Board of Education

Welcome to the Newark Enrolls Guidebook!

This guidebook is intended to provide information to help you make a school choice for your child(ren) in the city of Newark through the Newark Enrolls Universal Enrollment application process. All families are given the opportunity to choose the right school for their child(ren) at almost every school in Newark – this also means that **families MUST make a choice**, generally via the Newark Enrolls application, because students will not be automatically placed in the school nearest to their home.

How to begin choosing a school?

This book is a great place to start! Consider some of these points:

<p>What does your child enjoy most about school?</p> <p>What experience do you want your child to have at school?</p>	<ul style="list-style-type: none"> • Newark offers a variety of school options. This book is designed to give you an overview of the academic rigor and extracurricular opportunities that each school offers. Each school has a full-page profile filled with information. • This book includes district public schools (operated by the Newark Board of Education) and many, but not all, charter schools (operated by independent organizations, yet adhering to the same educational requirements as district schools). Some charter schools do not participate in the Newark Enrolls Universal Enrollment application process, so they are not included in this book.
<p>Does your child have any special considerations?</p>	<ul style="list-style-type: none"> • Find information regarding special education and physical accessibility on page 104. • Find information regarding bilingual/ESL programs on page 110. • Find information on private pre-k providers along with NBOE providers (both offer the same curriculum for pre-kindergarten children) start on page 18.
<p>Practical information: Where is the school? How long is the commute? Are before-school or afterschool care available?</p>	<p>Find all of that information on each school profile, on the top and on the right side of the page.</p>
<p>Visit the school!</p>	<p>A school visit is always an option for you. Making a school choice can (and should) include more information than this book contains. Talking with staff and seeing the school in person can be extremely informative, and is encouraged. Please call the school before making your visit. Phone numbers for schools are included on each school's profile page in this book.</p>
<p>Narrow down to a list of 8 top choices and submit an application via www.newarkenrolls.org</p>	<p>In order to submit your application, verify this information:</p> <ul style="list-style-type: none"> • Does the school participate in Newark Enrolls? (All NBOE district schools and most charter schools do.) Non-participating charter schools will require separate applications. Please contact the school directly. • The application window for next school year is December 7, 2019 - February 14, 2020 of the current school year. If it is after February, visit any NBOE school and speak with a school enroller.

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FREQUENTLY ASKED QUESTIONS ABOUT THE NEWARK ENROLLS PROCESS

Appendix III-4

Visit www.newarkenrolls.org for the most up to date information on the application, frequently asked questions, and matching policies.

1. Will my student receive their first choice?

- The only reason a Newark student would not get into his or her first choice would be if the school does not have enough seats for all applicants.
- When a student does not receive his or her first choice, the matching process will move down the student’s list of schools in order to place the student in his or her highest-ranked school with available seats.

2. How many families get into their top choice, or any of their top 3 choices?

- Last year, 82% of Kindergarten families got their first choice. 89% of Kindergarten families got one of their top 3 choices.

3. Can my student be matched to a school that isn’t listed on his/her application?

- In rare cases, if a student needs a new school (e.g. 8th grade) and only lists one or two schools, the student may be matched to their neighborhood school if the number of applicants exceeds the number of seats at their ranked schools.
- Applicants are never matched to a charter school unless they list it on their application.

4. I would like my children to attend the same school as their sibling. What should I do?

- With the exception of magnets, applicants who have a sibling **currently** attending the school receives the highest priority at the school.
- Siblings who are applying at the same time receive priority to be matched together. If one of the students is matched to a school, his/her sibling(s) will be given preference to be matched to the same school.

5. How does the neighborhood preference work?

- Seats in these schools are prioritized for siblings first. All remaining seats are prioritized for students who live within the neighborhood.

6. How does the magnet school matching process work?

- All 7 district magnet schools have admission criteria. These schools rank all applicants using different criteria including standardized test scores, grades, and attendance. Some may also require an audition or an interview.
- All students can apply for admission into a magnet school.
- Sibling priority does not apply to magnet schools.
- ***Please review the magnet criteria information listed on the school’s information page or visit: www.newarkenrolls.org for the most up-to-date information.***

NBOE Magnet Schools	
American History High School Arts High School Bard Early College High School Newark School of Global Studies	Science Park High School Technology High School University High School

Stage 1

DECEMBER 7 - FEBRUARY 14

Who should fill out an application?

- Students who are enrolling in school for the first time.
- Students who are in the last grade of their current school and need a new school for next year.
- Students who need a change in their school for next year.

How will families learn about their offer?

- Families can log into their Newark Enrolls account if they submitted an application online at www.newarkenrolls.org.
- Families can also learn about the status of their application at their current school.

Stage 2

MID APRIL

Stage 3

MID APRIL - JUNE 5

School Registration/Enrollment

When you receive a match:

- You must register at your new school.

COMPLETE THE APPLICATION ONLINE	COMPLETE A PAPER APPLICATION
<p>STEP 1: Visit the Newark Enrolls website: <ul style="list-style-type: none"> • www.newarkenrolls.org </p> <p>STEP 2: Complete the application by the February 14, 2020 deadline date.</p>	<p>STEP 1: Pick up a paper application from your school.</p> <p>STEP 2: Fill out and return the paper application to your school or 765 Broad Street by February 14, 2020.</p>

TIPS FOR APPLYING	
	<p>Submit your application during the application window before February 14!</p> <ul style="list-style-type: none"> • All families who apply during this period have an equal chance of being matched to schools. • Families who apply after the application deadline will only have access to schools with remaining seats.
	<p>Rank your schools on the application in order of preference.</p> <ul style="list-style-type: none"> • Put a mix of school types on your application. <ul style="list-style-type: none"> • For HS students, in addition to the most popular schools, make sure to include schools that match your academic profile and non-magnet schools. • All magnet schools rank students based on academic profile which includes grades, attendance, and state test scores. In some cases, an additional audition, writing assessment, or interview may be required.
	<p>Check the commute for all schools on your list.</p> <ul style="list-style-type: none"> • Make sure you have a transportation plan for each one, since you may be matched to any school on your application. <ul style="list-style-type: none"> • Students in 8th grade or below, are eligible for New Jersey Transit bus tickets if they live more than 2 miles from their school. • Students in 9th grade or above are eligible for New Jersey Transit bus tickets if they live more than 2.5 mile from their school.

Visit www.newarkenrolls.org for the most up to date information on the application timeline, frequently asked questions, and resources.

DISTRICT DATA SUMMARY

Appendix H-4

STUDENT ENROLLMENT (2019-2020)

Grades	Enrollment	Percent of Total Enrollment
Pre-K	2,100	5.8%
K-8	24,874	68.7%
9-12	9,223	25.5%
Total Enrollment	36,197	100.0%

STUDENT RACE & ETHNICITY (2019-2020)

Race & Ethnicity	Enrollment	Percent of Total Enrollment
Black	14,383	39.7%
Hispanic	18,499	51.1%
White	2,852	7.9%
Asian	333	<1%
Native Hawaiian Pacific Islander	61	<1%
Native American	69	<1%
Two or More Races*		
Total Enrollment	36,197	100.0%

FAMILY INCOME (2019-2020)

Meal Subsidy Status	Enrollment	Percent of Total Enrollment
Free Lunch	27,511	76.0%
Reduced-Price Lunch	2,471	6.8%
Paid Lunch (Income above the qualifying threshold)	6,215	17.2%
Total Enrollment	36,197	100.0%

ADDITIONAL DEMOGRAPHICS (2019-2020)

Disability Classification	Enrollment	Percent of Total Enrollment
Special Education	6,119	16.9%
General Education	24,500	67.7%
Limited English Proficient	6,167	17.0%
Total Enrollment	36,197	

NJSLA: PERCENT MET & EXCEEDED EXPECTATIONS (SPRING 2019)

Subject	3-8	9-11	Overall
ELA	35.9%	31.5%	34.8%
Math	27.2%	15.1%	24.1%

ADDITIONAL STUDENT OUTCOMES (2018-2019)

Measure	
Average Daily Attendance	91.9%
Four-year graduation rate	76.2%

*Categories with fewer than 10 students are suppressed for privacy

HOW TO READ THE SCHOOL PROFILE PAGES

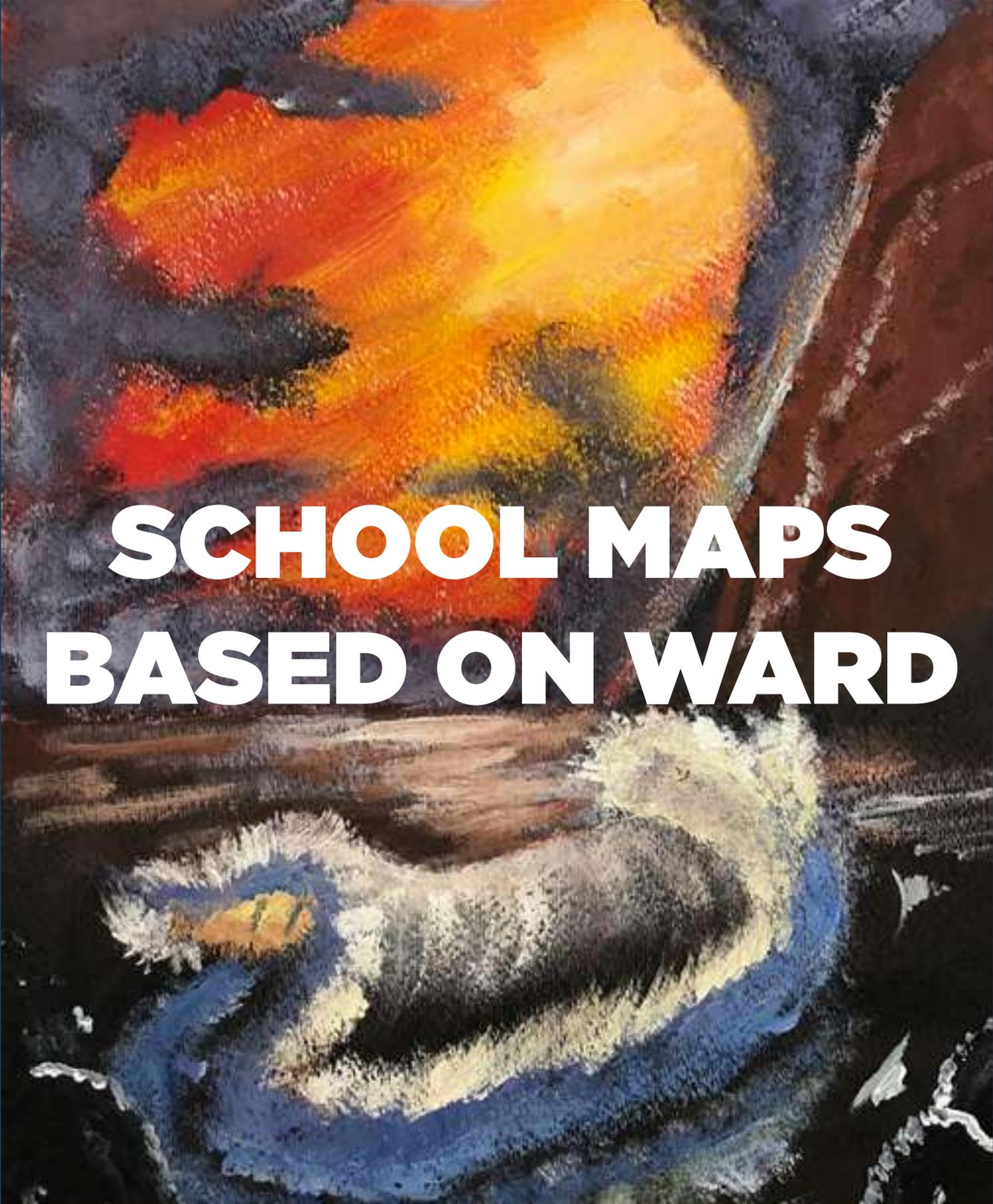
Appendix H-4

To view more information about NBOE district schools, please visit <http://www.nps.k12.nj.us/departments/data-research/> to access the school summaries.

TITLE	INFORMATION	
Seat Availability	Entry Grade	Grade where the school starts.
	Total Number of Seats in Entry Grade	The number of seats available in the entry grade this year.
	Percentage of applicants who listed this school first and were matched to this school	The percent of students who ranked the school #1 on their application and who were matched to the school. For example, if the number is 25%, it means that only 25% of students who ranked the school #1 were matched to the school.
Additional School Data	Average Daily Attendance	The average daily attendance was calculated by adding all of the total present days of attendance for all students divided by the total days enrolled for all students. For charter schools this information was self-reported.
	Percentage of Students Chronically Absent	Percent of students who are “chronically absent” for any reason, e.g., excused, unexcused, etc. during the 2018-2019 School year. “Chronically absent” is defined as missing 10% or more of the days the student is enrolled. For charter schools this information is self reported.
	AP Enrollment Rate	AP Participation rate was calculated by dividing the number of students enrolled in at least one AP course by the total number of students enrolled as of October, 15th, 2017.
Percentage of Students who scored proficient and above on PARCC	English Language Arts Mathematics	New Jersey requires students to take the PARCC assessments. These tests are designed to determine proficiency level mastery of the state standards for their current grade level. The percentage reflects the proportion of students who scored “proficient” or above on the 2018-2019 PARCC exam.
Average Section Size	Elementary	For elementary/middle grades the average section size is calculated based on the number of students in each homeroom section. Sections containing multiple grade levels taught by the same teacher at the same time were summed together. Data pulled June, 2019.
	High School	For high school grades the average section size is calculated based on the number of students in typical sections, excluding self-contained, lunch, and online sections. Sections taught by the same teacher at the same time were summed together. Data pulled June 2019.
Access to Technology	Number of devices available for student use per school	Calculated from internal technology inventory. Devices include: laptops, Chromebooks, and iPads.
Graduation Rates	4-Year Graduation Rate	The percentage of students at the school who entered 9th grade four years earlier (in Fall 2015) and graduated in 2019. This cohort also includes transfers into the school and excludes students who were verified as transferring out. For charter schools this information is self reported.
Postsecondary Enrollment Rates	Total Percent Enrolled	This represents the percentage of high school 2017 graduates who enrolled in a post-secondary institution by fall 2018. The available data is from the New Jersey Department of Education 2018-2019 Performance Reports.
	Percent Enrolled in a 2-Year College	This represents the percentage of high school graduates who enrolled in a two-year post-secondary program of students who enrolled in any post-secondary school.
	Percent Enrolled in a 4-Year College	This represents the percentage of high school graduates who enrolled in a four-year post-secondary program of students who enrolled in any post-secondary school.
Teacher Data	Percent of Teachers employed with NBOE for 5+ years	The percent of teachers with five or more years of experience as of the end of the 2018-19 school year. This indicator excludes experience gained outside of NBOE. Positions include all instructional staff (i.e., all those evaluated on the Framework for Effective Teaching) at school sites. Instructional staff includes all subject teachers and academic interventionists. This indicator excludes administrators.
	Percent of Highly Effective and Effective Teachers retained from 2017-18 to 2018-19	The percentage of teachers from the previous academic year (2017-18) still employed as teachers at the same school this academic year (2018-19) who received an effective or highly effective evaluation rating. These indicators describe school retention and not retention in the district.
	Student-Teacher Ratio	The ratio of student enrollment to certified teachers. Students were defined as those actively enrolled during the 2018-19 school year. Teachers were defined as those employees, as of June, 2019, with teacher certifications and includes Academic Interventionist and Teachers.
	Percent of Teachers with advanced degrees	Percent of teachers at each school whose highest level of education is either a Masters or Doctoral Degree. This data is from the 2018-19 NJDOE performance reports.

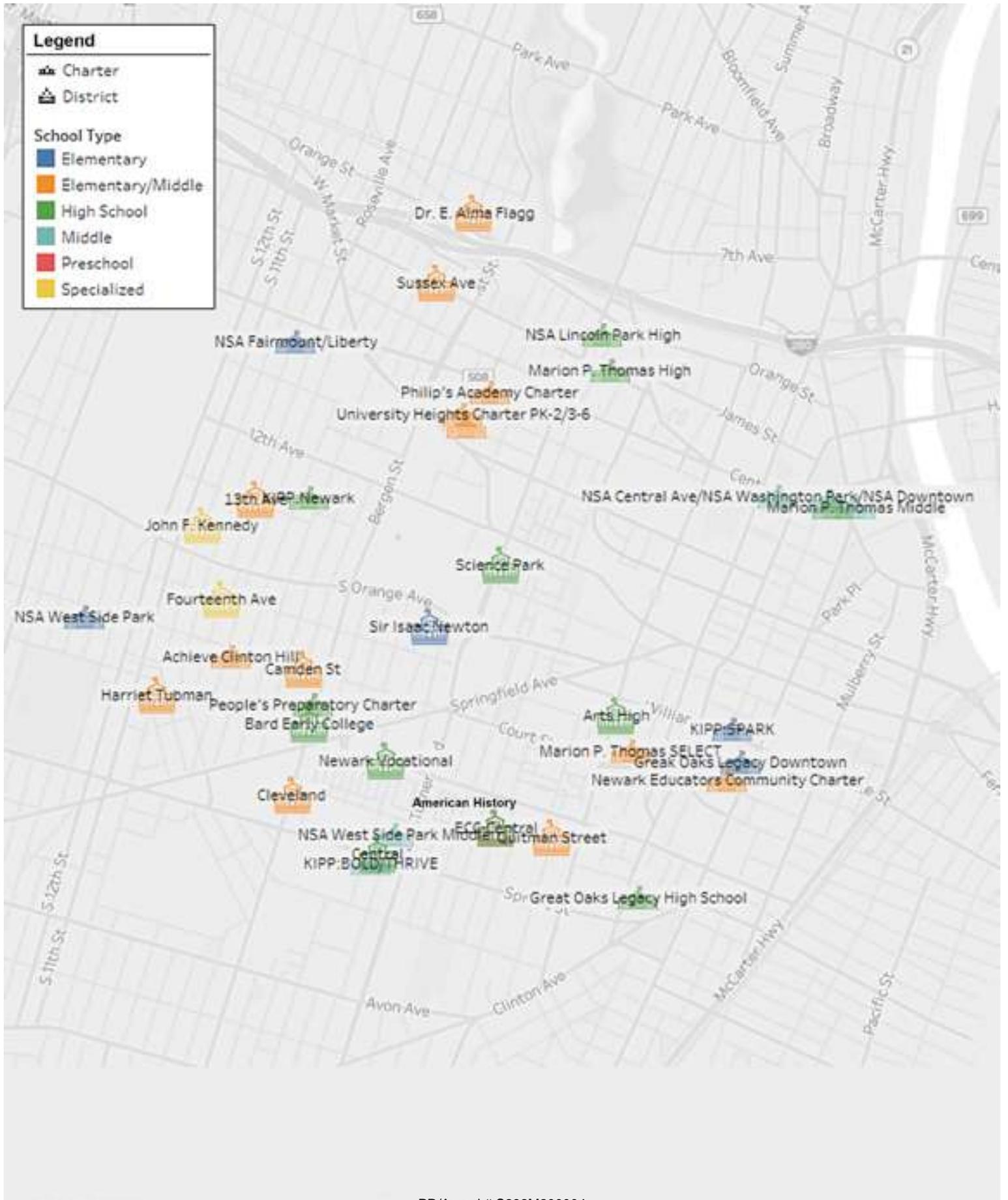
CITATIONS

- I. NBOE's Data, Research, and Evaluation homepage: <http://www.nps.k12.nj.us/departments/data-research>
- II. New Jersey Department of Education School Performance Reports: <https://homerom5.doe.state.nj.us/pr>
- III. Data self reported by charter school

An abstract painting of a landscape. The upper portion features a large, bright yellow and orange area, possibly representing a sun or a field, with dark, textured brushstrokes in blue and black. Below this, a winding path or river flows through a landscape of dark, textured brushstrokes in blue, black, and white. The overall style is expressive and textured, with visible brushwork and a rich color palette.

SCHOOL MAPS BASED ON WARD

Artwork by: Iris Atencio, 8th Grade, McKinley Elementary School

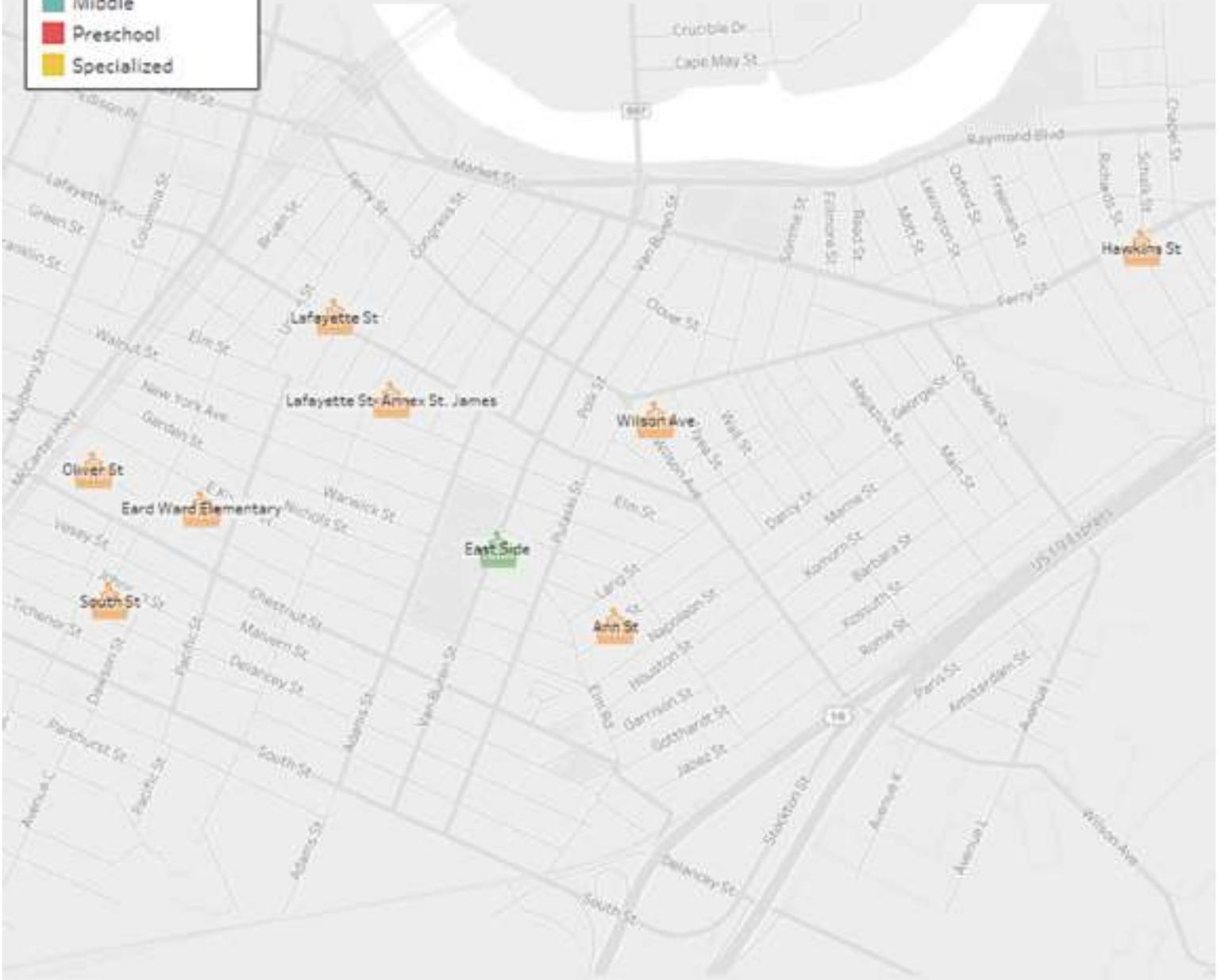


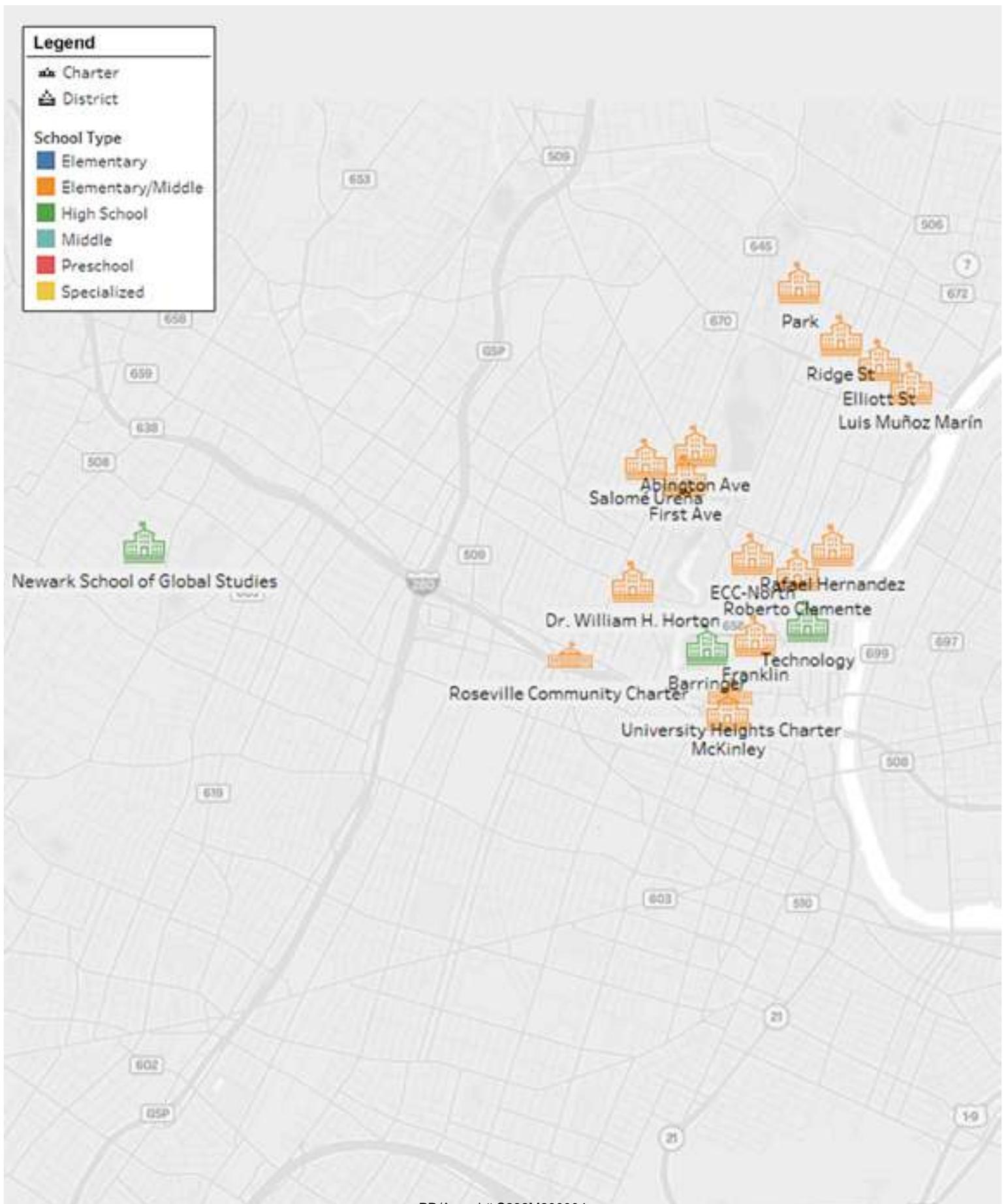
Legend

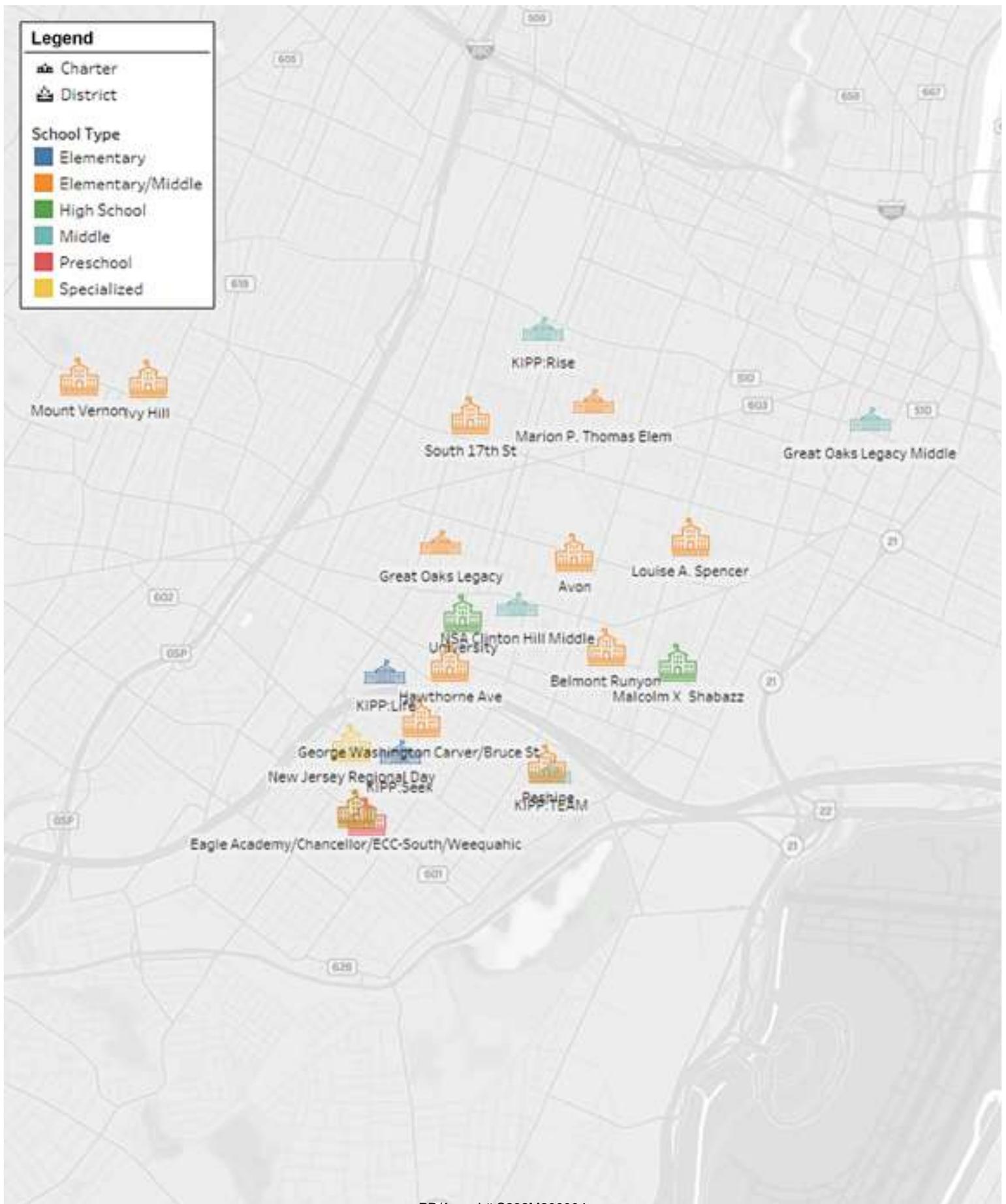
- Charter
- District

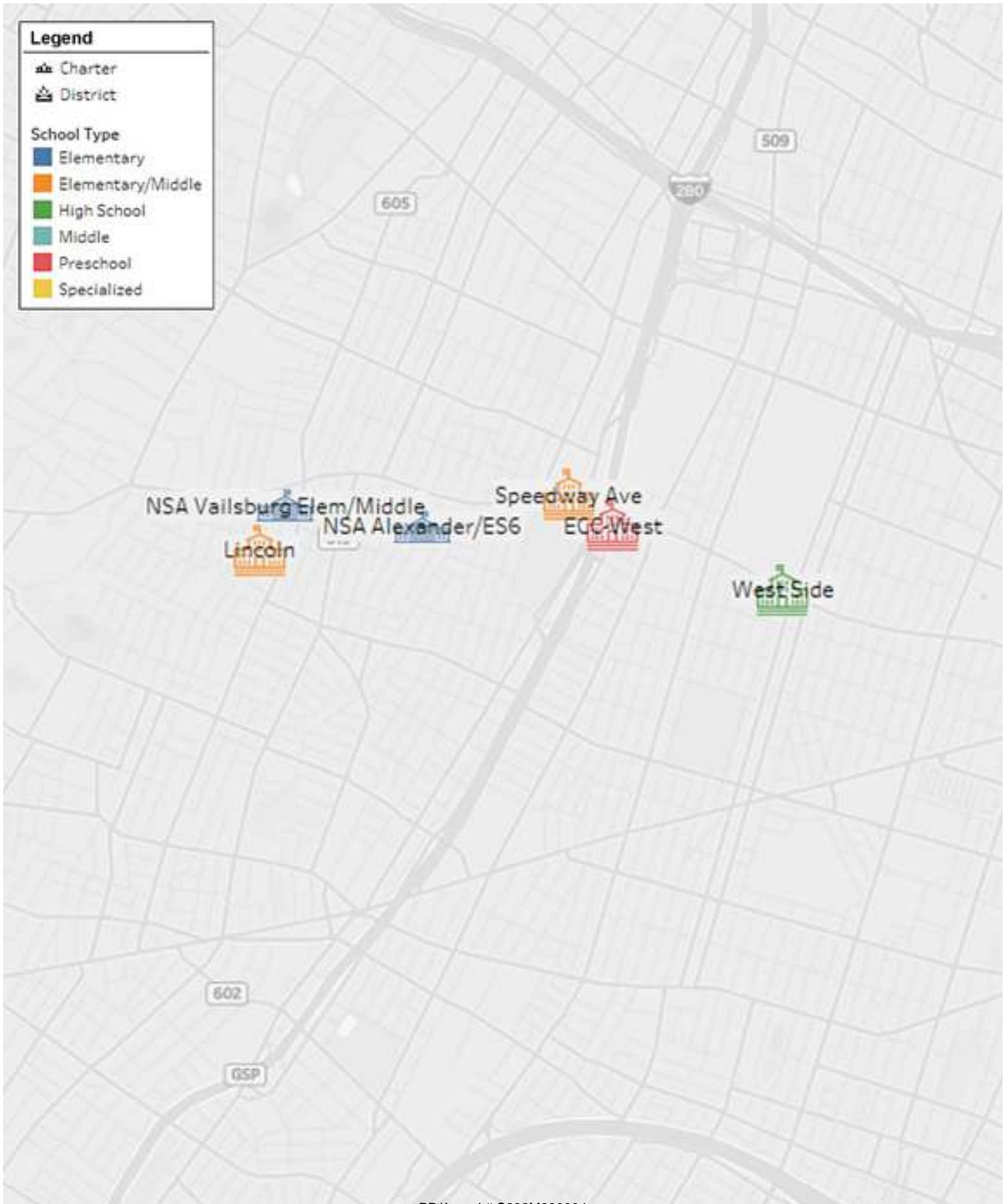
School Type

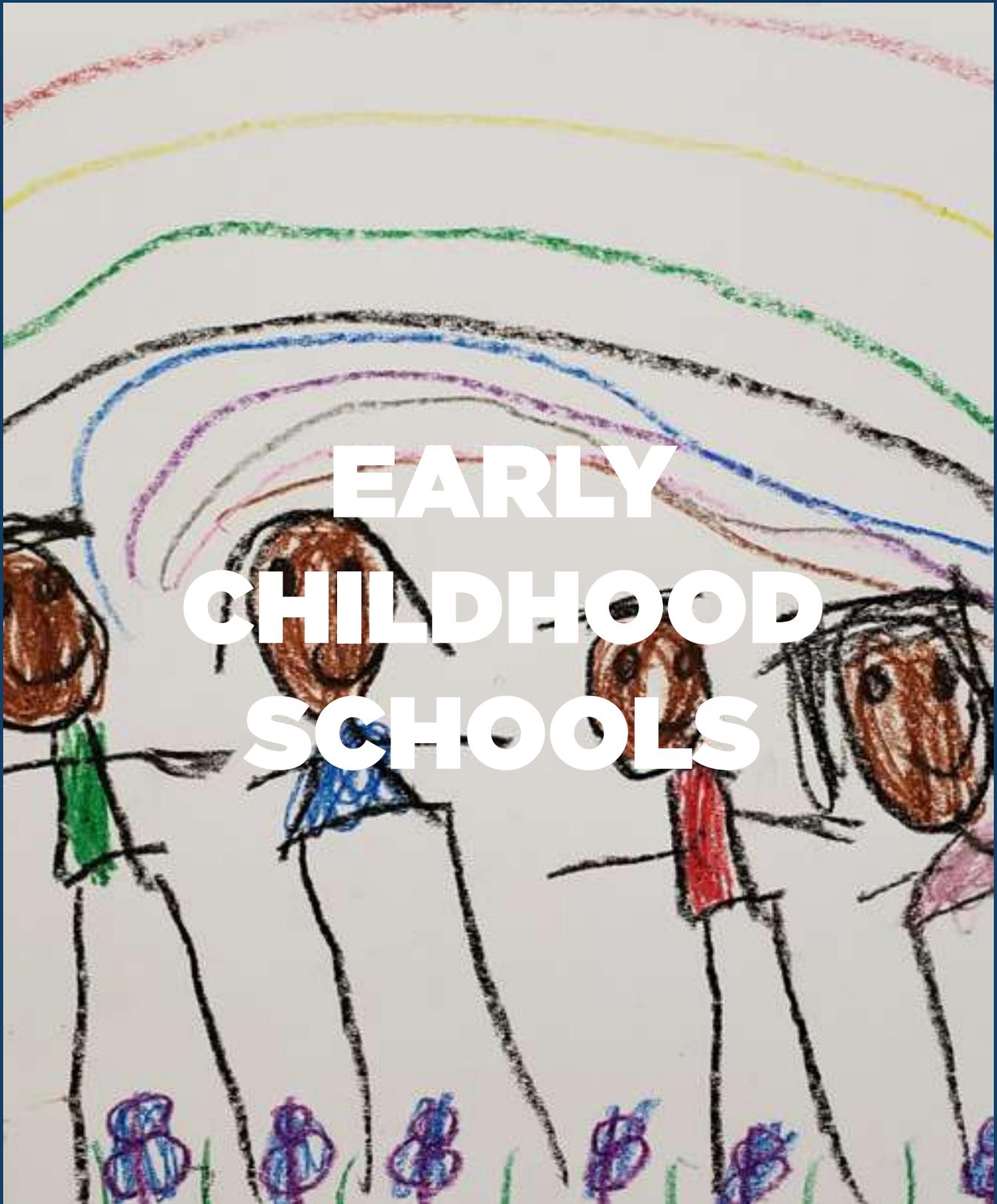
- Elementary
- Elementary/Middle
- High School
- Middle
- Preschool
- Specialized











EARLY CHILDHOOD SCHOOLS

Artwork by: Jasmine Otabor, Pre-K 4, Early Childhood Center North



ECC: CENTRAL

Early Childhood Center
Strengthening Families, One Child at a Time!

Jeanne Ramirez
 70 Montgomery Street
 Newark, NJ 07103
 973-733-7257
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/ecs-central

GRADES: PK3-PK4 | WARD: CENTRAL | ENROLLMENT: 197 | SCHOOL CODE: 102

About Our School

We are a safe and nurturing learning environment committed to creating and sustaining a high-quality preschool program that supports the development of the whole child. We encourage them to "REACH" for success by being respectful, excited about learning, attending school daily, curious and helpful to others.

Unique Fact

Our school services only pre-kindergarten 3 and 4 year old students.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K3	230	75%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)		85%
Percentage of Students Chronically Absent in (2018-2019)		72%
STUDENT TO TEACHER RATIO		RETENTION OF HIGHLY EFFECTIVE TEACHERS
15 to 1		71%

Uniform Colors

Top: Navy Blue
Bottom: Khaki

Community Partnerships

Head Start, Costco, Raising A Reader - United Way of Essex and West Hudson, JFK Recreation Center, Newark Conservancy, Rutgers -Dental, Newark Day

Special Education Programs

Preschool Disabled, Preschool Disabled-Autism

After School Options

After school care is offered by Newark Day Center for eligible families.

End Time: 5:30 PM

Grades: PK3, PK4

Cost: Free for eligible students

Provider: Newark Day Center



ECC: NORTH

Early Childhood Center
Strengthening Families, One Child at a Time!

Jeanne Ramirez
 228 Ridge Street
 Newark, NJ 07104
 973-268-5112
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/ecs-north

GRADES: PK3-PK4 | WARD: NORTH | ENROLLMENT: 101 | SCHOOL CODE: 056

About Our School

We are a safe and nurturing learning environment committed to creating and sustaining a high-quality preschool program that supports the development of the whole child. We encourage them to "REACH" for success by being respectful, excited about learning, in attendance daily, curious and helpful to others.

Unique Fact

Our school services only pre-kindergarten 3 and 4 year old students.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K3	165	83%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)		86%
Percentage of Students Chronically Absent in (2018-2019)		58%
STUDENT TO TEACHER RATIO		RETENTION OF HIGHLY EFFECTIVE TEACHERS
11 to 1		63%

Uniform Colors

Top: Navy Blue
Bottom: Khaki

Community Partnerships

Head Start, Jewish Renaissance, NJ community Food Bank, Costco, Mt. Zion Parent Resource, Raising A Reader - United Way of Essex and West, Newark Day

After School Options

After school care is offered by Newark Day Center for eligible families.

End Time: 5:30 PM

Grades: PK3, PK4

Cost: Free for eligible students

Provider: Newark Day Center



ECC: SOUTH

Early Childhood Center
Strengthening Families, One Child at a Time!

Jeanne Ramirez
 255 Chancellor Avenue
 Newark, NJ 07103
 973-705-3860
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/ecs-south

GRADES: PK3-PK4 | WARD: SOUTH | ENROLLMENT: 177 | SCHOOL CODE: 166

About Our School

We are a safe and nurturing learning environment committed to creating and sustaining a high-quality preschool program that supports the development of the whole child. We encourage them to "REACH" for success by being respectful, excited about learning, in attendance daily, curious and helpful to others.

Unique Fact

Our school services only pre-kindergarten 3 and 4 year old students.

Uniform Colors

Top: Navy Blue
Bottom: Khaki

Community Partnerships

Head Start, Jewish Renaissance, NJPAC, Raising A Reader - United Way of Essex and West Hudson, South Ward Children Alliance, Rutgers, WSPA, South Ward City of Newark Committee, Newark Day

After School Options

After school care is offered by Newark Day Center for eligible families.

End Time: 5:30 PM

Grades: PK3, PK4

Cost: Free for eligible students

Provider: Newark Day Center

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K3	180	96%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)		89%
Percentage of Students Chronically Absent in (2018-2019)		43%
STUDENT TO TEACHER RATIO		RETENTION OF HIGHLY EFFECTIVE TEACHERS
12 to 1		92%



ECC: WEST

Early Childhood Center
Strengthening Families, One Child at a Time!

Jeanne Ramirez
 26 Speedway Avenue
 Newark, NJ 07106
 973-351-2040
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/ecs-west

GRADES: PK3-PK4 | WARD: WEST | ENROLLMENT: 129 | SCHOOL CODE: 100

About Our School

We are a safe and nurturing learning environment committed to creating and sustaining a high-quality preschool program that supports the development of the whole child. We encourage them to "REACH" for success by being respectful, excited about learning, in attendance daily, curious and helpful to others.

Unique Fact

Our school services only pre-kindergarten 3 and 4 year old students.

Uniform Colors

Top: Navy Blue
Bottom: Khaki

Community Partnerships

Head Start, Jewish Renaissance, NJPAC, Raising A Reader - United Way of Essex and West Hudson, Newark Day

After School Options

After school care is offered by Newark Day Center for eligible families.

End Time: 5:30 PM

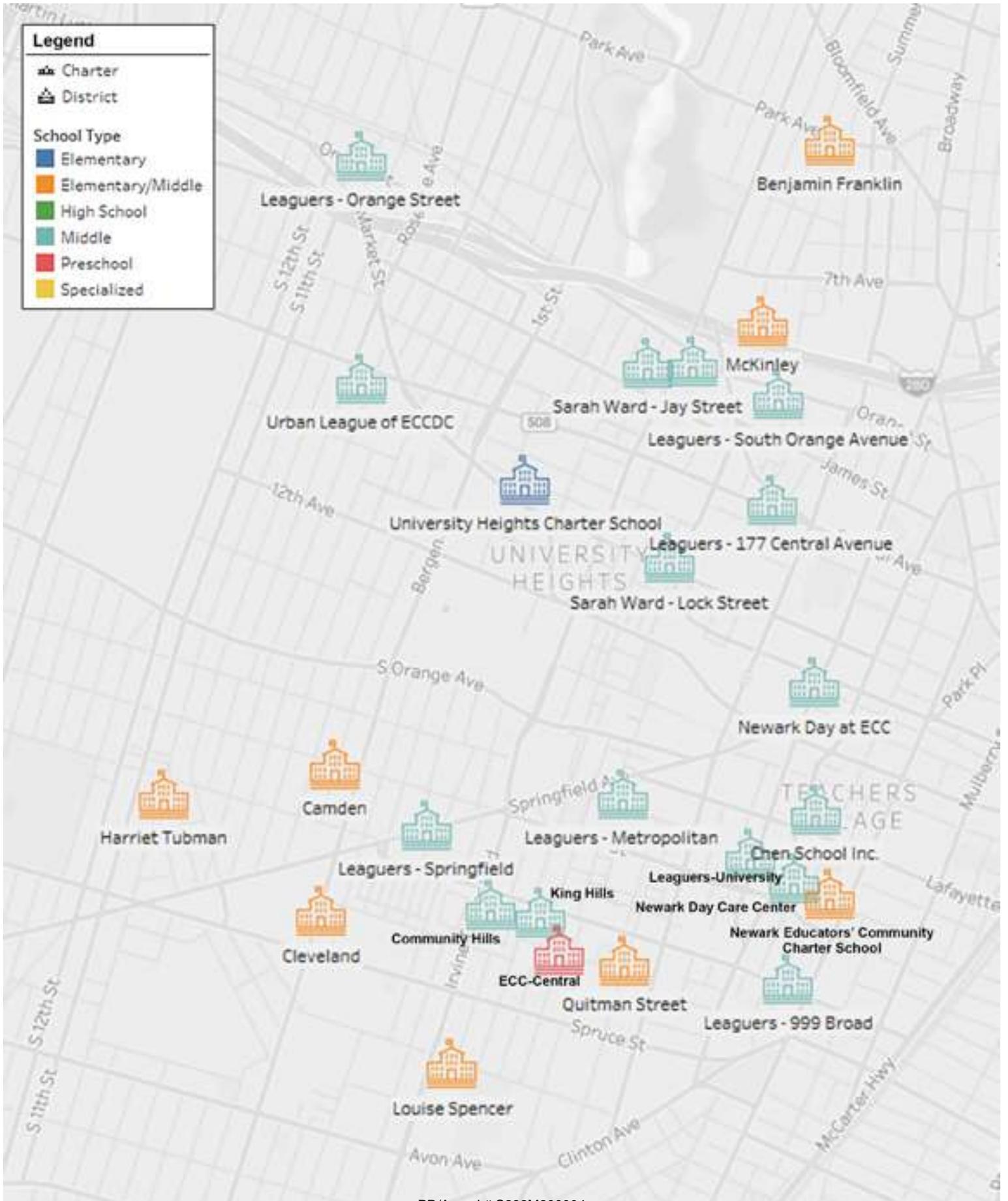
Grades: PK3, PK4

Cost: Free for eligible students

Provider: Newark Day Center

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K3	135	73%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)		85%
Percentage of Students Chronically Absent in (2018-2019)		57%
STUDENT TO TEACHER RATIO		RETENTION OF HIGHLY EFFECTIVE TEACHERS
13 to 1		100%

PR/Award # S282M200004



PR/Award # S282M200004

LIST OF CENTRAL WARD PRE-K LOCATIONS

Appendix H-4

PK PROGRAMS THAT REQUIRE NEWARK ENROLLS APPLICATION

SCHOOL NAME	ADDRESS	TYPE	PHONE NUMBER	HEAD START
Camden Street	281 Camden Street Newark, NJ 07103	District	973-733-6994	
Cleveland	388 Bergen Street Newark, NJ 07108	District	973-733-6944	Yes
Early Childhood Center - Central at Berliner	70 Montgomery Street Newark, NJ 07103	District	973-733-7257	Yes
Franklin	42 Park Avenue Newark, NJ 07104	District	973-268-5250	
Harriet Tubman	504 10th Street Newark, NJ 07103	District	973-733-6934	
Louise A. Spencer School	66 Muhammad Ali Avenue Newark, NJ 07108	District	973-733-6931	
McKinley	1 Colonnade Place Newark, NJ 07104	District	973-268-5270	Yes
Newark Educators' Community Charter School (PK4)	9-11 Hill Street Newark, NJ 07102	Charter	973-732-3848	
Quitman Street	21 Quitman Street Newark, NJ 07103	District	973-733-6947	Yes
Roberto Clemente	257 Summer Avenue Newark, NJ 07104	District	973-268-5291	
University Heights Charter School	74 Hartford Street Newark, NJ 07103	Charter	973-623-1965	

PK PROGRAMS WITH WALK-IN ENROLLMENT

SCHOOL NAME	ADDRESS	TYPE	PHONE NUMBER
Chen School Inc.	24 Maiden Lane Newark, NJ 07102	Private Provider	973-622-5184
Community Hills	85 Irvine Turner Boulevard Newark, NJ 07103	Private Provider	973-621-0852
Community Hills-Harmony House	278 South Orange Avenue Newark, NJ 07103	Private Provider	973-242-3115
King Memorial	224 West Kinney Street Newark, NJ 07103	Private Provider	973-642-4327
Leaguers - 999 Broad	999 Broad Street Newark, NJ 07102	Private Provider	862-234-1428
Leaguers - 177 Central Avenue	177 Central Avenue Newark, NJ 07103	Private Provider	973-642-8679
Leaguers - University	405-425 University Avenue Newark, NJ 07102	Private Provider	973-643-0300
Leaguers - Metropolitan	149 Springfield Avenue Newark, NJ 07103	Private Provider	973-353-0138
Leaguers - Orange Street	563 Orange Street Newark, NJ 07107	Private Provider	973-642-3143
Leaguers - South Orange Street	200 South Orange Avenue Newark, NJ 07103	Private Provider	862-240-1770
Leaguers - Springfield	302-304 Springfield Avenue Newark, NJ 07103	Private Provider	973-923-7002
Newark Day at ECC	303 University Avenue Newark, NJ 07102	Private Provider	973-877-3357
Newark Day Care Center	43 Hill Street Newark, NJ 07102	Private Provider	973-643-5710
Sarah Ward - Jay Street	27 Jay Street Newark, NJ 07103	Private Provider	973-482-3593
Sarah Ward - Lock Street	105 Lock Street Newark, NJ 07103	Private Provider	973-645-0442
Urban League of ECCDC	504 Central Avenue Newark, NJ 07107	Private Provider	973-624-9535

LIST OF EAST WARD PRE-K LOCATIONS

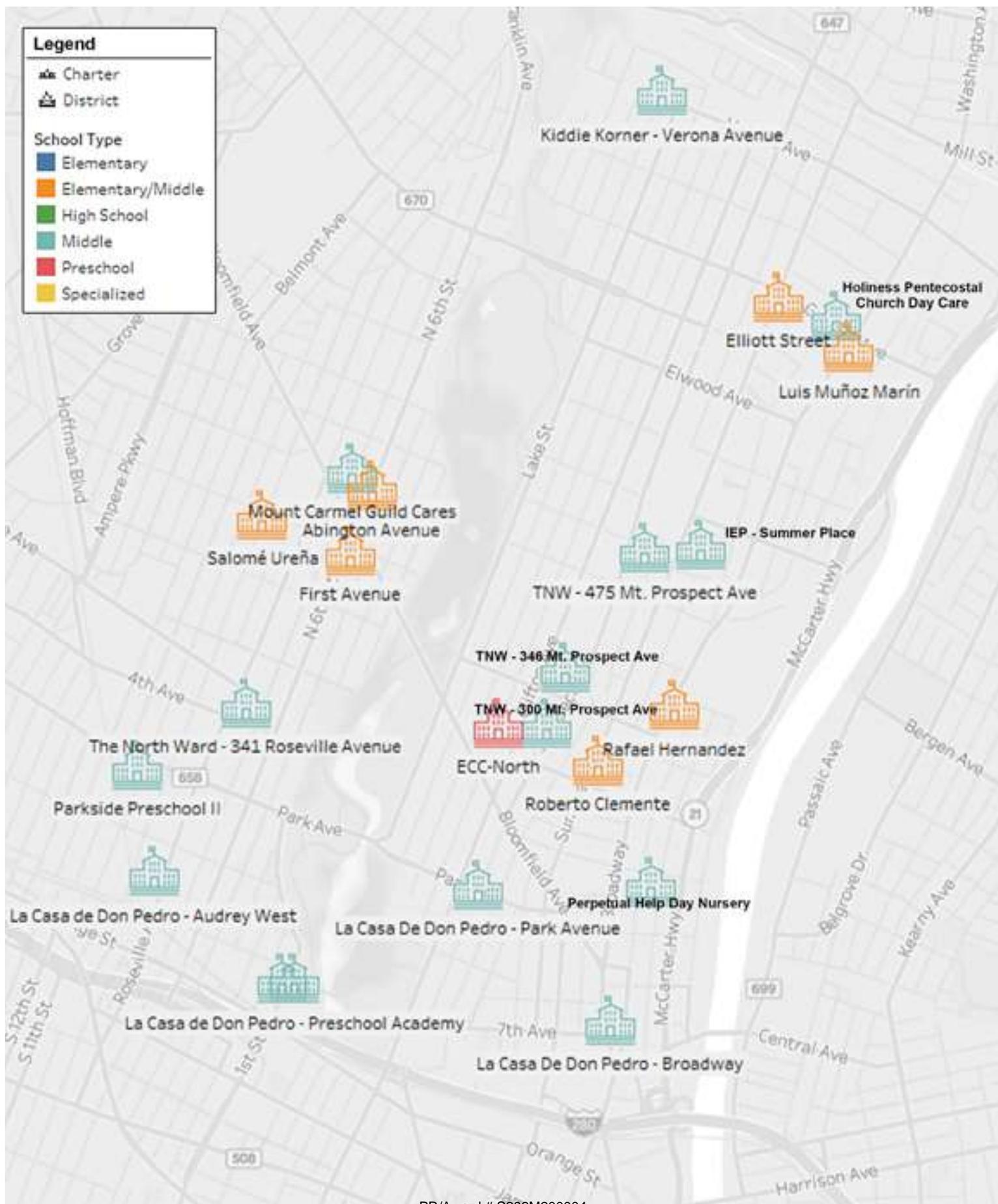
Appendix F-4

PK PROGRAMS THAT REQUIRE NEWARK ENROLLS APPLICATION

SCHOOL NAME	ADDRESS	TYPE	PHONE NUMBER	HEAD START
East Ward Elementary School	104 Oliver Street Newark, NJ 07105	District	973-465-4870	
Lafayette Street	205 Lafayette Street Newark, NJ 07105	District	973-465-4860	Yes
Oliver Street	104 Oliver Street Newark, NJ 07105	District	973-465-4872	
South Street School	44 Hermon Street Newark, NJ 07105	District	973-465-4880	

PK PROGRAMS WITH WALK-IN ENROLLMENT

SCHOOL NAME	ADDRESS	TYPE	PHONE NUMBER
Brighter Tomorrows II	578-582 Market Street Newark, NJ 07105	Private Provider	973-344-1021
IEP - Ironbound	697 Market Street Newark, NJ 07105	Private Provider	973-589-8695
Ironbound Children's Center	1 New York Avenue Newark, NJ 07105	Private Provider	973-589-6873
Ironbound Children's Center II	Address TBD	Private Provider	973-589-6873
La Casa de Don Pedro Head Start/Pre-K Center V	87-89 Saint Francis Street Newark, NJ 07105	Private Provider	862-237-9330
Leaguers - Elm Street	182 Van Buren Street Newark, NJ 07105	Private Provider	973-344-4150
Rainbowland I	67-71 Somme Street Newark, NJ 07105	Private Provider	973-491-5084
Rainbowland II	115-129 Gotthart Street Newark, NJ 07105	Private Provider	973-344-1320
St. Justine I	119-137 Clifford Street Newark, NJ 07105	Private Provider	973-589-3265
St. Justine II	184 Pacific Street Newark, NJ 07105	Private Provider	973-589-6200
St. Justine III	360 New York Avenue Newark, NJ 07105	Private Provider	973-998-5700



LIST OF NORTH WARD PRE-K LOCATIONS

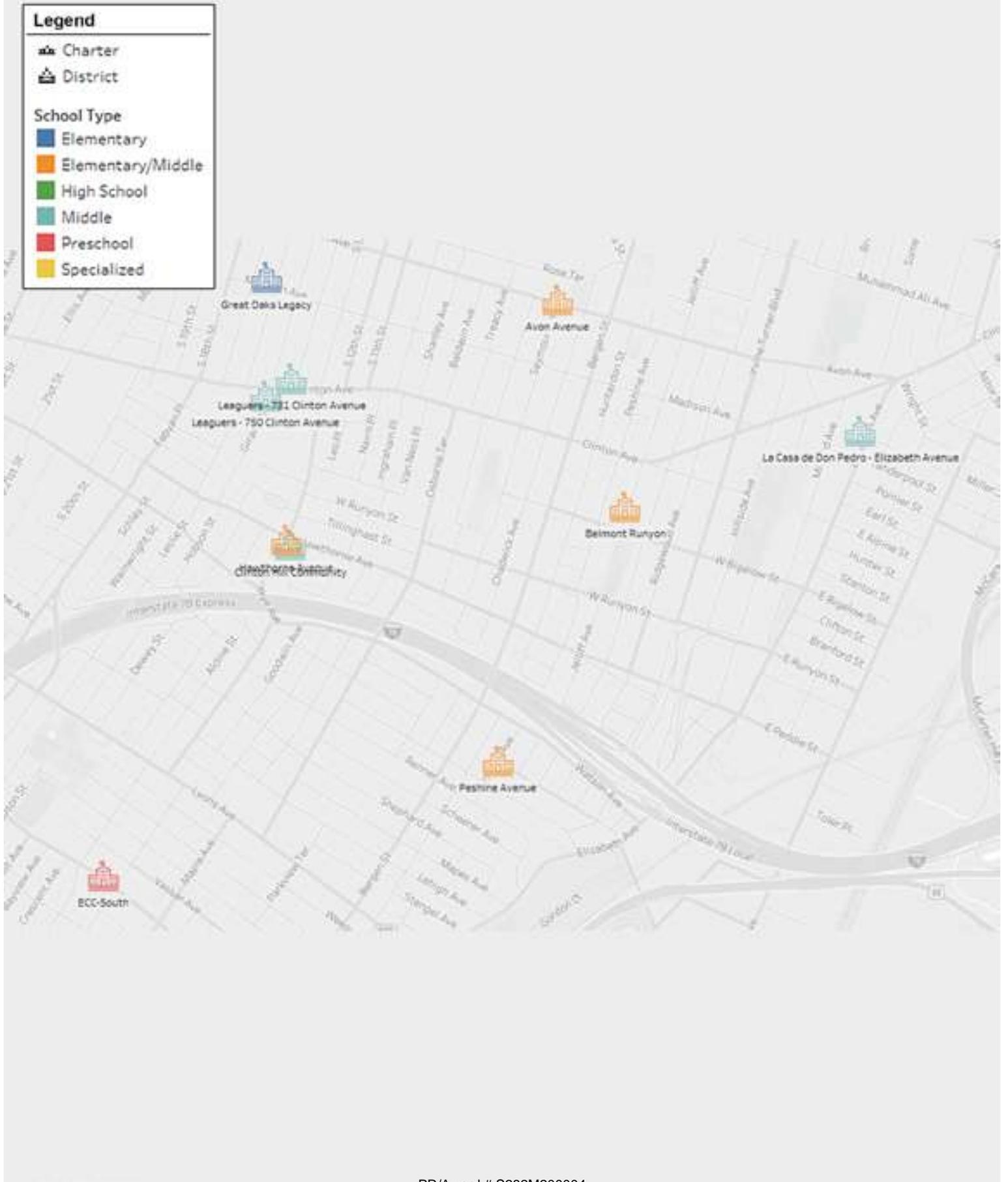
Appendix H-4

PK PROGRAMS THAT REQUIRE NEWARK ENROLLS APPLICATION

SCHOOL NAME	ADDRESS	TYPE	PHONE NUMBER	HEAD START
Abington Avenue	209 Abington Avenue Newark, NJ 07107	District	973-268-5230	
Branch Brook	228 Ridge Street Newark, NJ 07104	District	973-268-5220	
Early Childhood Center - North at Gladys Hillman-Jones	24 Crane Street Newark, NJ 07104	District	973-268-5112	Yes
Elliott Street	721 Summer Avenue Newark, NJ 07104	District	973-268-5360	
First Avenue	214 First Avenue Newark, NJ 07107	District	973-268-5240	
Luis Muñoz School	663 Broadway Newark, NJ 07104	District	973-268-5330	Yes
Park Elementary	120 Manchester Place Newark, NJ 07104	District	973-268-5999	
Rafael Hernandez	345 Broadway Newark, NJ 07104	District	973-481-5004	
Roberto Clemente	257 Summer Avenue Newark, NJ 07104	District	973-268-5291	
Salomé Ureña Elementary	284 First Avenue Newark, NJ 07107	District	973-412-1174	

PK PROGRAMS WITH WALK-IN ENROLLMENT

SCHOOL NAME	ADDRESS	TYPE	PHONE NUMBER
Holiness Pentecostal Church Day Care	22 Halleck Street Newark, NJ 07104	Private Provider	973-484-6777
IEP - Summer Place	29 Summer Place Newark, NJ 07104	Private Provider	973-350-8690
Kiddie Korner - Verona Avenue	319-321 Verona Avenue Newark, NJ 07104	Private Provider	973-484-5166
La Casa de Don Pedro-Head Start/Pre-K Center VI	168-174 Roseville Avenue Newark, NJ 07107	Private Provider	862-237-9320
La Casa Head Start/Pre-K & Early Head Start Center IV	201 First Street Newark, NJ 07107	Private Provider	862-237-9260
La Casa De Don Pedro - Broadway	39 Broadway Newark, NJ 07104	Private Provider	973-481-4091
La Casa De Don Pedro - First Street	202-216 First Street Newark, NJ 07107	Private Provider	973-350-0530
La Casa De Don Pedro - Park Avenue	75 Park Avenue Newark, NJ 07104	Private Provider	973-485-0850
Mount Carmel Guild Cares	594 North 7th Street Newark, NJ 07107	Private Provider	973-497-7712
Parkside Preschool II	354 Park Avenue Newark, NJ 07107	Private Provider	973-484-0808
Perpetual Help Day Nursery	170 Broad Street Newark, NJ 07102	Private Provider	973-484-3535
The North Ward - 300 Mt. Prospect Avenue	300-306 Mt. Prospect Avenue Newark, NJ 07104	Private Provider	973-350-0369
The North Ward - 341 Roseville Avenue	341 Roseville Avenue Newark, NJ 07107	Private Provider	973-268-9734
The North Ward - 346 Mt. Prospect Avenue	346 Mt. Prospect Avenue Newark, NJ 07104	Private Provider	973-481-1023
The North Ward - 475 Mt. Prospect Avenue	475 Mt. Prospect Avenue Newark, NJ 07104	Private Provider	973-412-0990



LIST OF SOUTH WARD PRE-K LOCATIONS

Appendix H4

PK PROGRAMS THAT REQUIRE NEWARK ENROLLS APPLICATION

SCHOOL NAME	ADDRESS	TYPE	PHONE NUMBER	HEAD START
Avon Avenue	219 Avon Avenue Newark, NJ 07108	District	973-733-6750	Yes
Belmont Runyon	1 Belmont Runyon Way Newark, NJ 07108	District	973-733-6920	
Early Childhood Center - South at Chancellor Annex	255 Chancellor Avenue Newark, NJ 07103	District	973-705-3860	Yes
George Washington Carver Elementary School	333 Clinton Place Newark, NJ 07112	District	973-705-3800	
Great Oaks Legacy	823 South 16th Street Newark, NJ 07108	Charter	973-374-7000	
Hawthorne Avenue	428 Hawthorne Avenue Newark, NJ 07112	District	973-705-3960	
Peshine Avenue	433 Peshine Avenue Newark, NJ 07112	District	973-705-3890	Yes

PK PROGRAMS WITH WALK-IN ENROLLMENT

SCHOOL NAME	ADDRESS	TYPE	PHONE NUMBER
Clinton Hill Community	420 Hawthorne Avenue Newark, NJ 07112	Private Provider	973-372-8877
La Casa De Don Pedro Head Start/Pre-K & Early Head Start Center VII	35-45 Elizabeth Avenue Newark, NJ 07108	Private Provider	862-237-9380
Leaguers - 731 Clinton Avenue	731 Clinton Avenue Newark, NJ 07108	Private Provider	973-373-2397
Leaguers - 750 Clinton Avenue	750 Clinton Avenue Newark, NJ 07108	Private Provider	973-371-3619



LIST OF WEST WARD PRE-K LOCATIONS

Appendix H-1

PK PROGRAMS THAT REQUIRE NEWARK ENROLLS APPLICATION

SCHOOL NAME	ADDRESS	TYPE	PHONE NUMBER	HEAD START
Early Childhood Center - West at Old Speedway	26 Speedway Avenue Newark, NJ 07106	District	973-351-2040	Yes
Ivy Hill Elementary	107 Ivy Street Newark, NJ 07106	District	973-351-2121	
Lincoln	87 Richelieu Terrace Newark, NJ 07106	District	973-374-2290	
Mount Vernon	142 Mount Vernon Place Newark, NJ 07106	District	973-374-2090	
Sussex Avenue	307 Sussex Avenue Newark, NJ 07107	District	973-268-5200	
Thirteenth Avenue	359 13th Avenue Newark, NJ 07103	District	973-733-7045	Yes

PK PROGRAMS WITH WALK-IN ENROLLMENT

SCHOOL NAME	ADDRESS	TYPE	PHONE NUMBER
Brighter Tomorrows I	796 South Orange Avenue Newark, NJ 07106	Private Provider	973-416-4141
Full Gospel Christian Academy	531-533 South Orange Avenue Newark, NJ 07103	Private Provider	973-372-1492
La Casa de Don Pedro Head Start/Pre-K Center VIII	432-437 South 15th Street Newark, NJ 07103	Private Provider	973-242-0696
Leaguers - Judith Diggs	302-316 16th Avenue Newark, NJ 07103	Private Provider	973-399-4064
Page Academy	530 Central Avenue Newark, NJ 07107	Private Provider	973-622-5333
Sarah Ward - Sanford Avenue	406 Sanford Avenue Newark, NJ 07106	Private Provider	973-371-5311
St. Anns Community Day Care	110 16th Avenue Newark, NJ 07103	Private Provider	973-642-4018
USVO - Ivy Hill	475-487 Irvington Avenue Newark, NJ 07106	Private Provider	973-374-2000
UVSO - Smith Street	179 Smith Street Newark, NJ 07106	Private Provider	973-351-2151
West Ward Early Childhood	107 Roseville Avenue Newark, NJ 07107	Private Provider	973-482-6602



Artwork by: Janelle Gimay, Science Park High School



ELEMENTARY/ MIDDLE SCHOOLS

Artwork by: Madeline Subina, 7th Grade, Park Elementary School



ABINGTON AVENUE ELEMENTARY SCHOOL

Innovate, Educate, & Graduate

Nelson Ruiz
 209 Abington Avenue
 Newark, NJ 07107
 973-268-5230
 973-268-5188
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/abg

GRADES: PK-8 | WARD: NORTH | ENROLLMENT: 888 | SCHOOL CODE: 046

About Our School

Abington Avenue School is a PK-8 public school with an emphasis on Science, Technology, Engineering, Arts and Math (STEAM). As a STEAM school, our vision is to be the preeminent leader in STEM and Arts education by combining academic rigor with social responsibility and mastery of the process of scientific inquiry. We offer extra-curricular programs and club activities, in reading, writing, math, science, coding, drama, and the performing arts.

Unique Fact

We were awarded the Newark STEAM Coalition Grant for a second year in a row. We continue to work with Disney Junior musicals. We are proud to announce that we have added Drama to our activity teacher line up this year to enhance our arts programming.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	15	48%
K	92	88%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	95%	
Percentage of Students Chronically Absent in (2018-2019)	16%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
16 to 1		79%
TECHNOLOGY		
Number of Devices	683	

Uniform Colors

Top: Red \$
Bottom: Gray \$\$

Community Partnerships

Audible, Jazz House Kids Program, La Casa De Don Pedro After-school Program and Tutoring, Montclair State University, Students 2 Science

Clubs & Activities

Band, BEEP Afterschool Program, Coding, Disney-NJPAC theater, Drama

Sports

Basketball, Cheer, Soccer

Special Education Programs

Learning Disabled - Mild/Moderate

Bilingual Programs

Spanish, ESL

After School Options:

Begins October 1st

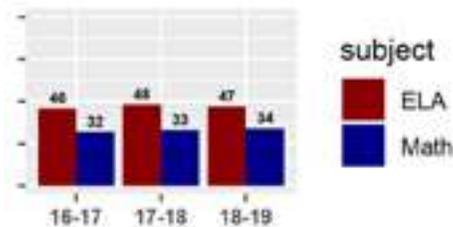
Cost: Free

Grades: 1-8

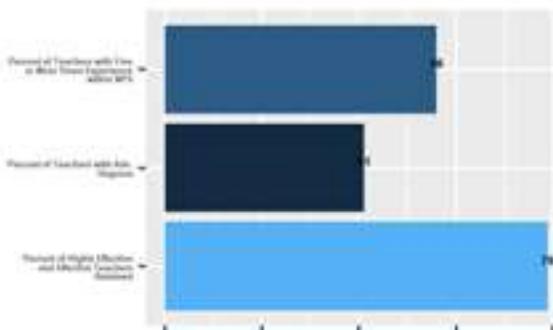
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



ACHIEVE CLINTON HILL CHARTER SCHOOL

Building the next generation of innovators!

Christopher Perpich
534 Clinton Avenue
Newark, NJ 07108
973-556-7070
8:00 AM - 6:00 PM
www.achieveccs.org

GRADES: K-7 | WARD: SOUTH | ENROLLMENT: 400 | SCHOOL CODE: 732

About Our School

Achieve Clinton Hill Charter School builds innovators who graduate college ready to solve the world's next set of challenges. Our vision is to provide a Pre-K - K-12 continuum that fosters the individual needs of students as they develop the skills, character and values that will prepare them for college and empower them to use their unique perspective as an asset to shape our country's future. Achieve is managed by BRICK Education Network.

Unique Fact

Achieve students benefit from a robust curriculum consisting of academic rigor, social-emotional learning, art and music.

SEAT AVAILABILITY			
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
K	72	90%	
SCHOOL ATTENDANCE ¹			
Average Daily Attendance (2018-2019)		93%	
Percentage of Students Chronically Absent in (2018-2019)		33%	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
24	12 to 1	NA	41%
TECHNOLOGY			
Number of Devices		1:1	

Uniform Colors

Top: K-4: Kelly Green \$\$
5-7: Hunter Green

Bottom: K-4: Navy Blue
5-7: Khaki \$

Financial Aid is available for uniforms

Community Partnerships

After School All Stars, SWCA - South Ward Children's Alliance

Clubs & Activities

African Drumming, Cooking, Dance, Girl Scouts

Sports

Karate, Outdoor Track

Before School Options:

First day of school - Last day of school

Cost: Free

Grades: K-7

Start Time: 7:30 AM

Provider: School

After School Options:

First day of school - Last day of school

Cost: Free

Grades: K-7

End Time: 6:00 PM

Provider: After-School All-Stars

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
PR/Award # S282M200004



ANN STREET ELEMENTARY SCHOOL

Be Respectful, Be Responsible, Get a Good Education

Linda Richardson
 30 Ann Street
 Newark, NJ 07105
 973-465-4890
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/ann

GRADES: K-8 | WARD: EAST | ENROLLMENT: 1,278 | SCHOOL CODE: 049

About Our School

Our goal is to provide all children, regardless of socioeconomic status, race, ethnic background or ability, the educational opportunity which will prepare them to function socially, economically and politically in a democratic society. Further, our goal is to prepare each child to live a worthwhile life and become a source of community pride and our nation as a whole.

Unique Fact

We are a school of mathematics and science while offering electives in vocal music, fine arts, and dance theater.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
K	154	77%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	97%	
Percentage of Students Chronically Absent in (2018-2019)	4%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
16 to 1		92%
TECHNOLOGY		
Number of Devices	1:1	

Uniform Colors

Top: K-7: Navy Blue
 Grade 8: White \$\$
Bottom: Khaki \$\$
 Girls are permitted to wear khaki shorts, skirts or pants that are appropriate in length. Boys are to wear khaki pants or shorts depending on the season. No cargo pants or shorts. Boys must wear a black belt. Boys and girls must wear brown or black shoes only.

Community Partnerships

Boys and Girls Club, Future Rutgers Scholars, Ironbound Community Corporation, NJLEEP, NJSEEDS

Clubs & Activities

Chorus, Girls Who Code, National Junior Honor Society, Robotics, Student Council, Debate

Sports

Baton Twirling, Cheer, Dance, Soccer, Volleyball

Special Education Programs

Learning Disabled - Mild/Moderate

Bilingual Programs

Spanish, Portuguese, ESL

After School Options:

Mid-September to End of May

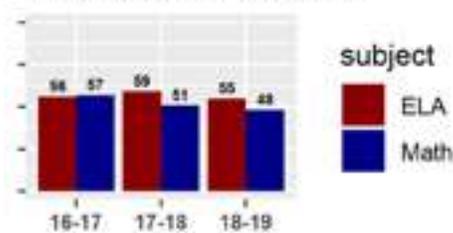
Cost: Free

Grades: 1-8

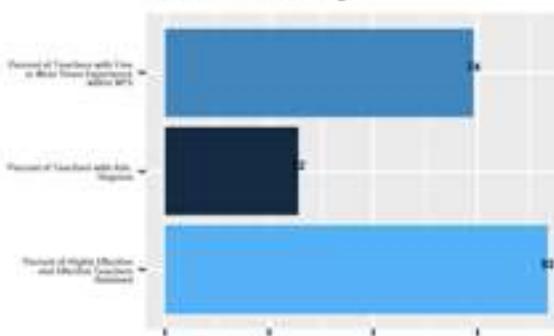
End Time: 5:30 PM

Provider: District After School Excel Program

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



AVON AVENUE ELEMENTARY SCHOOL

Achieving Victorious Outcomes Now!

Charity Haygood
 219 Avon Avenue
 Newark, NJ 07108
 973-733-6750
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/avn

GRADES: K-8 | WARD: SOUTH | ENROLLMENT: 543 | SCHOOL CODE: 051

About Our School

Our core values are captured in the word, DREAM: Diligence, Respect, Empathy, A+ SelfControl, and Model Student. Our mission is to cultivate these values in our students, so they become lifelong learners, who then become skilled leaders. We value hard work and commitment from the entire community of staff, scholars, administration, parents and families.

Our ultimate goal is to ensure that our scholars are college ready and productive citizens.

Unique Fact

People across the world can view our mural of First Lady Michelle Obama as they depart and arrive from Newark Liberty International Airport.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	30	100%
K	46	93%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	94%	
Percentage of Students Chronically Absent in (2018-2019)	18%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
11 to 1		50%
TECHNOLOGY		
Number of Devices	1:1	

Uniform Colors

Top: Navy Blue, Orange \$
Bottom: Navy Blue \$\$

Community Partnerships

Head Start, Liberty Science Center, My Very Own Library, Playworks, Youth Development Clinic

Clubs & Activities

Art, Chess Club, National Honor Society, NJ Symphony Orchestra String Instrument Program, Flag Football & Karate, Debate

Sports

Basketball, Cheer, Flag Football, Karate, Soccer, Yoga

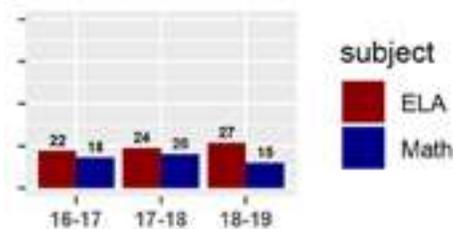
Special Education Programs

Cognitively Impaired - Moderate

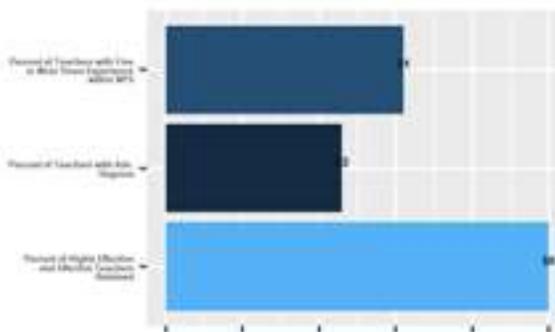
After School Options:

October - May
Cost: Free
Grades: 1-8
End Time: 5:30 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



BELMONT RUNYON ELEMENTARY SCHOOL

R.O.A.R. Respect, Ownership, Attitude, Responsibility

Dr. Deneen Washington
 1 Belmont Runyon Way
 Newark, NJ 07108
 973-733-6920
 973-733-6813
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/bel

GRADES: K-8 | WARD: SOUTH | ENROLLMENT: 481 | SCHOOL CODE: 052

About Our School

Belmont Runyon School has a K-8 general education program and a Pk-6 MDMI Program for medically fragile students. Belmont Runyon School has a daily recess period for students in grades K-5 to provide additional time for structured play. We have an Extended Day Program that provides opportunities for students to participate in enrichment activities. Belmont Runyon School also has an Elective and Advisory Program for middle grade students.

Unique Fact

Belmont Runyon School is a Positive Action School. Every day begins with a Positive Action lesson during homeroom.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	16	100%
K	54	100%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	89%	
Percentage of Students Chronically Absent in (2018-2019)	41%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
13 to 1		44%
TECHNOLOGY		
Number of Devices	1:1	

Uniform Colors

Top: Yellow \$\$
Bottom: Blue \$\$

Community Partnerships

My Very Own Library, NJIT GEAR-UP, NJPAC School-time Performance Series Program, Playworks, Students 2 Science

Clubs & Activities

Art, Dance, Gifted and Talented Program, Girls Who Code, National Junior Honor Society

Sports

Basketball, Dance, Debate, Soccer, Step Team

Special Education Programs

Multiple Disability Medically Involved

Before School Options:

First Day of School - Last Day of School

Cost: Free

Grades: 1-8

Start Time: 8:00 AM

Provider: School

After School Options:

October 1 - May 31

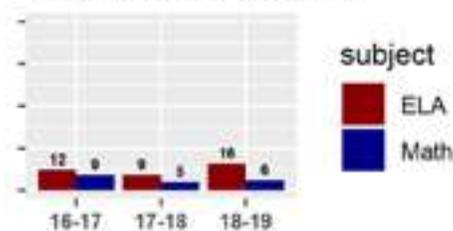
Cost: Free

Grades: 1-8

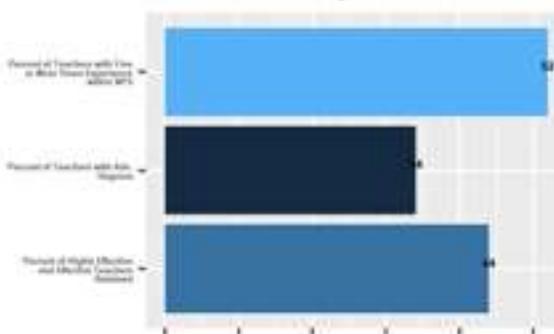
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



CAMDEN STREET ELEMENTARY SCHOOL

Camden Cares

Samuel Garrison
 281 Camden Street
 Newark, NJ 07103
 973-733-6994
 973-733-6854
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/cms

GRADES: PK-8 | WARD: CENTRAL | ENROLLMENT: 627 | SCHOOL CODE: 060

About Our School

Our mission at Camden Street School is to provide all students with the skills they need to achieve their dreams and to challenge themselves, and others. Students will become innovative and high achievers who will use all available resources to positively impact their world as global citizens. The actualization of our mission includes: high expectations, realistic goals, high quality staff, high quality curricula, and sound pedagogy.

Unique Fact

Camden's daily convocations equip students with social and emotional skills that allow students to build connections, resolve conflicts and reduce frustration.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
PK	97	75%
K	75	83%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	91%	
Percentage of Students Chronically Absent in (2018-2019)	35%	
STUDENT TO TEACHER RATIO		RETENTION OF HIGHLY EFFECTIVE TEACHERS
13 to 1		74%
TECHNOLOGY		
Number of Devices	578	

Uniform Colors

Top: Navy Blue \$
Bottom: Khaki \$\$
School fundraises to help families.

Community Partnerships

After School All Stars, H.O.P.E., Head Start, My Very Own Library, National Honors Society

Clubs & Activities

Chess Club, Dance, Debate, Disney-NJPAC theater, National Junior Honor Society

Sports

Basketball, Cheer, Dance

Special Education Programs

Autism

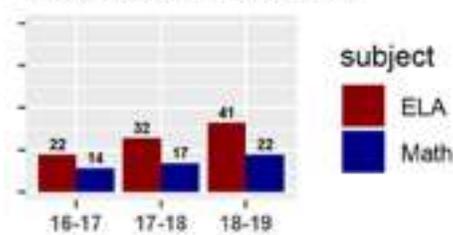
Before School Options:

September 30
Cost: Free
Grades: 1-8
Start Time: 8:00 AM
Provider: School

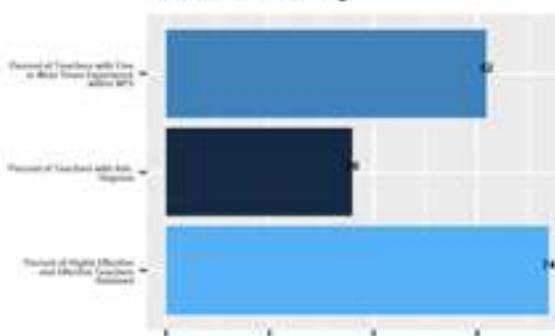
After School Options:

October 1st - June 1st
Cost: Free
Grades: 1-8
End Time: Excel-NPS - 5:15 PM
 After School All Stars - 5:30 PM
Provider: The school and an after school provider

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



CHANCELLOR AVENUE ELEMENTARY SCHOOL

The Chancellor Community has "Falcon Pride"!

Sakina Pitts
 321 Chancellor Avenue
 Newark, NJ 07112
 973-705-3870
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/cha

GRADES: K-8 | WARD: SOUTH | ENROLLMENT: 526 | SCHOOL CODE: 062

About Our School

Chancellor Avenue School inspires our students to be respectful, responsible, reflective, resilient leaders with the power to choose their life's path.

Unique Fact

Chancellor Avenue School's day for students is one filled with rich experiences inclusive of: STEM, Music, Art, and Debate.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
K	46	91%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)		93%
Percentage of Students Chronically Absent in (2018-2019)		25%
STUDENT TO TEACHER RATIO		RETENTION OF HIGHLY EFFECTIVE TEACHERS
14 to 1		41%
TECHNOLOGY		
Number of Devices		1:1

Uniform Colors

Top: Navy Blue \$
Bottom: Khaki \$

Community Partnerships

Jersey Cares, Liberty Science Center, My Very Own Library, NJPAC School-time Performance Series Program, Renew the Arts

Clubs & Activities

Art, Dance, Debate, Girls in Technology, Yearbook

Sports

Basketball, Cheer, Dance, Robotics

Special Education Programs

Learning Disabled - Mild/Moderate

After School Options:

September 30 - June 12

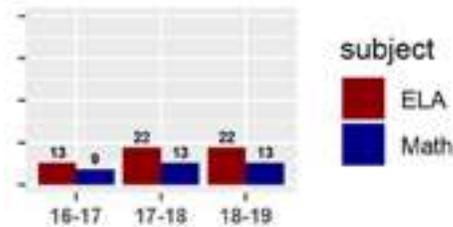
Cost: Free

Grades: 1-8

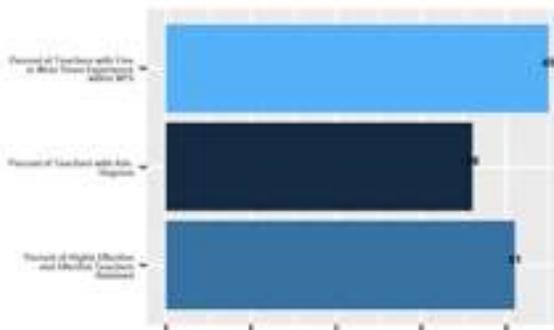
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



CLEVELAND ELEMENTARY SCHOOL

Creating GREAT Scholars for a GREAT Community

Erskine Glover
 388 Bergen Street
 Newark, NJ 07108
 973-733-6944
 973-733-7084
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/clv

GRADES: PK-8 | WARD: CENTRAL | ENROLLMENT: 447 | SCHOOL CODE: 064

About Our School

Cleveland Avenue Elementary School's mission is to provide our students with the academic tools such as critical thinking and problem solving. Further, students learn positive social interaction skills that they need to succeed in high school, college and the global society.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
PK	60	20%
K	46	57%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	90%
Percentage of Students Chronically Absent in (2018-2019)	45%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
15 to 1	77%

TECHNOLOGY	
Number of Devices	343

Uniform Colors

Top: Navy Blue \$\$\$
Bottom: Khaki \$\$

Community Partnerships

FOCUS-Family Success Center, Greater Newark Conservatory, Junior Achievement, My Very Own Library, Students 2 Science

Clubs & Activities

Archery, Art, Band, National Junior Honor Society, Robotics

Sports

Basketball, Cheer, Soccer

Special Education Programs

Learning Disabled - Severe

After School Options:

October 1 - June 10

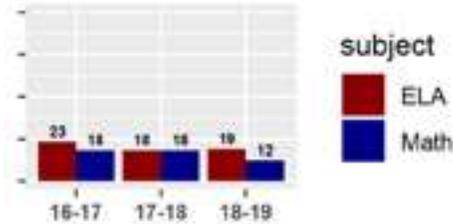
Cost: Free

Grades: 1-8

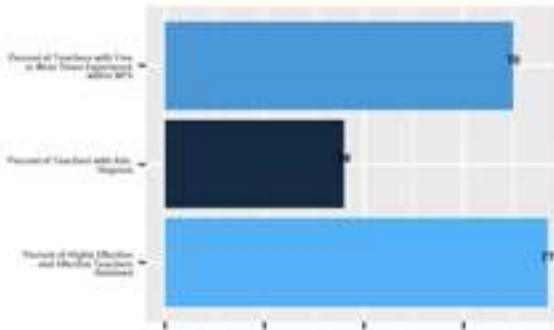
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



DR. E. ALMA FLAGG ELEMENTARY SCHOOL

Flagg Students are Respectful, Responsible and Ready

Ganiat Rufai
 150 3rd Street
 Newark, NJ 07107
 973-268-5190
 973-268-5219
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/flg

GRADES: K-8 | WARD: NORTH | ENROLLMENT: 470 | SCHOOL CODE: 074

About Our School

All students at Dr. E. Alma Flagg School will become critical thinkers and push past the norms of society. Dr. E. Alma Flagg School students will be able to offer divergent thoughts that will lead innovation within and beyond their communities.

Unique Fact

Students participate in STEAM classes , performing arts, music and various sports programs.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
K	46	90%
SCHOOL ATTENDENCE ¹		
Average Daily Attendance (2018-2019)	92%	
Percentage of Students Chronically Absent in (2018-2019)	34%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
15 to 1		41%
TECHNOLOGY		
Number of Devices	1:1	

Uniform Colors

Top: Burgundy \$\$

Bottom: Khaki \$\$

Uniforms are provided for families in need.

Community Partnerships

Montclair State University, My Very Own Library, Randy Foye Foundation, Rutgers University - Newark, United Way

Clubs & Activities

Art, BEEP Afterschool Program, Drama, National Junior Honor Society, Robotics

Sports

Basketball, Cheer, Soccer, Volleyball

Special Education Programs

Learning Disabled - Severe

Bilingual Programs

Spanish, ESL

After School Options:

September 30 - May 31

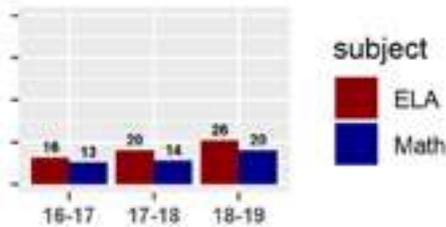
Cost: Free

Grades: 3-8

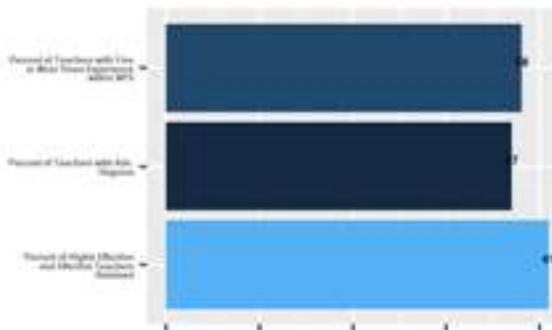
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



DR. WILLIAM H. HORTON ELEMENTARY SCHOOL

Wildcats are Respectful, Responsible, Resilient. Wildcats ROAR!

Hamlet Marte
 291 North 7th Street
 Newark, NJ 07107
 973-268-5260
 973-350-5801
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/hor

GRADES: K-8 | WARD: NORTH | ENROLLMENT: 783 | SCHOOL CODE: 073

About Our School

In collaboration with all stakeholders, we at Dr. William H. Horton Elementary School aim to educate and instill values of safety, respect, and responsibility to ensure success for all via social and academic growth.

Unique Fact

We are proud to participate in the Verizon Innovative Learning Initiative where all 6th to 8th graders received iPads to support learning both during the school day and at home!

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
K	69	92%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	91%	
Percentage of Students Chronically Absent in (2018-2019)	32%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
15 to 1		28%
TECHNOLOGY		
Number of Devices	1:1	

Uniform Colors

Top: Burgundy \$
Bottom: Gray \$-\$

Community Partnerships

Jersey Cares, Main Street Counseling, National Honors society, Newark Trust, Playworks

Clubs & Activities

Chess Club, Coding, Debate, Girls Who Code, STEAM (Science, Technology, Arts and Mathematics)

Sports

Basketball, Cheer, Volleyball

Special Education Programs

Learning Disabled - Mild/Moderate

Bilingual Programs

Spanish, ESL

After School Options:

September - May

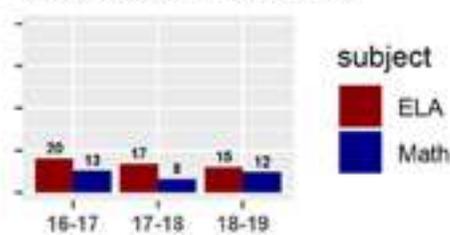
Cost: Free

Grades: 1-8

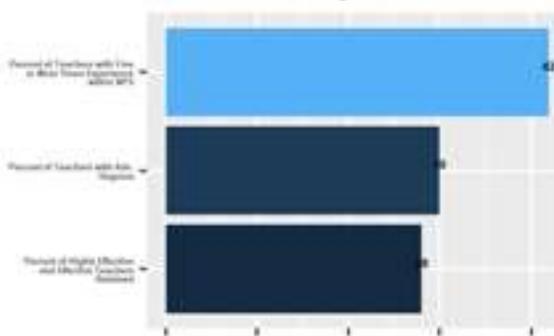
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



EAGLE ACADEMY FOR YOUNG MEN

“It’s easier to build strong children than to repair broken men” - Frederick Douglass

Semone Morant
279 Chancellor Avenue
Newark, NJ 07112
973-705-3847
8:25 AM - 2:55 PM
www.eaglenewark.com

GRADES: 6-12 | WARD: SOUTH | ENROLLMENT: 221 | SCHOOL CODE: 040

About Our School

The mission of The Eagle Academy for Young Men of Newark is to develop young men committed to the pursuit of academic excellence, strong character, and responsible leadership.

Opened in September 2012, the Eagle Academy for Young Men of Newark is the first and only all-male public school in the state of New Jersey. Our school is a collaboration between the Newark Board of Education and the Eagle Academy Foundation.

Unique Fact

21st Century Program: Academic Enrichment, Enrichment Activities and Recreation, Enrichment Programs and Support Services

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
6	26	100%
9	48	60%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	89%
Percentage of Students Chronically Absent in (2018-2019)	45%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
13 to 1	100%

GRADUATION RATES	
2018-2019	
88%	

TECHNOLOGY	
Number of Devices	1:1

Uniform Colors

Top: Blue, Navy Blue \$\$
Bottom: Gray \$\$

Community Partnerships

Bloomfield College, Mentoring USA: Prudential Newark, Street Squash Newark, Students 2 Science, Eagle Academy Foundation

Clubs & Activities

Art, Intermural Program, Student Government, Yearbook, 21st Century Program

Sports

Basketball, Bowling, Cross Country, Flag Football, Golf, Indoor Track, Outdoor Track, Soccer, Volleyball, Street Squash

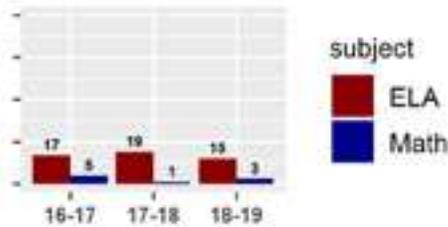
AP Classes Offered

AP English Language, AP English Literature, AP US History, AP World History

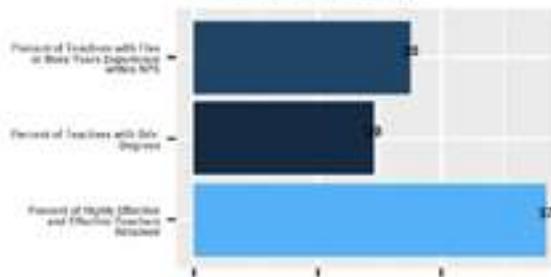
After School Options:

October 1st
Cost: Free
Grades: 6-8
End Time: 6:00 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE’s website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004

**EAST WARD ELEMENTARY
SCHOOL**

Respect, Responsibility, Perseverance

GRADES: PK-3 | WARD: EAST | ENROLLMENT: 283 | SCHOOL CODE: 115**About Our School**

East Ward Elementary was established in 2019 in the Ironbound section of Newark. The school consists of roughly 283 students ranging in grades Pre-K-2. We will increase a grade level each year until 8th grade. It is our vision, as a school community, to build a school where each child is prepared to accept responsibility for their academics and behavior to teach students to respect everyone, regardless of race, nationality, economic status, or ability.

Unique Fact

The most unique thing about East Ward Elementary is that we will increase in grades to eventually become a Pre-k-8 school.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
PK	42	40%
K	92	100%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	NA	
Percentage of Students Chronically Absent in (2018-2019)	NA	
STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED	
20 to 1	NA	
TECHNOLOGY		
Number of Devices	271	

Uniform Colors

Top: Burgundy
Bottom: Gray

Community Partnerships

Boys and Girls Club, Ironbound Community Corporation

Clubs & Activities

BEEP Afterschool Program, Vocal Music, Afterschool Excel Program

Bilingual Programs

Spanish, Portuguese, ESL

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



ELLIOTT STREET ELEMENTARY SCHOOL

Expect More, Achieve More!

Karisa DeSantis
 721 Summer Avenue
 Newark, NJ 07104
 973-268-5360
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/ell

GRADES: PK-8 | WARD: NORTH | ENROLLMENT: 955 | SCHOOL CODE: 068

About Our School

Elliott Street School is a dynamic learning community with a safe, nurturing, and stimulating educational environment where the staff work to provide rigorous educational experiences for all students. Through the joint effort of family, school, and community, Elliott Eagles do not accept the status quo, but rather reach higher to become more than they believe they are capable of.

Unique Fact

Elliott Street School offers a 1-to-1 student device ratio in which all students in our school are provided a laptop during instruction. Elliott Street School has a blended learning program that combines classroom instruction with online learning for students.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
PK	90	37%
K	92	58%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	94%
Percentage of Students Chronically Absent in (2018-2019)	18%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
13 to 1	68%

TECHNOLOGY	
Number of Devices	1:1

Uniform Colors

Top: White \$
Bottom: Navy Blue \$\$\$

Community Partnerships

Alvin Ailey Dance Foundation Inc., Main Street Counseling, My Very Own Library, Playworks, Students 2 Science

Clubs & Activities

Band, Dance, Girls Who Code, National Junior Honor Society, Robotics, Debate

Sports

Basketball, Cheer, Dance, Soccer

Special Education Programs

Learning Disabled - Severe

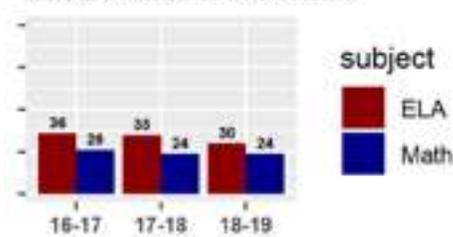
Bilingual Programs

Spanish, ESL

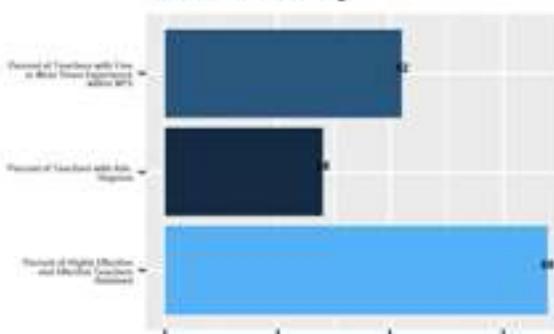
After School Options:

October - May
Cost: Free
Grades: 1-8
End Time: 5:30 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



FIRST AVENUE ELEMENTARY SCHOOL

Respect, Responsibility, Reflection, Resiliency

Rosa Branco
 214 First Avenue
 Newark, NJ 07107
 973-268-5240
 973-268-5241
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/01a

GRADES: PK-8 | WARD: NORTH | ENROLLMENT: 1,153 | SCHOOL CODE: 070

About Our School

First Avenue School (FAS) is a progressive learning community whose graduates are prepared to excel in a complex, interconnected, and competitive career/job market by showing Respect, Responsibility, Reflection and Resiliency.

Unique Fact

Students in grades 5-8 choose a major where they participate in electives 4 days a week.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
PK	45	64%
K	115	51%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	96%
Percentage of Students Chronically Absent in (2018-2019)	8%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
15 to 1	79%

TECHNOLOGY	
Number of Devices	861

Uniform Colors

Top: PK-4: Navy Blue
 5-8: White \$\$
Bottom: Khaki \$\$

Community Partnerships

Alvin Ailey Dance Foundation Inc., Audible, Building Kidz (Robotics), KPMG, La Casa de Don Pedro

Clubs & Activities

Debate, Disney-NJPAC theater, Girls Who Code, National Junior Honor Society, Robotics

Sports

Basketball, Dance, Soccer

Special Education Programs

Autism

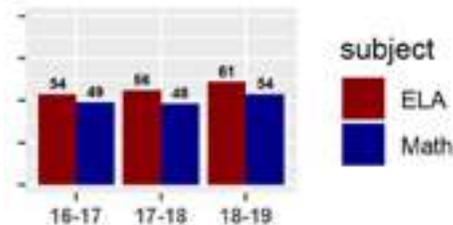
Bilingual Programs

Spanish, ESL

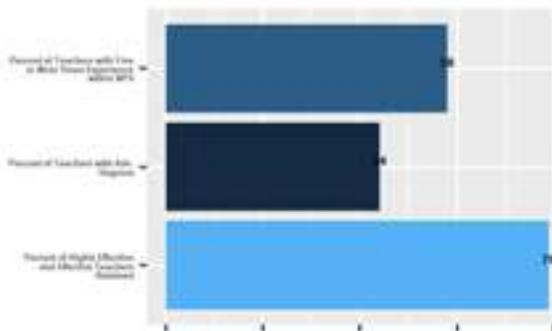
After School Options:

October - May
Cost: Free
Grades: 1-8
End Time: 4:30 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/01a/school-summaries/>



FRANKLIN ELEMENTARY SCHOOL

Be the Change

Amy B. Panitch
 42 Park Avenue
 Newark, NJ 07104
 973-268-5250
 973-350-5073
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/fra

GRADES: PK-6 | WARD: NORTH | ENROLLMENT: 568 | SCHOOL CODE: 072

About Our School

Franklin Elementary is a Pre-K to 6th grade school. Our vision is to assist students in reaching their full academic potential in an inclusive environment. All students will develop critical thinking and problem-solving skills through engagement with a rich curriculum. Our mission is to provide our students with deep learning experiences, which will help to develop great thinkers and productive citizens.

Unique Fact

We are growing our school to 8th grade! We will graduate our first 8th grade class in 2023!

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	57	35%
K	69	82%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	93%
Percentage of Students Chronically Absent in (2018-2019)	21%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
12 to 1	90%

TECHNOLOGY	
Number of Devices	392

Uniform Colors

Top: Yellow \$
Bottom: Navy Blue \$

Community Partnerships

Junior Achievement, KPMG, Montclair State University, My Very Own Library, Newark Trust

Clubs & Activities

Boys Mentoring, Debate, Robotics, Young Entrepreneurs

Sports

Recreational after school

Bilingual Programs

Spanish, ESL

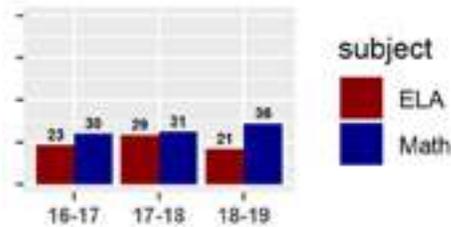
Special Education Programs

Learning Disabled - Mild/Moderate

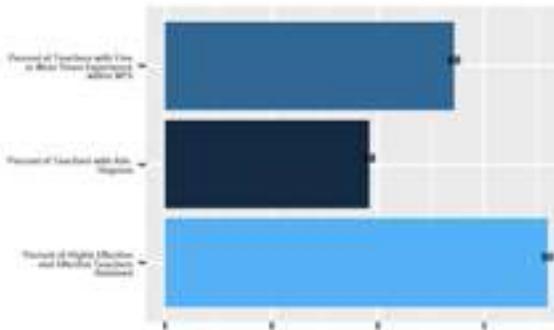
After School Options:

October - May
Cost: Free
Grades: 1-6
End Time: 5:30 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
PR/Award # S282M200004



GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL

Proper Education Always Corrects Errors

Kyle Thomas
 333 Clinton Place
 Newark, NJ 07112
 973-705-3952
 973-868-1059
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/car

GRADES: PK-8 | WARD: SOUTH | ENROLLMENT: 552 | SCHOOL CODE: 163

About Our School

OUR VISION - "Achievement is Realistic, Obtainable, and Infinite"

We will remain dedicated in all of its collective efforts to go above and beyond systemic norms to educate the entire child.

OUR MISSION - "Maintain A Strategic Path to Proficiency"

We will use a systems thinking approach to motivate, inspire and empower the adult staff, parents, students, and the community to be great at all costs.

Unique Fact

We house and collaborate with Bruce Street School, a specialized program, to provide a totally inclusive environment that engages all students in multiple paths to success.

SEAT AVAILABILITY	
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR
Pre-K	57
K	46
PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
Pre-K	41%
K	77%
SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	90%
Percentage of Students Chronically Absent in (2018-2019)	38%
STUDENT TO TEACHER RATIO	
11 to 1	
PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED	
	31%
TECHNOLOGY	
Number of Devices	456

Uniform Colors

Top: PK-2: Gray

3-5: Navy

6-8: Sky Blue \$\$

Bottom: PK-2: Navy

3-5: Gray,

6-8: Khaki \$\$

Community donations for uniforms are available.

Community Partnerships

After School All Stars, Leaders for Life, My Very Own Library, Newark Trust, Nwk Yoga Movement, SHE Mentoring, Next Generation Mentoring, Nwk Chess Club, Hameed African Drumming & TaiChi Meditation, Nwk Chess Club, Nwk Community Street Team, Newark Recreation Department, DEA, NJCIE

Clubs & Activities

African Drumming, Girls Who Code, Jr. Honor Society, Newark Chess, Yoga, Debate

Sports

Basketball, Cheer, Soccer

Special Education Programs

Learning Disabled - Mild/Moderate

After School Options:

October - May

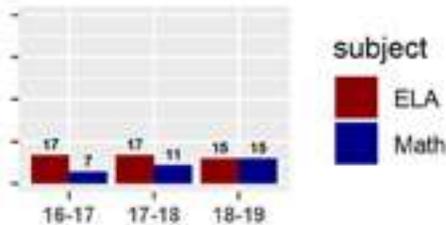
Cost: Free

Grades: All Grades

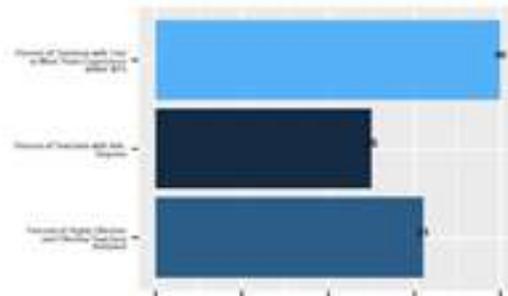
End Time: 5:30 PM

Provider: Both School & Outside Provider

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



GREAT OAKS LEGACY CHARTER SCHOOL

Preparing Students for College Success

- Multiple Locations**
- 862-256-0909**
- 8:15 AM - 3:45 PM**
- www.greatoakslegacy.org**

GRADES: PK-12* | WARD: MULTIPLE LOCATIONS | ENROLLMENT: 1,730 | SCHOOL CODE: 731

About Our School

The mission of Great Oaks Legacy Charter School is to prepare students for college success. We do this by providing a rigorous college prep curriculum, supported by differentiated instruction and two hours of tutoring daily for middle and high school students. We offer a robust sports and afterschool enrichment program as well as Saturday Academic Intervention.

Unique Fact

Great Oaks Legacy Charter Schools offers daily tutoring for 3rd through 12th grade students!

Great Oaks Legacy Charter School graduating cohorts have received on average 590 total college acceptances and over \$5 million in scholarships!

SEAT AVAILABILITY			
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
Pre-K	65	62%	
K	190	73%	
5	176	64%	
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		94%	
Percentage of Students Chronically Absent in (2018-2019)		16%	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
27	13:1	16%	85%
TECHNOLOGY			
Access to Technology		1:1	

Uniform Colors

Top: PK4-4th: Navy Blue
5th-8th: Royal Blue
Bottom: Khaki

Community Partnerships

AmeriCorps Service Network, Boys and Girls Club, Community Food Bank of NJ, Steps 2 Success Dance Program, Southward Children's Alliance, Newark Community Street Team, Project Ready and Greater Newark Healthcare Collision

Clubs & Activities

Art, Dance, Debate, Student Government, Yearbook

Sports

Basketball, Bowling, Cheer, Flag Football, Indoor Track, Step Team

Before School Options:

Begins in mid to late September
Cost: Free

Grades: All Grades

End Time: 7:45 AM

Provider: School

After School Options:

First Day of School - Last Day of School

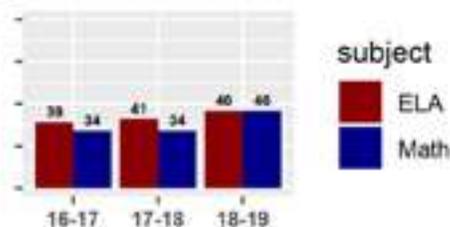
Cost: Yes

Grades: K-8

End Time: 7:00 PM

Provider: Boys and Girls Club

PARCC Percent Proficient



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



HARRIET TUBMAN ELEMENTARY SCHOOL

As Good As the Best and Better Than the Rest

Angela Davis
 504 10th Street
 Newark, NJ 07103
 973-733-6934
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/tub

GRADES: PK3-7 | WARD: CENTRAL | ENROLLMENT: 382 | SCHOOL CODE: 097

About Our School

The mission of Harriet Tubman, National Blue Ribbon School, is to provide children with a quality education and to ensure that all students become lifelong learners who are caring, productive, and responsible citizens.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	30	22%
K	46	75%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	91%
Percentage of Students Chronically Absent in (2018-2019)	38%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
14 to 1	71%

TECHNOLOGY	
Number of Devices	1:1

Uniform Colors

Top: Light Blue \$
Bottom: Navy Blue \$\$

Community Partnerships

Greater Newark Conservatory, Montclair State University, Newark Conservancy, NJPAC School-time Performance Series Program

Clubs & Activities

Chess Club, Dance

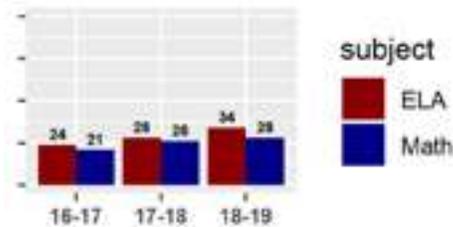
Special Education Programs

Learning Disabled - Severe

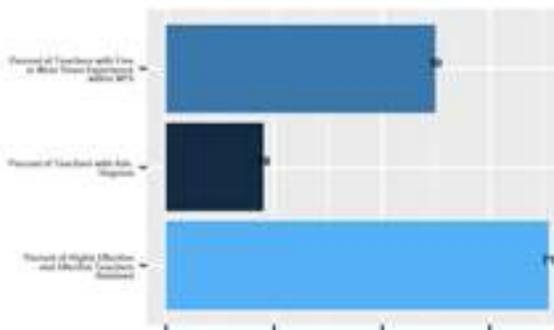
After School Options:

October - May
Cost: Free
Grades: 1-6
End Time: 5:30 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



HAWKINS STREET ELEMENTARY SCHOOL

Striving for Excellence

Alejandro Lopez
 8 Hawkins Street
 Newark, NJ 07105
 973-465-4920
 973-522-4025
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/hwk

GRADES: K-8 | WARD: EAST | ENROLLMENT: 693 | SCHOOL CODE: 075

About Our School

At Hawkins Street School, all stakeholders ensure that the school is a safe, welcoming, and nurturing environment to promote growth and success for all students. As leaders, teachers, and students, we live by our core values as we strive for excellence each and every day. We are HAWKS!

Unique Fact

At Hawkins Street School we emphasize the importance of grit, being intentional, present and student demonstrating learning.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
K	69	95%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	94%	
Percentage of Students Chronically Absent in (2018-2019)	16%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
15 to 1		63%
TECHNOLOGY		
Number of Devices	1:1	

Uniform Colors

Top: Royal Blue \$\$\$
Bottom: Black, Khaki \$\$

Community Partnerships

Alvin Ailey Dance Foundation Inc., Ironbound Community Center, Main Street Counseling, My Very Own Library, National Honors Society

Clubs & Activities

Boys Mentoring, Dance, Debate, Disney-NJPAC theater, National Junior Honor Society

Sports

Basketball, Cheer, Soccer, Volleyball

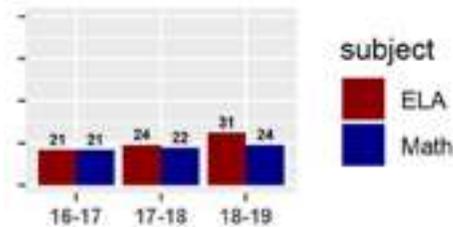
Bilingual Programs

Spanish, Portuguese, ESL

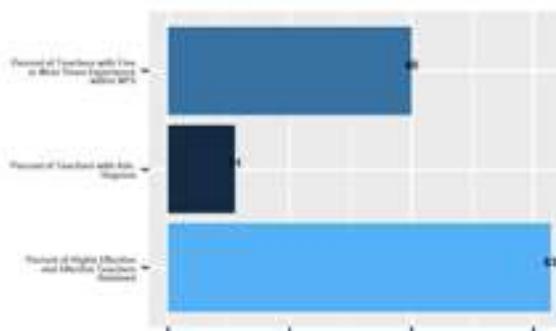
After School Options:

September - May
Cost: Free
Grades: 1-8
End Time: 5:30 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



HAWTHORNE AVENUE ELEMENTARY SCHOOL

Education for Liberation

H. Grady James IV
 428 Hawthorne Avenue
 Newark, NJ 07112
 973-705-3960
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/hwt

GRADES: PK-8 | WARD: SOUTH | ENROLLMENT: 484 | SCHOOL CODE: 076

About Our School

Our mission is to provide students with a culturally relevant context from which to develop 21st century skills. The successes and struggles of our ancestors will provide an ongoing source of inspiration, pride, strength, self-identity, and empowerment for their current and future academic, political and social achievement.

Academic Spotlight

The school connects all aspects to the Nguzo Saba (7 Principles of Kwanzaa).

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	45	33%
K	46	92%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	89%	
Percentage of Students Chronically Absent in (2018-2019)	42%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
16 to 1		85%
TECHNOLOGY		
Number of Devices	1:1	

Uniform Colors

Top: Navy Blue \$
Bottom: Khaki, Navy Blue \$

Community Partnerships

Faith Fellowship Christian Church, First Bethel Baptist Church, Greater Newark Conservatory, My Very Own Library, Seton Hall (mentorship program)

Clubs & Activities

Band, Beta Girls Club, Boys Mentoring, Debate, Gifted and Talented Program

Sports

Basketball, Cheer

Special Education Programs

Learning Disabled - Severe, Behavior Disabilities

After School Options:

Starts in September

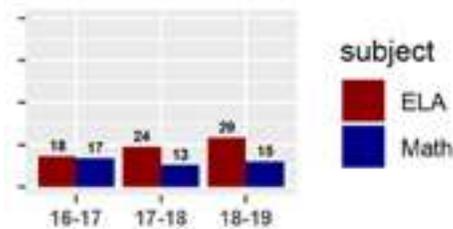
Cost: Free

Grades: 1-8

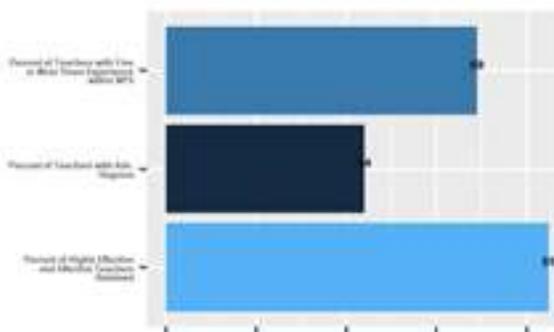
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



IVY HILL ELEMENTARY SCHOOL

A Community of Learners

Dorrice Rayam-Johnson
 107 Ivy Street
 Newark, NJ 07106
 973-351-2121
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/ivy

GRADES: PK-8 | WARD: WEST | ENROLLMENT: 538 | SCHOOL CODE: 110

About Our School

Ivy Hill Elementary School is a place where students learn, grow, and are setup to be successful; Ivy Hill is a place where teachers teach, nurture, and love.

Our staff members are dedicated to providing every child with the best educational opportunities possible. Our staff members realize the importance of developing in each child a degree of trustworthiness, responsibility, respect, care, fairness and citizenship.

Unique Fact

Students are greeted by staff daily. Students are able to participate in Art, Vocal Music, Dance, and Instrumental Music clubs.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	40	21%
K	52	76%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	93%
Percentage of Students Chronically Absent in (2018-2019)	22%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
12 to 1	85%

TECHNOLOGY	
Number of Devices	375

Uniform Colors

Top: Hunter Green \$
Bottom: Khaki \$-\$

Community Partnerships

Jersey Cares, Montclair State University, My Very Own Library, NJPAC, Seton Hall (mentorship program)

Clubs & Activities

African Drumming, Art, Coding, Dance, Vocal Music

Sports

Basketball, Cheer, Dance, Debate, Outdoor Track

Bilingual Programs

French & Haitian Creole, ESL

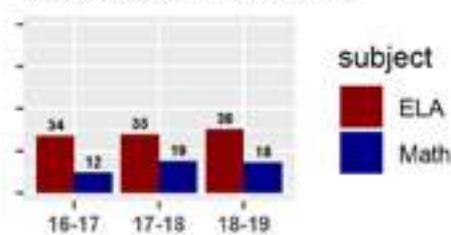
Special Education Programs

Autism

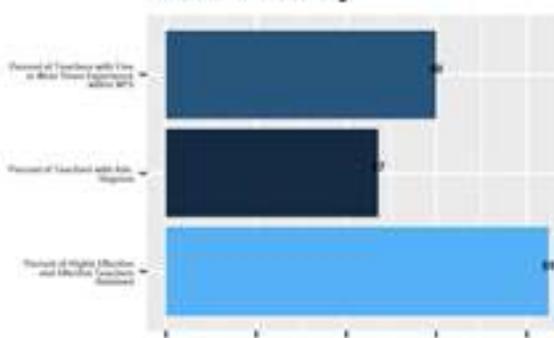
After School Options:

Starts in October
Cost: Free
Grades: 1-8
End Time: 5:30 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004

GRADES: K-12 | WARD: MULTIPLE LOCATIONS | ENROLLMENT: 4,780 | SCHOOL CODE: 726**About Our School**

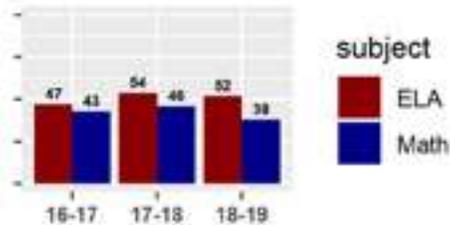
Your child's potential is limitless. From the moment they walk through the doors of our schools, we are committed to their success in college and in life. KIPP Newark has 11 free, open enrollment college prep schools in Newark educating students in grades K-12. We focus on the needs of your child and build strong foundations that will empower them from elementary school all the way through college. Visit www.KIPPNewark.org to learn more today.

Unique Fact

Our schools provide a safe learning environment, excellent academics & extracurriculars where all students can flourish.

KIPP Newark high schools offer a variety of Pre-AP and AP classes for all students.

SEAT AVAILABILITY			
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
K	600	84%	
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		93%	
Percentage of Students Chronically Absent in (2018-2019)		19%	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
25	13:1	13%	
TECHNOLOGY			
Access to Technology		1:1	

PARCC Percent Proficient**For more information on school performance:**

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004

Uniform Colors

Please visit our website for more information about uniforms.

Financial aid is available for uniforms.

Community Partnerships

Boys and Girls Club, NJPAC, Rutgers University - Newark, South Ward Children's Alliance, Urban League

Clubs & Activities

Art, Drama, Drumline, Robotics, Step Team

Sports

Basketball, Cross Country, Football, Soccer, Volleyball, Wrestling, Yoga

AP Class Offerings

AP Biology, AP Calculus AB/BC, AP English Language, AP English Literature, AP Physics, AP Statistics, AP US History, AP World History, AP Government & Politics, AP Macroeconomics, AP Microeconomics, AP Research, AP Seminar



LAFAYETTE STREET ELEMENTARY SCHOOL

Home of the Falcons

Maria Merlo
 205 Lafayette Street
 Newark, NJ 07105
 973-465-4860
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/laf

GRADES: PK-8 | WARD: EAST | ENROLLMENT: 1,205 | SCHOOL CODE: 077

About Our School

Lafayette Street School is a school of Performing Arts & Justice and home of the Falcons. Our school is located in the heart of the Ironbound section of Newark. We are a multicultural school that services approximately 1200 students from PreK3 - 8th grade. Administration, faculty, and staff are dedicated to ensuring that every student obtains the academic, social, and cultural skills needed for the 21st Century.

Unique Fact

Our "Falcons of the Month" program promotes high academics, respect, models kindness and good citizenship each and every day.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	120	43%
K	115	85%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	96%
Percentage of Students Chronically Absent in (2018-2019)	10%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
18 to 1	82%

TECHNOLOGY	
Number of Devices	1:1

Uniform Colors

Top: Light Blue \$

Bottom: Navy Blue \$\$

If parent needs assistance our Home & School will assist.

Community Partnerships

Ironbound Community Corporation, National Honors society, NJIT GEAR-UP, NJSEEDS, Rutgers - Future Scholars

Clubs & Activities

Band, Chorus, Coding, National Junior Honor Society, Robotics, Debate

Bilingual Programs

Spanish, Portuguese, ESL

Sports

Dance, Volleyball

After School Options:

September - May

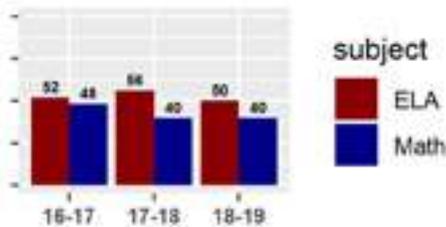
Cost: Free

Grades: 1-8

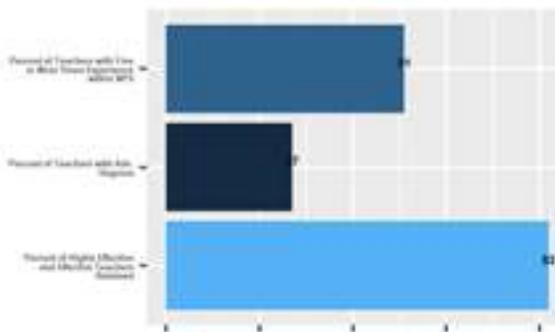
End Time: 5:30 PM

Provider: EXCEL Program

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



LINCOLN ELEMENTARY SCHOOL

Shaping Tomorrow's Leaders

Hillary Dow
 87 Richelieu Terrace
 Newark, NJ 07106
 973-374-2290
 973-374-2291
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/lin

GRADES: PK-8 | WARD: WEST | ENROLLMENT: 421 | SCHOOL CODE: 078

About Our School

Lincoln School is a Pre-K through grade 8 elementary school located in the Vailsburg section of Newark. Our vision is to develop a community of lifelong learners committed to academic excellence, artistic expression, community service and personal growth. We are making great strides in becoming the premier S.T.E.A.M. elementary school in Newark through our investment in the Science, Technology, Engineering, Math and the Arts programs. Our mission is to shape tomorrow's leaders through diversified instruction, character education, and extended learning opportunities.

Unique Fact

At Lincoln School, students are celebrated daily for demonstrating positive character traits through our Character Shine and Accentuate the Positive behavioral programs.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	15	100%
K	46	92%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	92%
Percentage of Students Chronically Absent in (2018-2019)	33%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
11 to 1	90%

TECHNOLOGY	
Number of Devices	331

Uniform Colors

Top: Red \$
Bottom: Khaki \$\$

Community Partnerships

Junior Achievement, My Very Own Library, NJPAC, Renew the Arts, Trust for Public Land

Clubs & Activities

Band, Coding, Debate, Jr. Honor Society, Robotics

Sports

Basketball, Cheer, Fencing, Outdoor Track

Special Education Programs

Learning Disabled - Mild/Moderate

Before School Options:

First Day - Last Day of School

Cost: Free

Grades: 1-8

Start Time: 7:15 AM

Provider: School

After School Options:

Begins End of September

Cost: Free

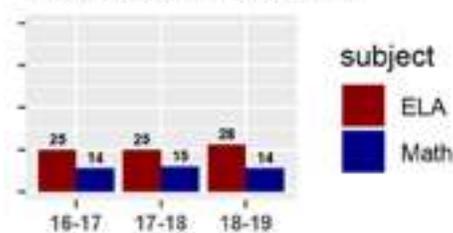
Grades: 1-8

End Time: 6:00 PM

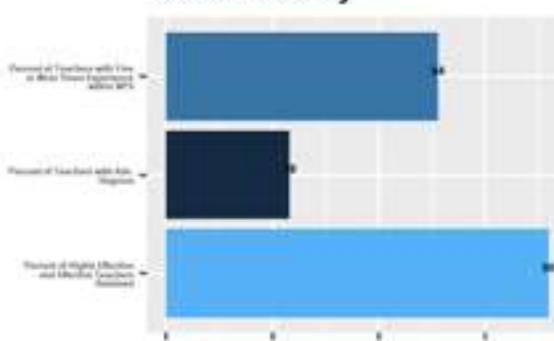
Provider: 1-8: EXCEL

3-8: F.O.C.U.S.

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



Appendix H-4

LOUISE A. SPENCER ELEMENTARY SCHOOL

A Community of Life Long Learners Reaching for Success

Karla Venezia
 66 Muhammad Ali Avenue
 Newark, NJ 07108
 973-733-6931
 973-424-4497
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/mil

GRADES: K-8 | WARD: CENTRAL | ENROLLMENT: 738 | SCHOOL CODE: 145

About Our School

At Louise A. Spencer, we transform our community by fostering a sense of pride and responsibility in our students. We develop a future generation of leaders and change agents who will flourish as responsible citizens in the global community.

Unique Fact

Louise A. Spencer offers an after-school program that includes homework help, academic support, and clubs.

SEAT AVAILABILITY	
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR
Pre-K	30
K	90
PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
Pre-K	29%
K	100%
SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	90%
Percentage of Students Chronically Absent in (2018-2019)	43%
STUDENT TO TEACHER RATIO	
13 to 1	
PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED	
	54%
TECHNOLOGY	
Number of Devices	600

Uniform Colors

Top: Gray \$
Bottom: Khaki \$\$
 Blue Sweatpants and Gray T-Shirt on Gym Days.

Community Partnerships

Boys and Girls Club, Future Rutgers Scholars, Liberty Science Center, My Very Own Library

Clubs & Activities

Animae Club, BEEP Afterschool Program, Debate, Girls Who Code, Yearbook

Sports

Basketball, Cheer, Soccer

Bilingual Programs

Spanish, ESL

Special Education Programs

Autism

After School Options:

Begins September 30

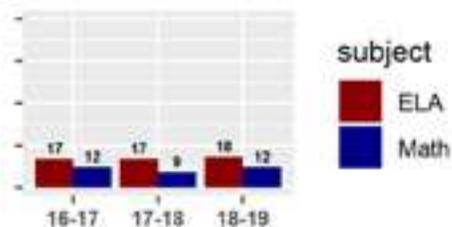
Cost: Free

Grades: K-8

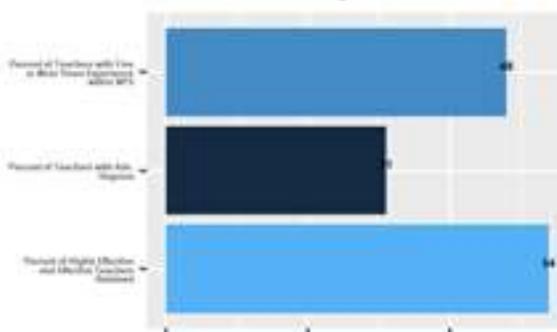
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



LUIS MUÑOZ MARIN ELEMENTARY SCHOOL

Make a Difference, Advocate for Justice, Respect our Community,
Inspire Excellence, Now is the time for Greatness

Kenneth Montalbano
663 Broadway
Newark, NJ 07104
973-268-5330
8:25 AM - 2:55 PM
www.nps.k12.nj.us/mar

GRADES: PK-8 | WARD: NORTH | ENROLLMENT: 840 | SCHOOL CODE: 057

About Our School

Luis Muñoz Marín School is located in the North Ward of Newark, and serves approximately 850 students from grades Pre-K to 8th. We pride ourselves on inclusivity, serving a broad of range of general education, special education, and bilingual students. Our school's mission is to ensure a safe, progressive, social and emotional environment where students are engaged in academic rigor and excellence to reach high school and college readiness.

Unique Fact

All students have the opportunity to enter school early, by 8:00am, through a designated location for each grade level.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	105	66%
K	69	96%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	91%
Percentage of Students Chronically Absent in (2018-2019)	31%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
16 to 1	56%

TECHNOLOGY	
Number of Devices	1:1

Uniform Colors

Top: Burgundy \$
Bottom: Khaki \$\$
Parents are encouraged to speak with our Parent Liaison if they have any difficulty in purchasing a uniform.

Community Partnerships

ASPIRA, Head Start, My Very Own Library, National Honors Society, NJPAC School-time Performance Series Program

Clubs & Activities

BEEP Afterschool Program, Debate, Girls Who Code, National Junior Honor Society

Sports

Basketball, Cheer, Outdoor Track, Soccer, Softball

Bilingual Programs

Spanish, ESL

Special Education Programs

Behavior Disabilities

Before School Options:

First day of school - Last day of school

Cost: Free

Grades: All Grades

Start Time: 8:00 AM

Provider: School

After School Options:

Begins End of September

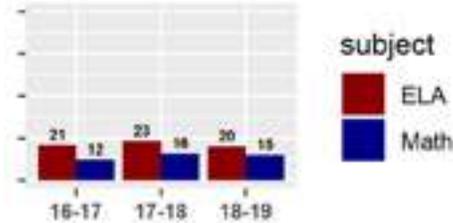
Cost: Free

Grades: All Grades

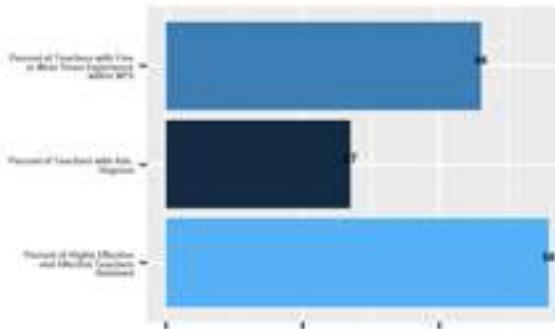
End Time: 5:30 PM

Provider: School and ASPIRA

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



MARION P. THOMAS CHARTER SCHOOL

It takes a whole village to raise a child

Multiple Locations
973-621-0060 (ext: 1010)
8:25 AM - 3:30 PM
www.mptcs.org

GRADES: PK-12 | WARD: MULTIPLE LOCATIONS | ENROLLMENT: 1,338 | SCHOOL CODE: 715

About Our School

Marion P. Thomas Charter School combines innovation with education. We have pioneered creative strategies and instructional methods to prepare students for college, career and life. Marion P. Thomas Charter Schools are now proudly managed by BRICK Education Network.

Unique Fact

Our innovative curriculum blends college prep classes with culinary and performing arts training.

SEAT AVAILABILITY			
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
Pre-K	75	33%	
K	95	77%	
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		88%	
Percentage of Students Chronically Absent in (2018-2019)		13%	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
22	17:1	60%	78%
TECHNOLOGY			
Access to Technology		1:1	

ACADEMIES		
PAC ACADEMY PERFORMING ARTS & CULINARY	SELECT ACADEMY SCHOLARS EXHIBITING LEADERSHIP, EXCELLENCE, CHARACTER & TEAMWORK	STEAM ACADEMY SCIENCE, TECHNOLOGY, ENGINEERING, ARTS & MATH
PAC Academy provides rigorous instruction while integrating performing and culinary arts programs and activities to enrich the educational experiences for students.	SELECT Academy offers all boys and all girls classes and incorporates teaching strategies and methods that focus on the different ways boys and girls learn.	To successfully prepare the next generation for 21st century jobs, the STEAM Academy will expose and nurture student's interest in STEAM related activities and careers through project-based learning and activities.

Uniform Colors

Top: Royal Blue \$\$
Bottom: Khaki \$\$

Community Partnerships

Building Kidz (Robotics), NJIT

Clubs and Activities

African Drumming, Cooking, Dance, STEAM (Science, Technology, Arts and Mathematics), Student Council

Sports

Basketball, Cheer, Dance, Outdoor Track

AP Classes Offered

AP English Literature, AP US History

Before School Options:

First day of school - Last day of school

Cost: Free

Grades: All Grades

Start Time: 7:30 AM

Provider: School

After School Options:

Mid-September - Early June

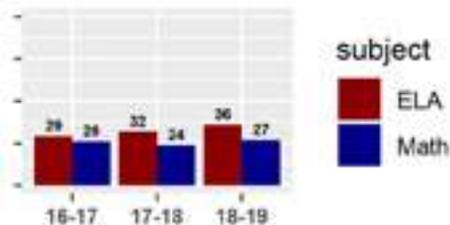
Cost: Yes, vouchers available

Grades: All Grades

End Time: 6:00 PM

Provider: School

PARCC Percent Proficient



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
PR/Award # S282M200004



MCKINLEY ELEMENTARY SCHOOL

The Race to Excellence has No Finish Line

Carlos Reyes
 1 Colonnade Place
 Newark, NJ 07104
 973-268-5270
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/mck

GRADES: PK-8 | WARD: NORTH | ENROLLMENT: 862 | SCHOOL CODE: 081

About Our School

Vision Statement

Establish a culture of learning through critical thinking where students demonstrate engagement, perseverance and urgency.

Mission Statement

Develop 21st century learners and productive citizens through an engaging and rigorous standards aligned curriculum to produce globally competitive students who are socially, emotionally and academically conscious.

Unique Fact

McKinley has one of the largest autism program educating eager minds from Pre-K to the 8th grade.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	122	50%
K	75	58%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	92%
Percentage of Students Chronically Absent in (2018-2019)	26%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
15 to 1	62%

TECHNOLOGY	
Number of Devices	519

Uniform Colors

Top: Royal Blue \$

Bottom: Khaki \$\$

Coupons are provided to families in need. If students are homeless, they receive multiple coupons if not a free shirt.

Community Partnerships

Big Brothers Big Sisters of Essex, Hudson, & Union Counties, Essex County College (Early College Program), Future Rutgers Scholars, White Foundation, Youth Court

Clubs & Activities

BEEP Afterschool Program, Girls Who Code, National Junior Honor Society, Robotics, Debate

Sports

Basketball, Cheer, Soccer

Bilingual Programs

Spanish, ESL

Special Education Programs

Autism

After School Options:

September - May

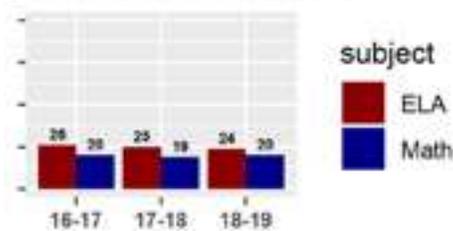
Cost: Free

Grades: 1-8

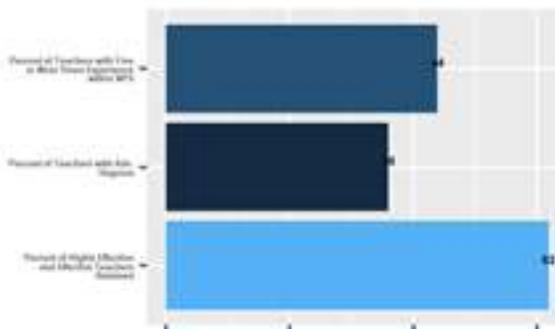
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



MOUNT VERNON ELEMENTARY SCHOOL

Academic Excellence and Diversity

Camille Findley-Browne
 142 Mount Vernon Place
 Newark, NJ 07106
 973-374-2090
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/mtv

GRADES: PK-8 | WARD: WEST | ENROLLMENT: 854 | SCHOOL CODE: 085

About Our School

Our vision at Mount Vernon School is to empower all students to become life-long learners by forming active partnerships with parents, staff, and community. Our mission is to create a child-centered learning environment; where every student reaches his/her academic potential and develops moral and ethical values, in order to become a responsible citizen in a democratic society.

Unique Fact

Mount Vernon is Newark's most diverse school with over 25 languages spoken by members of the student body and staff.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	15	43%
K	92	92%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	94%
Percentage of Students Chronically Absent in (2018-2019)	16%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
14 to 1	83%

TECHNOLOGY	
Number of Devices	545

Uniform Colors

Top: Navy Blue \$

Bottom: Khaki \$

Discount coupons available at the school for Kids Place.

Community Partnerships

Alvin Ailey Dance Foundation Inc., Jersey Cares, Montclair State University, My Very Own Library, Philips Education Partners and EcoSpace

Clubs & Activities

Art, BEEP Afterschool Program, Chess Club, Debate, Girls Who Code

Sports

Basketball, Soccer

Bilingual Programs

Spanish, ESL

Special Education Programs

Learning Disabled - Severe

After School Options:

Begins in October

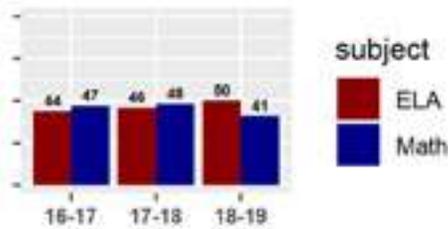
Cost: Free

Grades: 1-8

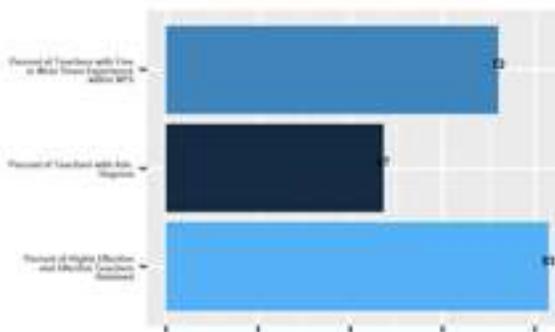
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



GRADES: PK3-4 | WARD: CENTRAL | ENROLLMENT: 296 | SCHOOL CODE: 718

About Our School

Our school is an engaging learning community. We support the holistic growth of children and educators. Our school is a place where culture, community, and professional knowledge come together.

Unique Fact

Balanced literacy, Integrated units of study, Responsive Classroom, and D.R.E.A.M.S. Curriculum.

SEAT AVAILABILITY			
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
Pre-K	45	40%	
K	50	69%	
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		92%	
Percentage of Students Chronically Absent in (2018-2019)		8%	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
23A	10:1	0	100%
TECHNOLOGY			
Access to Technology		1:4	

Uniform Colors

Top: White, Light Blue, Navy Blue
Bottom: Navy Blue

Community Partnerships

Community Food Bank of NJ, Newark Charter School Fund, NJIT, NJ-SEEDS, Rutgers University - Newark

Clubs & Activities

African Drumming, Fashion Club, Junior Entrepreneurs, Raising a Reader Program, STEAM (Science, Technology, Arts and Mathematics)

Sports

Flag Football, Soccer, Yoga

Before School Options:

First day of school - Last day of school

Cost: Free

Grades: All Grades

Start Time: 7:15 AM

Provider: School

After School Options:

First day of school - Last day of school

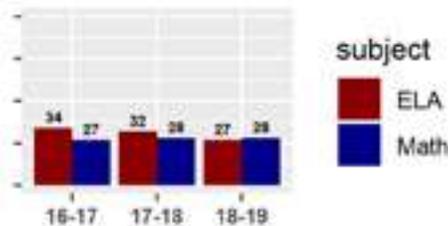
Cost: Yes, parents must pay full cost

Grades: All Grades

End Time: 6:00 PM

Provider: School

PARCC Percent Proficient



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



NORTH STAR ACADEMY CHARTER SCHOOL

Feel the Joy. DO the Work. Change History.

Multiple Locations
 973-474-5114
 7:00 AM - 4:00 PM
www.northstaracademy.org

GRADES: K-12 | WARD: MULTIPLE LOCATIONS | ENROLLMENT: 5,943 | SCHOOL CODE: 721

About Our School

The mission of North Star Academy Charter School of Newark is to prepare each student to enter, succeed in, and graduate from college.

Unique Fact

Students participate in a daily ritual called morning and community circles to build school culture and community.

SEAT AVAILABILITY			
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
K	640	84%	
5	570	51%	
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		95%	
Percentage of Students Chronically Absent in (2018-2019)		NA	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
30	NA	NA	NA
TECHNOLOGY			
Access to Technology		1:1, All Students have access to Chrome books throughout the school day.	

Uniform Colors

Top: Navy Blue

Bottom: Khaki

Please visit our website for more information about uniforms.

Community Partnerships

Essex County College, Essex County Food Bank, La Casa de Don Pedro, New Jersey Food Bank

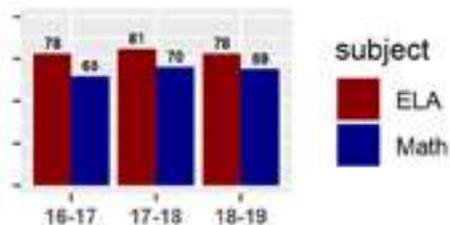
Clubs & Activities

Coding, Music, Robotics, Step Team

Sports

Basketball, Soccer, Softball, Volleyball

PARCC Percent Proficient



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
PR/Award # S282M200004



OLIVER STREET ELEMENTARY SCHOOL

Knowledge, Wisdom and Foresight

Dr. Douglas Petty
86 Oliver Street
Newark, NJ 07105
973-465-4870
8:25 AM - 2:55 PM
www.nps.k12.nj.us/olv

GRADES: PK-8 | WARD: EAST | ENROLLMENT: 1,071 | SCHOOL CODE: 087

About Our School

Oliver Street School envisions a community of learners inspired by the universal principle of scholarship. At Oliver, students will be grounded by a rich past and charged by the challenges that face the human condition in order to distinguish themselves as problem solvers for the global community.

Unique Fact

We emphasize engagement in critical dialogue, achieving cultural competence and achieving technological innovation.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	90	28%
K	92	47%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	96%
Percentage of Students Chronically Absent in (2018-2019)	7%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
13 to 1	77%

TECHNOLOGY	
Number of Devices	1:1

Uniform Colors

Top: Navy Blue
Bottom: Khaki

Community Partnerships

Boys and Girls Club, Future Rutgers Scholars, Jazz House Kids Program, My Very Own Library, Playworks

Clubs & Activities

Archery, Debate, Drama, Jazz House Kids Program, Robotics

Sports

Basketball, Cheer, Soccer, Step Team, Volleyball

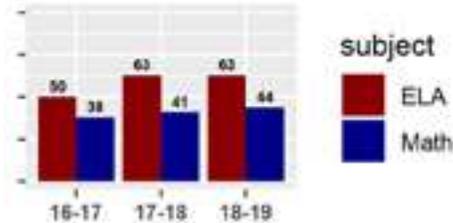
Bilingual Programs

Spanish, Portuguese, ESL

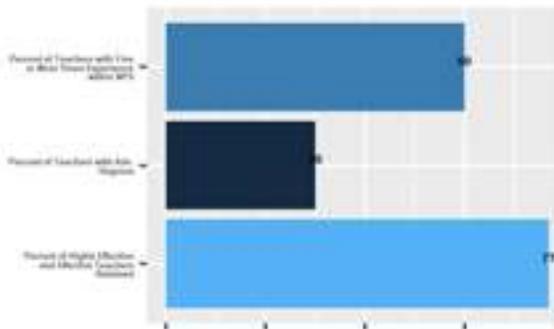
After School Options:

Program Begins in October
Cost: Free
Grades: 4-6
End Time: 5:30 PM
Provider: Excel Program

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



GRADES: PK-8 | WARD: NORTH | ENROLLMENT: 838 | SCHOOL CODE: 050

About Our School

We are 100% committed to developing the whole child in a safe, nurturing and engaging academic environment whereby all students, teachers and staff are focused on striving for excellence. We work cooperatively to assess strengths and growth areas to develop strategic plans for the future as we are committed in making our school a Blue Ribbon educational environment. Together we make a community of excellence whereby success begets success.

Unique Fact

Park Elementary is focused on developing students as leaders who are able to compete and succeed in a global society.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	30	89%
K	92	87%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	94%
Percentage of Students Chronically Absent in (2018-2019)	17%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
11 to 1	75%

TECHNOLOGY	
Number of Devices	528

Uniform Colors

Top: Navy Blue \$
Bottom: Khaki \$\$

Community Partnerships

Jewish Renaissance, La Casa de Don Pedro, Seton Hall (mentorship program), University Behavioral Health Care at Rutgers University, White Foundation

Clubs & Activities

Animae Club, Debate, Drama, Journalism, National Junior Honor Society

Sports

Basketball, Cheer, Soccer, Volleyball

Bilingual Programs

Spanish, ESL

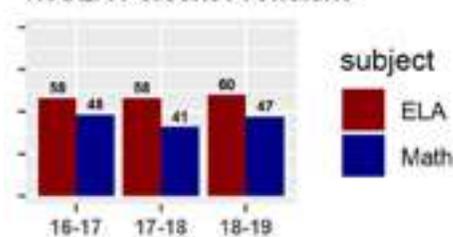
Special Education Programs

Multiple Disability - Medically Involved

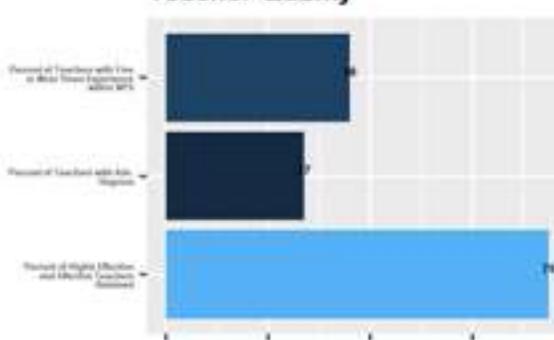
After School Options:

Cost: Free
Grades: 3-8
End Time: 5:00 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
PR/Award # S282M200004



PESHINE AVENUE ELEMENTARY SCHOOL

In Pursuit of Excellence Everyday in Everyway

Malcolm X Outlaw
433 Peshine Avenue
Newark, NJ 07112
973-705-3890
973-230-3090
8:25 AM - 2:55 PM
www.nps.k12.nj.us/pes

GRADES: PK-8 | WARD: SOUTH | ENROLLMENT: 747 | SCHOOL CODE: 088

About Our School

A D.R.E.A.M.'s culture is one in which everyone is accountable for adhering to high expectations and scholars are consistently acknowledged and rewarded for appropriate behavior. The D.R.E.A.M.s core values promote a sense of community and fosters positive adult-to-scholar and peer-to-peer relationships.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	102	78%
K	69	87%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	91%
Percentage of Students Chronically Absent in (2018-2019)	36%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
13 to 1	61%

TECHNOLOGY	
Number of Devices	1:1

Uniform Colors

Top: Teal \$\$
Bottom: Gray \$\$

Community Partnerships

Fan4kids, Playworks

Clubs & Activities

Chess Club, Dance, Debate, Girls Who Code

Sports

Basketball

Bilingual Programs

ESL

Special Education Programs

Behavior Disabilities, Learning Disabled - Mild/Moderate

Before School Options:

Beings Mid-September

Cost: Free

Grades: All Grades

Start Time: 7:30 AM

Provider: School

After School Options:

Begins October 1

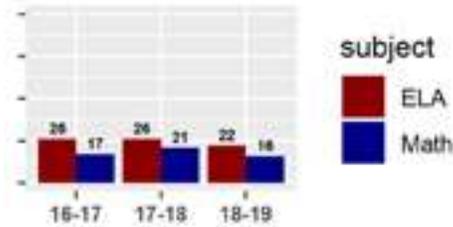
Cost: Free

Grades: All Grades

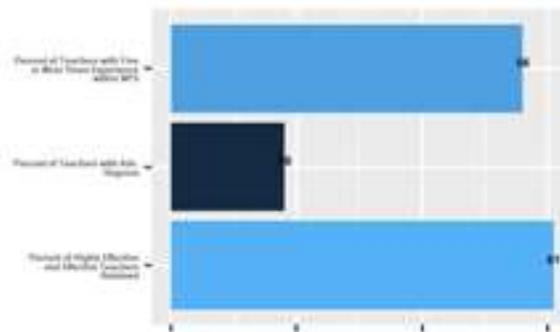
End Time: 5:00 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



PHILIP'S ACADEMY CHARTER SCHOOL

25+ Years of Innovation

342 Central Avenue
Newark, NJ 07103
973-624-0644
8:15 AM - 3:30 PM
www.pacsnewark.org

GRADES: PK-8 | WARD: CENTRAL | ENROLLMENT: 376 | SCHOOL CODE: 723

About Our School

The mission of Philip's Academy is to provide a moral and rigorous education to a diverse student body. This is accomplished through a hands-on, technology infused educational environment that embraces differentiated instruction, individual instruction, allowing our students to attend college and develop a commitment to global citizenship, environmental sustainability, and personal virtue.

Unique Fact

Philip's Academy takes pride in educating the whole student with a strong focus on STEM through our ECOSpaces program, arts,

SEAT AVAILABILITY			
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	60		51%
K	84		20%
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		98%	
Percentage of Students Chronically Absent in (2018-2019)		2%	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
21	15:1	35%	88%
TECHNOLOGY			
Access to Technology		1:2	

Uniform Colors

Top: White, Blue \$-\$\$\$

Bottom: Gray \$\$\$

New and gently used uniforms are available through the Parent Organization at no cost.

Community Partnerships

Google, NJ Devils, NJIT, Rutgers University - Newark, Outward Bound, Mobile Food Lab, Wells Fargo, NJSEEDS, The Wight Foundation, Montclair State University, Horizons, Aero Farms, Food Corp.

Clubs & Activities

Anti Bullying, Art, Broadcasting and TV Production, Chess Club, Intermural Program, Coding, Dance, Debate, Drama, STEAM (Science, Technology, Engineering, Arts and Math), Student Government, Journalism, Yearbook, Environmental Club

Sports

Basketball, Cheer, Chess, Cross Country, Dance, Flag Football, Outdoor Track, Soccer, Volleyball

Before School Options:

Offered from the first "full day" of school until the last, unless otherwise indicated.

Cost: Yes, parents pay the full cost

Grades: All Grades

Start Time: 7:15 AM

Provider: School

After School Options:

Offered from the first "full day" of school until the last, unless otherwise indicated.

Cost: Yes, parents pay the full cost (unless they participate in Program for Parents)

Grades: All Grades

End Time: 6:00 PM

Provider: School

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



QUITMAN STREET ELEMENTARY SCHOOL

Home of the Proud Peacocks

Justin Avery
 21 Quitman Street
 Newark, NJ 07103
 973-733-6947
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/qtm

GRADES: PK-8 | WARD: CENTRAL | ENROLLMENT: 555 | SCHOOL CODE: 089

About Our School

At Quitman Street School, we aim to provide students with an exceptional education that will inspire them to succeed as independent citizens, life-long learners, and enterprising contributors to both the city of Newark and the greater global society. On a daily basis, we model and expect our students to be ready, respectful, responsible, and to always be Peacocks on Point!

Unique Fact

We strive to meet the needs of the whole child. Students participate in the performing arts daily.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	77	31%
K	81	86%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	92%
Percentage of Students Chronically Absent in (2018-2019)	33%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
13 to 1	56%

TECHNOLOGY	
Number of Devices	348

Uniform Colors

Top: Royal Blue \$

Bottom: Khaki \$\$

Discount coupon to local vendors.

Community Partnerships

Boys and Girls Club, Community Food Bank of NJ, Head Start, Jazz House Kids Program, Jewish Renaissance

Clubs & Activities

Art, Band, Boys Mentoring, Chorus, Dance

Sports

Basketball, Cheer, Volleyball

Special Education Programs

Autism

After School Options:

Begins October 1

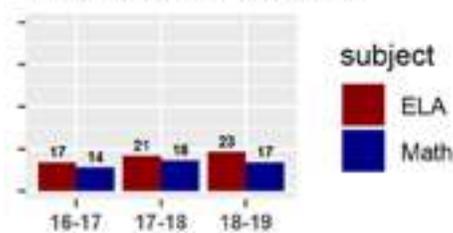
Cost: Free

Grades: 1-8

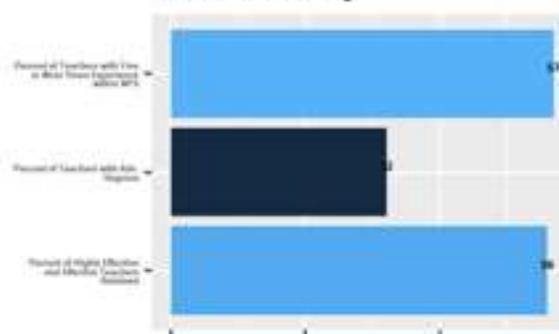
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality

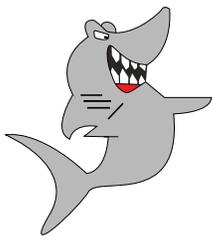


For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



RAFAEL HERNANDEZ ELEMENTARY SCHOOL

Cultivating, Respect, Responsibility, Reflection, Resiliency,
and Inspiring a Renaissance

Natasha Pared
345 Broadway
Newark, NJ 07104
973-481-5004
8:25 AM - 2:55 PM
www.nps.k12.nj.us/her

GRADES: PK-8 | WARD: NORTH | ENROLLMENT: 779 | SCHOOL CODE: 095

About Our School

At Rafael Hernandez School we strive to promote the academic, social and emotional health of every student. We encourage our students to be respectful, responsible, reflective and resilient leaders that inspire the renaissance of our community.

Unique Fact

Our middle school students choose their daily electives.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	72	54%
K	63	61%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	92%
Percentage of Students Chronically Absent in (2018-2019)	31%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
18 to 1	67%

TECHNOLOGY	
Number of Devices	606

Uniform Colors

Top: Burgundy \$
Bottom: Khaki \$\$
We have donors who support families in need of uniforms.

Community Partnerships

ASPIRA, Jazz House Kids Program, Main Street Counseling, Playworks

Clubs & Activities

Dance, Girls Who Code, Intermural Program, Jr. Honor Society, Robotics

Sports

Basketball, Cheer, Soccer, Dance, Volleyball

Bilingual Programs

Spanish, ESL

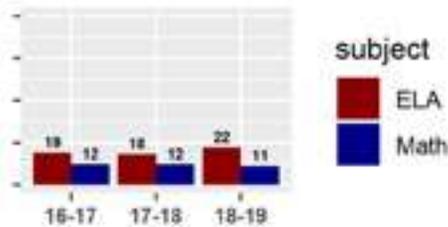
Special Education Programs

Learning Disabled - Mild/Moderate, Multiple Disabilities

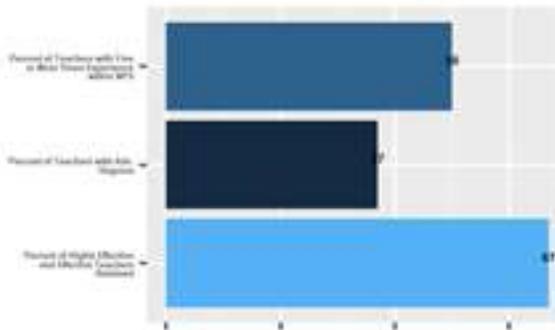
After School Options:

Begins End of September
Cost: Free
Grades: 1-8
End Time: 5:30 PM
Provider: School and ASPIRA

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
PR/Award # S282M200004



RIDGE STREET ELEMENTARY SCHOOL

Respect: Integrity: Diligence: Generosity: Effort

David DeOliviera
735 Ridge St./13 Arlington Ave.*
Newark, NJ 07104
973-268-5210
973-268-5122
8:25 AM - 2:55 PM
www.nps.k12.nj.us/rdg

GRADES: K-8 | WARD: NORTH | ENROLLMENT: 661 | SCHOOL CODE: 090

About Our School

Ridge Street is a K-8 school which educates nearly 700 students. It is our mission to develop our students academically, emotionally, physically, and socially. Our goal is for students to be life-long learners who will think critically and creatively; making intelligent choices in everyday life situations.

Unique Fact

Students engage in a wide variety of extra-curricular activities, which support the development of the whole child.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
K	69	77%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	94%	
Percentage of Students Chronically Absent in (2018-2019)	16%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
16 to 1		97%
TECHNOLOGY		
Number of Devices	511	

Uniform Colors

Top: Blue \$-\$
Bottom: Khaki, Blue \$\$

Community Partnerships

Audible, NJIT GEAR-UP, Renew the Arts, The Newark Museum, Conserve Wildlife Foundation of New Jersey

Clubs & Activities

Chess Club, Debate, Future Teachers, Jr. Honor Society, Robotics

Sports

Basketball, Cheer, Soccer, Volleyball

Bilingual Programs

Spanish, ESL

Before School Options:

Mid September - Mid June

Cost: Free

Grades: K*-8

Start Time: 7:45 AM

Provider: School

*Payment required for Kindergarten only

After School Options:

Mid September - Mid June

Cost: Free

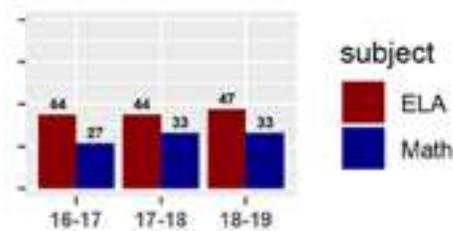
Grades: K*-8

End Time: 6:00 PM

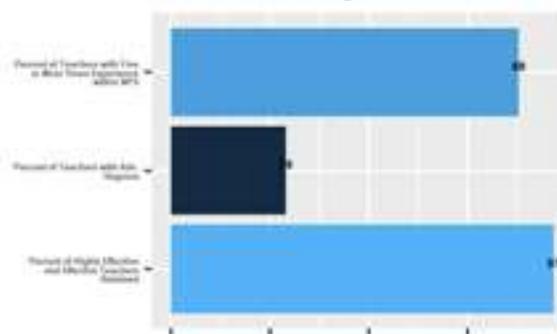
Provider: School

*Payment required for Kindergarten only

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



ROBERTO CLEMENTE ELEMENTARY SCHOOL

Building a S.T.R.O.N.G. Foundation

Dr. Claudio Barbaran
 257 Summer Avenue
 Newark, NJ 07104
 973-268-5290
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/roc

GRADES: PK-6 | WARD: NORTH | ENROLLMENT: 623 | SCHOOL CODE: 099

About Our School

The school's vision is to build a S.T.R.O.N.G. foundation for tomorrow's leaders, workers and productive citizens. In order to accomplish our vision, Roberto Clemente Elementary School has established systems to ensure that the collaboration of all stakeholders equals success for all. The school's yearly goals is to increase student attendance, increase parental engagement and ensure students are meeting and exceeding academic standards.

Unique Fact

We are growing our school to 8th grade! We will graduate our first 8th grade class in 2023!

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	45	7%
K	92	81%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	93%	
Percentage of Students Chronically Absent in (2018-2019)	27%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
13 to 1		88%
TECHNOLOGY		
Number of Devices	251	

Uniform Colors

Top: Black, Yellow \$\$

Bottom: Black, Khaki \$\$

Community Partnerships

Alvin Ailey Dance Foundation Inc., La Casa De Don Pedro After-school Program and Tutoring, Montclair State University, My Very Own Library, New Jersey Symphony Orchestra

Clubs & Activities

Band, BEEP Afterschool Program, Dance, Drama, Newspaper

Sports

Baseball, Basketball, Soccer

Bilingual Programs

Spanish, ESL

Special Education Programs

Learning Disabled - Mild/Moderate

After School Options:

Start Date Pending

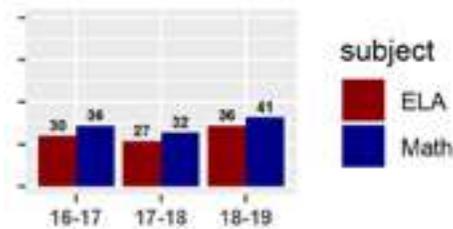
Cost: Free

Grades: 1-6

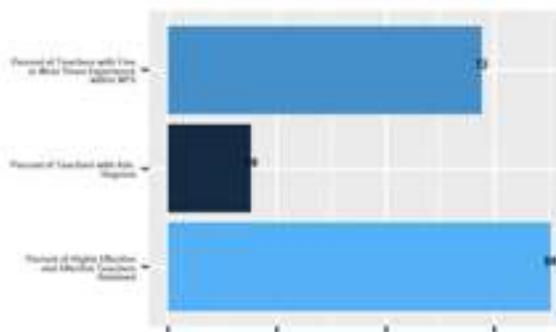
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



A Community of Excellence

Appendix H-4

ROSEVILLE COMMUNITY CHARTER SCHOOL

A Community of Excellence

540 Orange Street
Newark, NJ 07107
973-483-4400
7:45 AM - 3:30 PM
www.rosevillecharter.org

GRADES: K-4 | WARD: NORTH | ENROLLMENT: 330 | SCHOOL CODE: 725

About Our School

The mission of Roseville Community Charter School is to develop within scholars the character and discipline required to achieve academic excellence in high school, college, and beyond. Thus, our school provides opportunity for our scholars to participate in community service projects and leadership programs to develop a sense of citizenship, discipline, and good character.

Unique Fact

We are a Responsive Classroom and "Bucket Filling" School!

SEAT AVAILABILITY			
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
K	66		79%
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		91%	
Percentage of Students Chronically Absent in (2018-2019)		NA	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
22	11:1	NA	NA
TECHNOLOGY			
Access to Technology		Every classroom has a Promethean Board and every scholar has a Chromebook.	

Uniform Colors

Top: Yellow, White, Hunter Green \$-\$

Bottom: Khaki \$-\$

Community Partnerships

Newark Charter School Fund, Partnership for Children, Rutgers University - Newark, Scholastic, Tri-City Cooperation

Clubs & Activities

Boys Mentoring, Chess Club, Student Council, Peer Leadership, CHEER-leaders, Homework Club, Recycling Club, Hispanic Dance Club, STEM Club, Girls Who Code Club, Girls Be Heard Club, Tutoring Club, Junior Coaches, Playworks

Sports

Basketball

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



SALOMÉ UREÑA ELEMENTARY SCHOOL

Sparkle and Shine, It's Teaching and Learning Time

Sandra Marques
 284 First Avenue
 Newark, NJ 07107
 973-412-1171
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/salome-urena

GRADES: PK-6 | WARD: NORTH | ENROLLMENT: 344 | SCHOOL CODE: 014

About Our School

Salome Ureña Elementary School staff embraces change for the whole child in a culturally diverse environment by preparing EVERY student to succeed in higher education, career, life and participation in a global environment. Students at our school will be healthy, safe, supported, engaged, and challenged! We demonstrate that we are STARS by showing kindness, taking responsibility, acting safely, respecting everyone, and staying positive.

Unique Fact

Our sensory and indoor play area provides extra support for the students with Autism in grades Pre K- 4th. We are growing our school to 8th grade!

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	95	65%
K	81	67%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	93%
Percentage of Students Chronically Absent in (2018-2019)	22%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
11 to 1	N/A

TECHNOLOGY	
Number of Devices	72

Uniform Colors

Top: Blue \$\$
Bottom: Blue, Khaki \$

Community Partnerships

Fan4kids, NJPAC, The Newark Museum, VHI, Montclair University, NJIT, Seaton Hall, Rutgers

Clubs & Activities

Art, Chorus, Gifted and Talented Program, Robotics

Sports

Cheer, Soccer

Bilingual Programs

Spanish, ESL

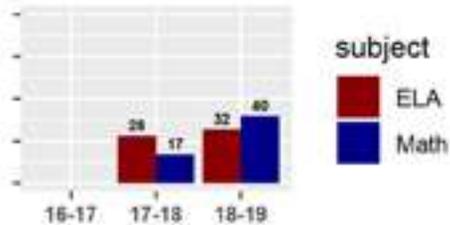
Special Education Programs

Autism

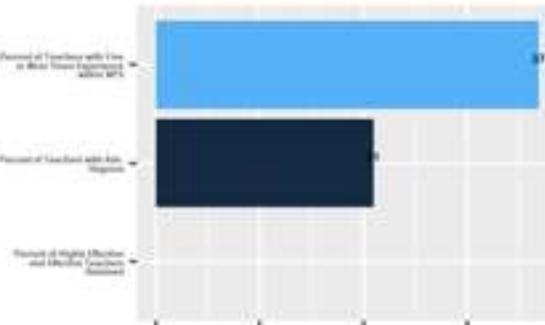
After School Options:

October - May
Cost: Free
Grades: 1-5
End Time: 5:30 PM
Provider: School

NJSLA Percent Proficient

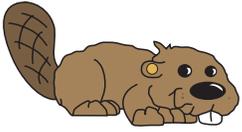


Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



SIR ISAAC NEWTON ELEMENTARY SCHOOL

 Vacancy
 150 Newton Street
 Newark, NJ 07103
 973-733-8675
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/new

GRADES: PK-1 | WARD: CENTRAL | ENROLLMENT: NA | SCHOOL CODE:

About Our School

Newton Street School will reopen its doors in September 2020 under the new name Sir Isaac Newton Elementary School. This science themed school will serve students in grades Pre-K through 1 with the expectation of increasing one grade level each academic school year. At Sir Isaac Newton Elementary School, our goal will be to challenge our students daily through project based learning and to stimulate our students' love for Science. Our teachers will develop structures in which rigor and high expectations are evident in every classroom. At Sir Isaac Newton Elementary, we commit to providing a safe and nurturing environment for our students while preparing them to be innovators of the future as we tap into their genius and unlimited potential.

Newton Street School first opened in 1867, and due to district reorganization was closed in 2014.

Sir Isaac Newton Elementary School will be among four new schools that Superintendent León will open or reopen since his appointment in May of 2018.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
PK	NA	NA
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	NA	
Percentage of Students Chronically Absent in (2018-2019)	NA	
STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED	
NA	NA	
TECHNOLOGY		
Number of Devices	NA	

Uniform Colors

Top: TBD

Bottom: TBD

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
PR/Award # S282M200004



SOUTH STREET ELEMENTARY SCHOOL

Freedom, Strength, Vision

Sandra Cruz
 44 Hermon Street
 Newark, NJ, 07105
 973-465-4880
 973-522-4036
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/sou

GRADES: PK-8 | WARD: EAST | ENROLLMENT: 801 | SCHOOL CODE: 093

About Our School

South Street School believes that education is a means to fulfill dreams. Our goal is to provide the foundation that our young students need to build upon so that they can be successful in high school and beyond. Our mission is to inspire a love for learning, a quest for excellence, and a compassion for humanity.

Academic Spotlight

We offer a Spanish and Portuguese language bilingual program. We also offer a preschool through 8th grade Autism program.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	40	32%
K	69	84%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	95%
Percentage of Students Chronically Absent in (2018-2019)	12%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
9 to 1	94%

TECHNOLOGY	
Number of Devices	1:1

Uniform Colors

Top: Navy Blue \$

Bottom: Khaki \$\$

Discount cards are provided to students every school year.

Community Partnerships

Junior Achievement, My Very Own Library, NJPAC School-time Performance Series Program, Playworks, Riverbank Park

Clubs & Activities

Band, Debate, Girls Who Code, National Junior Honor Society, STEAM (Science, Technology, Arts and Mathematics)

Sports

Basketball, Cheer

Bilingual Programs

Spanish, Portuguese, ESL

Special Education Programs

Autism

After School Options:

October - May

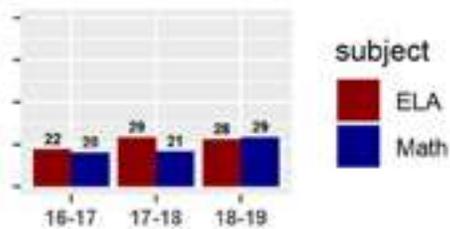
Cost: Free

Grades: 1-8

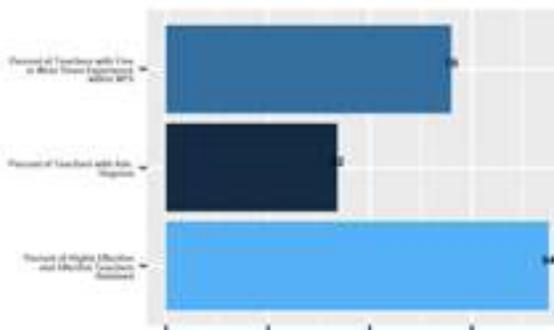
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality

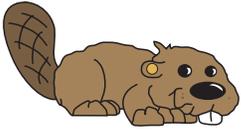


For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



SOUTH 17TH STREET ELEMENTARY SCHOOL

One Building...One Mission

Clarence Allen
 619 South 17th Street
 Newark, NJ 07103
 973-374-2570
 973-374-2658
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/s17

GRADES: K-8 | WARD: CENTRAL | ENROLLMENT: 449 | SCHOOL CODE: 096

About Our School

At South Seventeenth Street School, we are raising the bar to increase student achievement through the effective implementation of the standards based curriculum. We will elevate the level of rigor in our daily instructional practices. Student achievement growth is measured socially, emotionally, and academically. South Seventeenth Street School is a community where children are learning every day.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
K	46	100%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)		89%
Percentage of Students Chronically Absent in (2018-2019)		44%
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
14 to 1		88%
TECHNOLOGY		
Number of Devices		401

Uniform Colors

Top: Navy Blue \$
Bottom: Navy Blue \$\$

Community Partnerships

Black Girls Code, Community Food Bank of NJ, Junior Achievement, My Very Own Library, National Honors society

Clubs & Activities

Chromebook Club, Coding, Dance, Robotics, Student Council

Sports

Basketball

Special Education Programs

Behavior Disabilities, Learning Disabled - Mild/Moderate/Severe

After School Options:

First Day of School in October

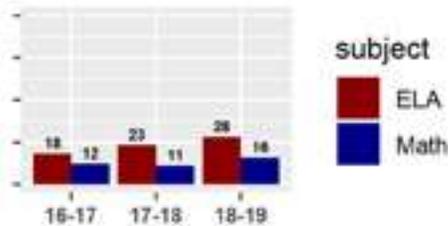
Cost: Free

Grades: K-8

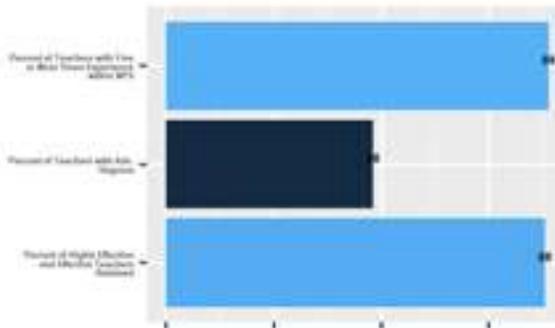
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



SPEEDWAY AVENUE ELEMENTARY SCHOOL

Soaring to Success

Atiba Buckman
701 South Orange Avenue
Newark, NJ 07106
973-374-2740
8:25 AM - 2:55 PM
www.nps.k12.nj.us/spd

GRADES: K-8 | WARD: WEST | ENROLLMENT: 661 | SCHOOL CODE: 098

About Our School

Speedway collaborates with our parents, community members, staff, and students to create a supportive and diverse learning environment that promotes high expectations and standards through professional development, workshops and rigorous tasks, ensuring that all students meet their true potential.

Unique Fact

Speedway is a modern building with modern robust science labs as well as dance, art and music studios.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
K	75	90%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	94%	
Percentage of Students Chronically Absent in (2018-2019)	20%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
20 to 1		65%
TECHNOLOGY		
Number of Devices	567	

Uniform Colors

Top: Burgundy \$\$
Bottom: Gray \$\$

Community Partnerships

Main Street Counseling, My Very Own Library, Playworks, Renew the Arts, Unified Vailsburg Service

Clubs & Activities

Art, Chorus, Dance, Debate, Jr. Honor Society

Sports

Basketball

Special Education Programs

Learning Disabled - Mild/Moderate

After School Options:

October - May

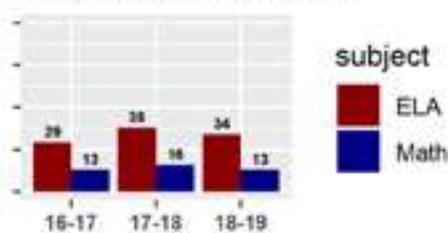
Cost: Free

Grades: 1-8

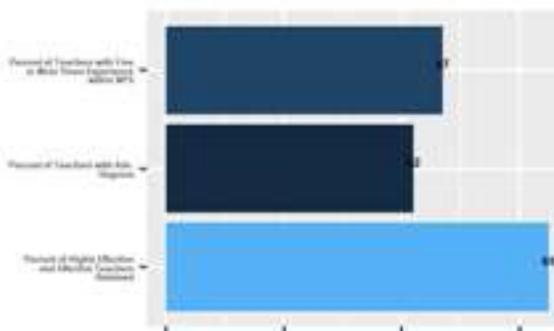
End Time: 5:30 PM

Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



SUSSEX AVENUE ELEMENTARY SCHOOL

School of Mathematics

Darleen Gearhart
 307 Sussex Avenue
 Newark, NJ 07107
 973-268-5200
 8:25 AM - 2:55 PM
www.nps.k12.nj.us/sus

GRADES: PK-8 | WARD: WEST | ENROLLMENT: 479 | SCHOOL CODE: 101

About Our School

Sussex Avenue School is comprised of teachers that ensure every student in the school is prepared for lifelong education and social involvement. With this in mind, our focus is mathematics. Through mathematics, children develop logical and critical thinking skills, recognize and make use of relationships and creatively solve problems. Our rigorous curriculum offers students courses in Geometric Modeling, Robotics and Bicycling. Students, parents, educators, and community partners are committed to fostering a love of reading and literacy comprehension through rigorous curricula and innovative programming.

Unique Fact

Students receive a handshake from the principal each morning so that they feel welcome and part of greatness.

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	45	60%
K	46	88%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	93%
Percentage of Students Chronically Absent in (2018-2019)	22%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
16 to 1	88%

TECHNOLOGY	
Number of Devices	169

Uniform Colors

Top: Burgundy \$
Bottom: Khaki \$\$

Community Partnerships

Focus Hispanic Organization Inc., My Block, My Family, Our Village, My Very Own Library, Newark Kids Coding Program, Soccer for All

Clubs & Activities

Girls Who Code, Jr. Honor Society, Robotics, Student Council, Yoga

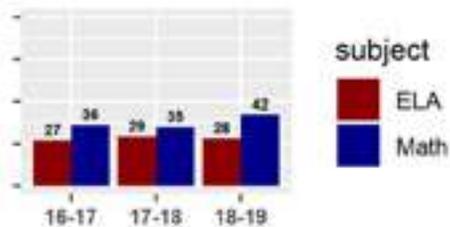
Sports

Basketball, Bicycling, Debate, Fencing, Soccer, Yoga

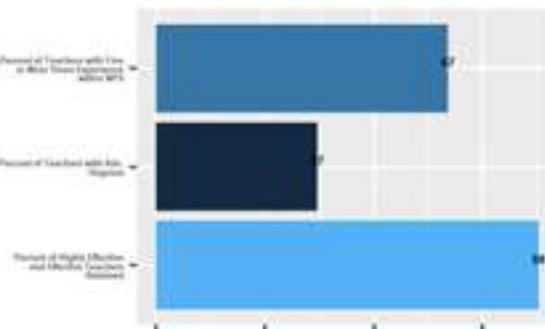
After School Options:

September 30 - May 29
Cost: Free
Grades: 1-8
End Time: 6:00 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



THIRTEENTH AVENUE ELEMENTARY SCHOOL

The Pride of Newark

Simone Rose
 359 13th Avenue
 Newark, NJ 07103
 973-733-7045
 973-733-8663
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/13a

GRADES: PK-8 | WARD: CENTRAL | ENROLLMENT: 630 | SCHOOL CODE: 159

About Our School

Thirteenth Avenue School is a place where students are eager to attend and receive a quality education. Teachers are supported and provided effective professional development about our high standard of education and strong home and school connection.

Unique Fact

Core Values: I am Responsible! I am Respectful! I am Productive! I am Courageous!...DREAM BIG!!!

SEAT AVAILABILITY		
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	85	67%
K	70	80%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	91%
Percentage of Students Chronically Absent in (2018-2019)	37%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
13 to 1	57%

TECHNOLOGY	
Number of Devices	416

Uniform Colors

Top: Pre-K-5: Black, 6-8: White \$\$
Bottom: Khaki \$\$

Community Partnerships

Jewish Renaissance, My Very Own Library, NCC, Rutgers Scholars

Clubs & Activities

Debate, Jr. Honor Society, Robotics, Soccer, Student Council

Sports

Basketball, Soccer, Cheerleading

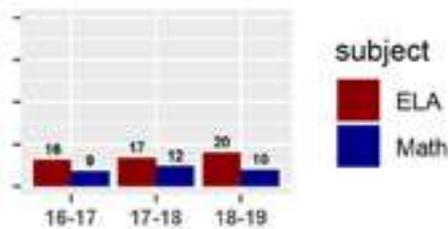
Special Education Programs

Autism, Multiple Disabilities

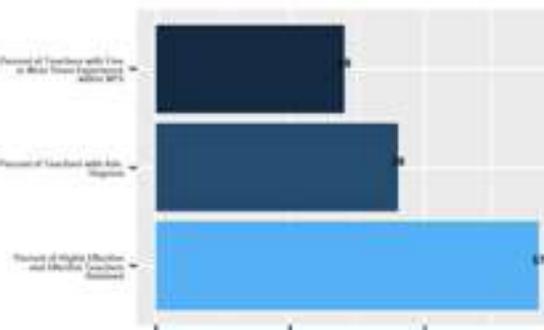
After School Options:

October - May
Cost: Free
Grades: All Grades
End Time: 5:30 PM
Provider: Community Partners

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



UNIVERSITY HEIGHTS CHARTER SCHOOL

REACHing for the Heights of Character, Scholarship and Leadership!

Multiple Locations
 973-623-1965
 7:00 AM - 3:00 PM
www.uhcs-newark.org

GRADES: PK-8 | WARD: CENTRAL | ENROLLMENT: 710 | SCHOOL CODE: 729

About Our School

Our theory of change to educational excellence in Newark rests on our core beliefs which lead to our key school features and desired outcomes. Our community is built upon the foundation of our core virtues and expressed in our call and response. Explore the sidebar links to learn more about these key components to our school.

Unique Fact

Our school is built upon six core virtue and beliefs that are instill in our community daily through morning meets.

SEAT AVAILABILITY			
ENTRY GRADES	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
Pre-K	120		58%
K	150		84%
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		93%	
Percentage of Students Chronically Absent in (2018-2019)		12%	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
25	15 to 1	NA	NA
TECHNOLOGY			
Access to Technology		NA	

Uniform Colors

Top: Pre-K-5: Navy Blue, 6-8: Light Blue \$\$
Bottom: Pre-K-5: Khaki, 6-8: Navy Blue \$-\$\$

Community Partnerships

Liberty Science Center, New Jersey Food Bank, Newark Charter School Fund, Rutgers University, St. Vincent Academy

Clubs & Activities

Technology Club

Sports

Basketball, Flag Football

Before School Options:

From first day of school - Last day of school
Cost: Yes - parents must pay the full cost
Grades: All Grades
Start Time: 7:00 AM
Provider: School

After School Options:

From first day of school - Last day of school
Cost: Yes - parents must pay the full cost
Grades: All Grades
End Time: 7:00 PM
Provider: School

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



WILSON AVENUE ELEMENTARY SCHOOL

Striving for Excellence

Margarita Hernandez
 19 Wilson Avenue
 Newark, NJ 07105
 973-465-4910
 973-465-4587
 8:25 AM - 2:55 PM
 www.nps.k12.nj.us/wls

GRADES: K-8 | WARD: EAST | ENROLLMENT: 1,179 | SCHOOL CODE: 105

About Our School

Wilson Avenue School is a cooperative partnership of students, parents, staff and community working together to create an environment in which our students develop a love of learning. Inquisitiveness about the world around them and resourcefulness in meeting life's challenges.

Unique Fact

We are the school of Performing Arts and Science with a focus on STEM/STEAM science program, grades K-8.

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
K	136	87%
SCHOOL ATTENDANCE ¹		
Average Daily Attendance (2018-2019)	95%	
Percentage of Students Chronically Absent in (2018-2019)	11%	
STUDENT TO TEACHER RATIO		PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
17 to 1		82%
TECHNOLOGY		
Number of Devices	789	

Uniform Colors

Top: Yellow \$
Bottom: Navy Blue \$\$

Community Partnerships

Boys and Girls Club, Ironbound Community Center, NJIT GEAR-UP, NJPAC Disney Musicals, Rutgers - Future Scholars

Clubs & Activities

Band, Debate, Disney-NJPAC theater, Robotics, STEAM (Science, Technology, Arts and Mathematics), Marching Band

Sports

Basketball, Soccer, Tennis

Bilingual Programs

Spanish, Portuguese, ESL

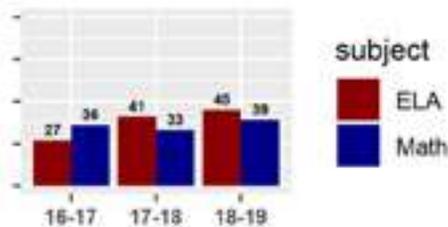
Before School Options:

Cost: Free
Grades: All Grades
Start Time: 7:30 AM
Provider: Wilson Avenue School Community Association

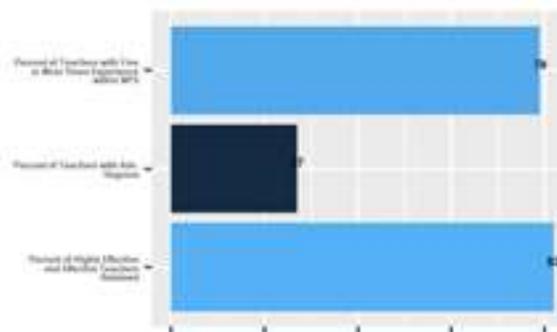
After School Options:

September 30
Cost: Free
Grades: 1-8
End Time: 5:30 PM
Provider: District- Office of Extended Day Program

NJSLA Percent Proficient

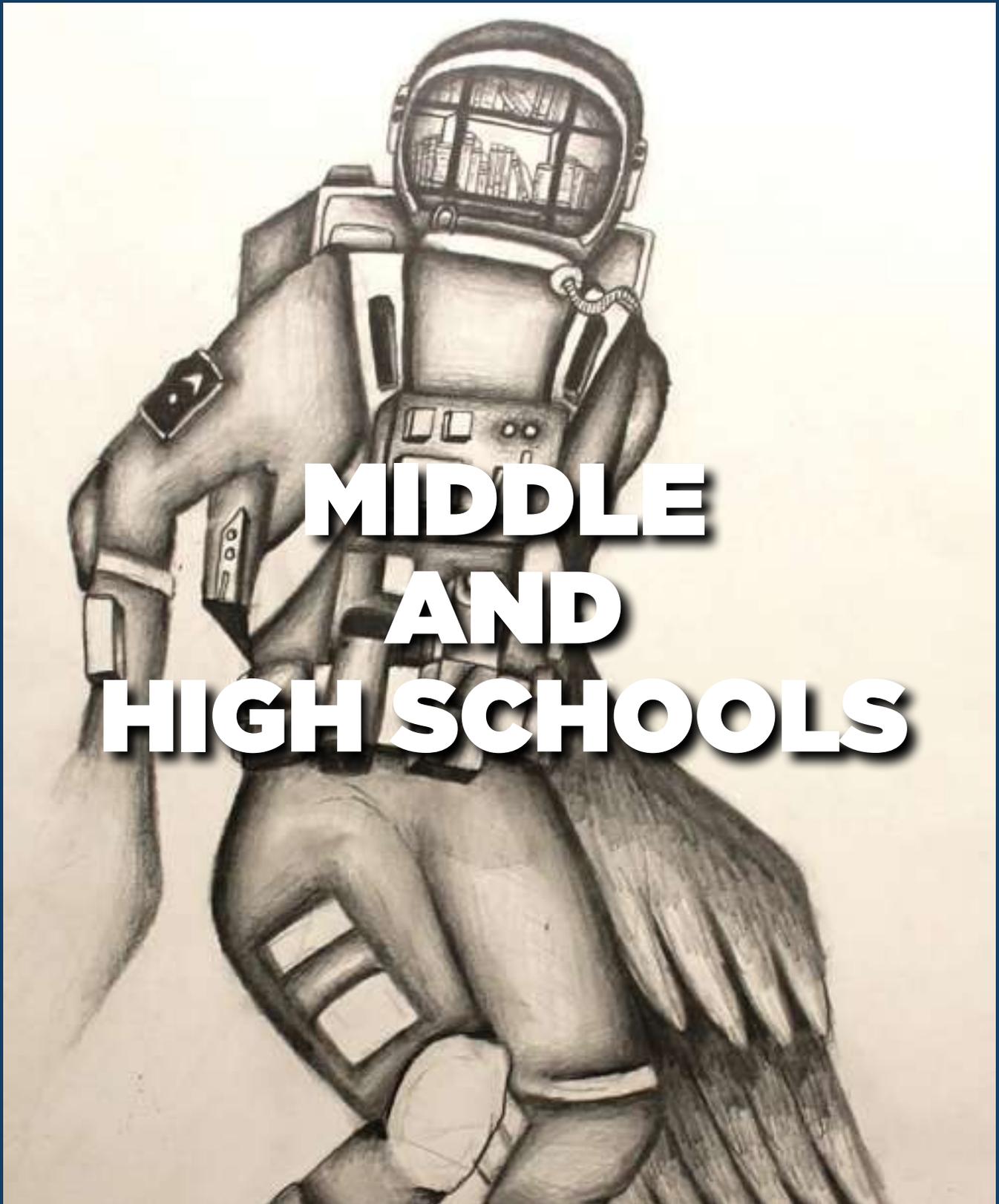


Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



MIDDLE AND HIGH SCHOOLS

Artwork by: Nicole Dos Santos, 10th Grade, Science Park High School



AMERICAN HISTORY HIGH SCHOOL

The Eagle's Nest Sits High

Allison R. DeVaughn
 74 Montgomery Street
 Newark, NJ 07103
 973-733-6903
 8:15 AM - 2:40 PM
www.nps.k12.nj.us/his

MAGNET HS | GRADES: 9-12 | WARD: CENTRAL | ENROLLMENT: 448 | SCHOOL CODE: 043

About Our School

American History High School is an institute of Social Justice and Democracy committed to ensuring that all students gain social and academic skills needed to attend and graduate from an institution of higher learning. The shared efforts of students, parents, and staff will result in the development of life-long learners and productive citizens who advocate for social justice for ALL.

Academic Spotlight

American History High School has a dual enrollment partnership with Essex County College and Rutgers University.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	165		29%	
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)		91%		
Percentage of Students Chronically Absent in (2018-2019)		33%		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
20	13:1	54%	79%	44%
GRADUATION RATES				
2016-2017		2017-2018		2018-2019
90%		96%		94%
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE	
54%	12%		88%	
TECHNOLOGY				
Number of Devices		1:1		

Uniform Colors

Top: Red \$\$

Bottom: Navy Blue \$\$\$

Community Partnerships

Cooperman Scholars, Essex County College, National Honors Society, Rutgers University - Newark, Street Law

Clubs & Activities

Debate, Future Teachers, National Honor Society, Newspaper, Student Council

Sports

Basketball, Bowling, Cheer, Cross Country, Debate, Soccer, Tennis, Volleyball

Special Education Programs

Autism

Advanced Placement Classes Offered

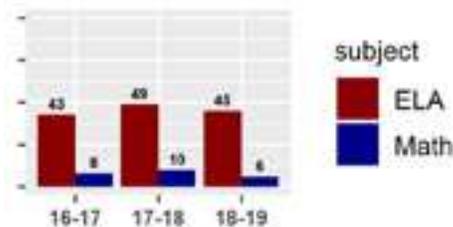
AP Calculus AB/BC, AP English Language, AP English Literature, AP Spanish, AP Studio Art, AP US History

MAGNET CRITERIA

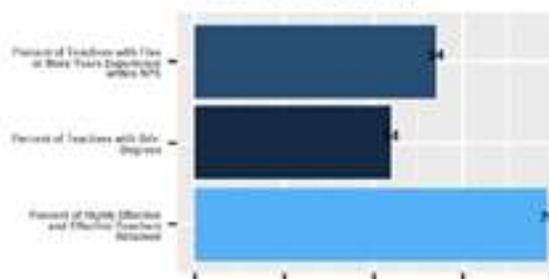
- Transcript/Grades
- Attendance
- Standardized test scores
- Submit Newark Enrolls application
- Admissions Test

* Please note that sibling preference does not apply to magnet schools. Please visit www.newarkenrolls.org for a list of up-to-date criteria.

NJSLA Percent Proficient



Teacher Quality

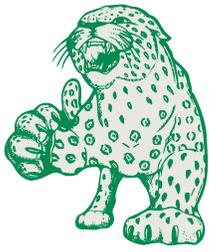


For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



ARTS HIGH SCHOOL

Mind, Body, and Spirit Unite in Art, and in Life

Ricardo Pedro
 550 Dr. MLK, Jr. Boulevard
 Newark, NJ 07102
 973-733-7391
 973-733-8346
 8:10 AM - 2:40 PM
www.nps.k12.nj.us/art

MAGNET HS | GRADES: 9-12 | WARD: CENTRAL | ENROLLMENT: 578 | SCHOOL CODE: 026

About Our School

With a long and distinguished history, Arts High School was the first public high school for the arts in the nation. As the artistic flagship of the Newark Board of Education, today's Arts High School offers rigorous artistic and academic programs for students in grades 9-12, enabling post-secondary matriculation to many of the best institutions in the country. Arts majors are offered in dance, drama, music, TV production and visual art.

Unique Fact

While Arts High School is primarily a visual and performing arts school, we also have a very competitive academic program that offers a full range of honors and AP courses. Every student spends a minimum of 80 minutes studying in their arts major every day.

SEAT AVAILABILITY					
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR		
9	380		NA		
SCHOOL ATTENDANCE ¹					
Average Daily Attendance (2018-2019)			91%		
Percentage of Students Chronically Absent in (2018-2019)			33%		
SCHOOL DATA					
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES	
20	12:1	67%	92%	46%	
GRADUATION RATES					
2016-2017		2017-2018		2018-2019	
91%		91%		93%	
POSTSECONDARY					
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE		
67%	23%		77%		
TECHNOLOGY					
Number of Devices		1:1			

Uniform Colors

Top: Hunter Green, Gray, White
Bottom: Khaki, Gray
Financial Aid available for uniforms

Community Partnerships

Alvin Ailey Dance Foundation Inc., National Honors Society, Newark Arts Education, NJPAC, Thelonious Monk Institute of Jazz

Clubs & Activities

Broadcasting and TV Production, Drama, Latin Jazz Band, Student Government, Speech Team

Sports

Baseball, Basketball, Bowling, Cheer, Debate, Softball, Volleyball

Advanced Placement Classes Offered

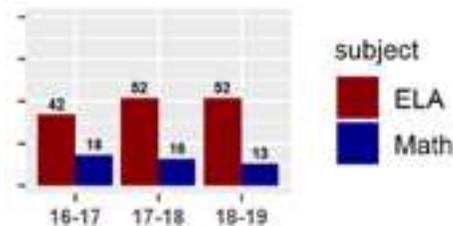
AP English Language, AP English Literature, AP Studio Art, AP US History, AP Music Theory, AP Art History

Certification Programs Offered

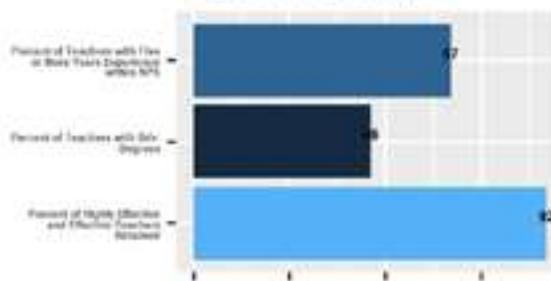
Graphic Design, Music Technology, Radio and Television Broadcasting Technology/Technician

MAGNET CRITERIA
<ul style="list-style-type: none"> • Transcript/Grades • Audition • Attendance • Standardized test scores • Submit Newark Enrolls application • Admissions Test
<p><i>* Please note that sibling preference does not apply to magnet schools. Please visit www.newarkenrolls.org for a list of up-to-date criteria.</i></p>

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



BARD EARLY COLLEGE HIGH SCHOOL

Building an Intellectual Community

Dr. Carla Stephens
 321 Bergen Street
 Newark, NJ 07103
 973-733-8363
 8:10 AM - 2:40 PM
www.nps.k12.nj.us/beh

MAGNET HS | GRADES: 9-12 | WARD: CENTRAL | ENROLLMENT: 387 | SCHOOL CODE: 011

About Our School

Bard High School Early College offers Newark students an unparalleled educational opportunity. Through a partnership between Bard College and the Newark Board of Education, talented students can earn both a high school diploma and an Associate's Degree in four years. Bard is licensed by the NJ Department of Higher Education and accredited as a branch campus of Bard College by the Middle States Association of Colleges and Schools.

Academic Spotlight

Students with a 2.0 GPA and earn 60 college credits earn the Bard College A.A. degree. Most earn at least 30 college credits.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	150		38%	
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)		93%		
Percentage of Students Chronically Absent in (2018-2019)		23%		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
20	14:1	39%	100%	72%
GRADUATION RATES				
2016-2017		2017-2018		2018-2019
87%		98%		96%
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE	
81%	7%		94%	
TECHNOLOGY				
Number of Devices		338		

Uniform Colors

Top: Burgundy, White \$\$
Bottom: Khaki \$\$

Community Partnerships

Cooperman Scholars, National Honors Society, Newark Trust, NJLEEP, Schools That Can

Clubs & Activities

Dance, Debate, Robotics, Stand & Deliver, Future Health Professionals

Sports

Basketball, Outdoor Track, Step Team, Volleyball

Advanced Placement Classes Offered

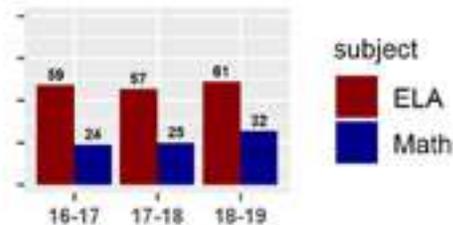
Please contact the school for an updated list of AP/IB classes offered

MAGNET CRITERIA

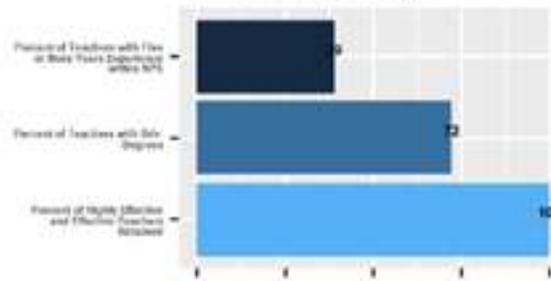
- Transcript/Grades
- In-person interview
- Written assessment
- Attendance
- Standardized test scores
- Submit Newark Enrolls application
- Admissions Test

* Please note that sibling preference does not apply to magnet schools. Please visit www.newarkenrolls.org for a list of up-to-date criteria.

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



BARRINGER HIGH SCHOOL

Newark's High School of the Past, Present, and Future

Dr. Jose Aviles
 90 Parker Street
 Newark, NJ 07104
 973-268-5125
 8:10AM - 2:40PM
www.nps.k12.nj.us/barringer

GRADES: 9-12 | WARD: NORTH | ENROLLMENT: 1,593 | SCHOOL CODE: 027

About Our School

Barringer High School has a rich and unique history. We are the 3rd oldest public high school in the country. We believe that all children can achieve success even in adverse circumstances. Knowledge is a powerful antidote for ignorance and provides the defense our students need to combat the lure of negative influences they confront on a daily basis. As educators, we must understand the four R's: Relevance + Rigor + Relationships = Results.

Unique Fact

Our premiere academy is the William J. Brennan, Jr. Institute of Law, we also offer a differentiated Arts and Carpentry Programs.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	456		90%	
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)		85%		
Percentage of Students Chronically Absent in (2018-2019)		54%		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
20	14:1	53%	64%	NA
GRADUATION RATES				
2016-2017		2017-2018		2018-2019
67%		58%		59% - Barringer's 2019 graduation calculation was derived using the total number of 2019 cohort graduates at Barringer STEAM and Barringer Arts.
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE	
NA	NA		NA	
TECHNOLOGY				
Number of Devices		1,537		

Uniform Colors

Top: White, Royal Blue \$-\$\$
Bottom: Black \$-\$\$
Financial Aid available for uniforms

Community Partnerships

ASPIRA, Buddy Reading Project with Mayor's Office, Community Food Bank of NJ, Future Project, Leaders for Life

Clubs & Activities

Art, Band, Band Dancers, Debate, Music Production

Sports

Baseball, Basketball, Cheer, Dance, Debate, Football, Marching Band, Outdoor Track, Step Team, Volleyball, Wrestling

Bilingual Programs

Spanish, ESL

Special Education Programs

Learning Disabled - Mild/Moderate/Severe, Behavior Disabilities

Advanced Placement Classes Offered

AP English Language, AP English Literature, AP Spanish, AP Studio Art, AP US History, AP Statistics

Certification Programs Offered

Carpentry/Carpenter, Graphic Design, Music Technology, Law

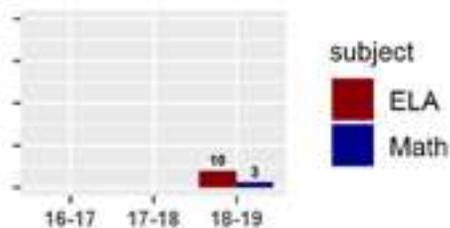
Before School Options:

First Day - Last Day of School
Cost: Free
Grades: 9-12
Start Time: 7:30 AM
Provider: School

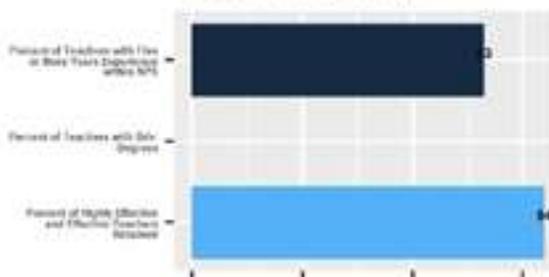
After School Options:

First Day - Last Day of School
Cost: Free
Grades: 9-12
End Time: 2:40 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



CENTRAL HIGH SCHOOL

Cultivating Enthusiastic Naturally Talented Responsible Altruistic Leaders

Dr. Sharnee Brown
 246 18th Avenue
 Newark, NJ 07108
 973-733-6897
 8:10 AM - 2:40 PM
 www.nps.k12.nj.us/ctl

GRADES: 9-12 | WARD: CENTRAL | ENROLLMENT: 780 | SCHOOL CODE: 028

About Our School

Central High School is comprised of great educators. Upon graduation, our students must be ready for post secondary opportunities and most importantly for college. Our emphasis is to cultivate learners with optimism, ambition, character and work ethic to produce problem solving citizens prepared to impact the world for future generations.

Unique Fact

Dual enrollment classes for juniors and seniors at NJIT & ECC. Six Advanced Placement classes for juniors and seniors.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	249		64%	
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)		83%		
Percentage of Students Chronically Absent in (2018-2019)		60%		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
18	10:1	78%	84%	47%
GRADUATION RATES				
2016-2017		2017-2018		2018-2019
76%		77%		70%
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE	
32%	22%		78%	
TECHNOLOGY				
Number of Devices		753		

Uniform Colors

Top: Light Blue, White \$\$

Bottom: Khaki \$\$

Financial Aid available for uniforms

Community Partnerships

Essex County College, Future Project, Garden State Scholars Program, NJIT, NJIT GEAR-UP

Clubs & Activities

Band, Band Dancers, Boys Mentoring, Debate, Drama

Sports

Baseball, Basketball, Bowling, Cheer, Cross Country, Dance, Football, Marching Band, Outdoor Track, Soccer, Softball, Swimming, Tennis, Volleyball

Bilingual Programs

French & Haitian Creole, ESL

Special Education Programs

Autism, Learning Disabled - Mild/Moderate/Severe

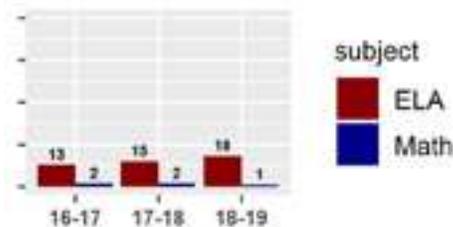
Advanced Placement Classes Offered

AP Biology, AP Calculus AB/BC, AP Chemistry, AP English Language, AP English Literature, AP US History

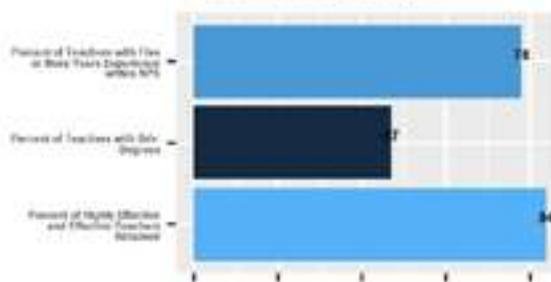
Certification Programs Offered

Dental Assisting/Assistant

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
PR/Award # S282M200004



EAGLE ACADEMY FOR YOUNG MEN

“It’s easier to build strong children than to repair broken men” - Frederick Douglass

Semone Morant
 279 Chancellor Avenue
 Newark, NJ 07112
 973-705-3847
 8:25 AM - 2:55 PM
 www.eaglenewark.com

GRADES: 6-12 | WARD: SOUTH | ENROLLMENT: 221 | SCHOOL CODE: 040

About Our School

The mission of The Eagle Academy for Young Men of Newark is to develop young men committed to the pursuit of academic excellence, strong character, and responsible leadership.

Opened in September 2012, the Eagle Academy for Young Men of Newark is the first and only all-male public school in the state of New Jersey. Our school is a collaboration between the Newark Board of Education and the Eagle Academy Foundation.

Unique Fact

21st Century Program: Academic Enrichment, Enrichment Activities and Recreation, Enrichment Programs and Support Services

SEAT AVAILABILITY		
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR
6	26	100%
9	48	60%

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	89%
Percentage of Students Chronically Absent in (2018-2019)	45%

STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
13 to 1	57%

GRADUATION RATES	
2018-2019	
88%	

TECHNOLOGY	
Number of Devices	298

Uniform Colors

Top: Blue, Navy Blue \$\$
Bottom: Gray \$\$

Community Partnerships

Bloomfield College, Mentoring USA: Prudential Newark, Street Squash Newark, Students 2 Science, Eagle Academy Foundation

Clubs & Activities

Art, Intermural Program, Student Government, Yearbook, 21st Century Program

Sports

Basketball, Bowling, Cross Country, Flag Football, Golf, Indoor Track, Outdoor Track, Soccer, Volleyball, Street Squash

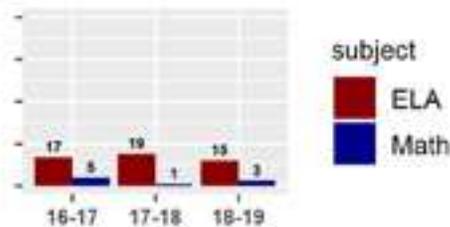
AP Classes Offered

AP English Language, AP English Literature, AP US History, AP World History

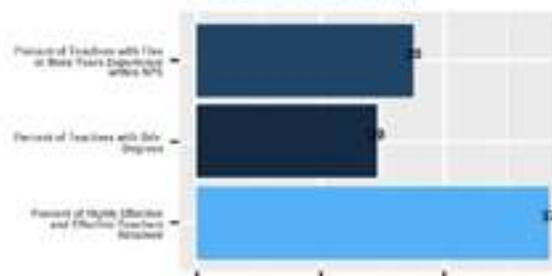
After School Options:

October 1st
Cost: Free
Grades: 6-8
End Time: 6:00 PM
Provider: School

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE’s website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



EAST SIDE HIGH SCHOOL

The Comprehensive High School with a Magnet Touch

Michael West
 238 Van Buren Street
 Newark, NJ 07105
 973-465-4900
 973-465-4958
 8:10 AM - 2:55 PM
 www.nps.k12.nj.us/eas

GRADES: 9-12 | WARD: EAST | ENROLLMENT: 2,120 | SCHOOL CODE: 030

About Our School

East Side High School is a large “comprehensive high school with a magnet touch” serving students in grades nine through twelve. The student population is unique in its diversity. The diversity is a reflection of the East Side community. Working together, teachers, students, administration, support staff and parents to dedicate themselves to create an atmosphere wherein the youth of our community can succeed. Our citizenry is a divergent mixture of people and cultures from around the world that makes East Side high School a place for all students to excel and thrive. Once an East Sider, always an East Sider!

Unique Fact

CTE Academies that include Teacher Academy, Graphic Design, Music Technology, Video Production & Performing Arts.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR		
9	456	63%		
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)		91%		
Percentage of Students Chronically Absent in (2018-2019)		33%		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
24	15:1	64%	92%	39%
GRADUATION RATES				
2016-2017		2017-2018		2018-2019
76%		78%		82%
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE	
40%	37%		63%	
TECHNOLOGY				
Number of Devices		2,037		

Uniform Colors

Top: Red, Black, White \$
Bottom: Black \$
Financial Aid available for uniforms.

Community Partnerships

Essex County College (Early College Program), Ironbound Community Corporation, Montclair State University, NJIT, NJPAC

Clubs & Activities

Anti Bullying, Band, Chorus, Coding, Debate, Dance, Drama, Environmental Club, Future Teachers, Fitness, Yearbook, National Honor Society, Video Production, Student Council, Robotics, Photography, Girls Who Code, Newspaper, Music Production, Portuguese Club, LGBTQ Club, Jazz Club, Spanish Club, Math Olympics

Sports

Baseball, Basketball, Bowling, Cheer, Cross Country, Dance, Debate, Football, Golf, Ice Hockey, Indoor Track, Lacrosse, Outdoor Track, Soccer, Softball, Swimming, Tennis, Volleyball, Wrestling

Bilingual Programs

Spanish, Portuguese, ESL

Special Education Programs

Multiple Disabilities, Learning Disabled - Mild/Moderate

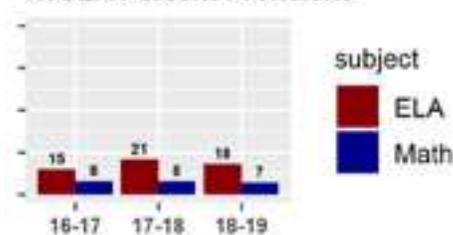
Advanced Placement Classes Offered

AP Biology, AP Calculus AB/BC, AP Chemistry, AP English Language, AP English Literature, AP Psychology, AP Spanish, AP Statistics, AP US History, IB History of the Americas, IB Language and Literature, IB Math, IB Spanish, IB TOK, IB World History, IB Environmental Systems, IB Film

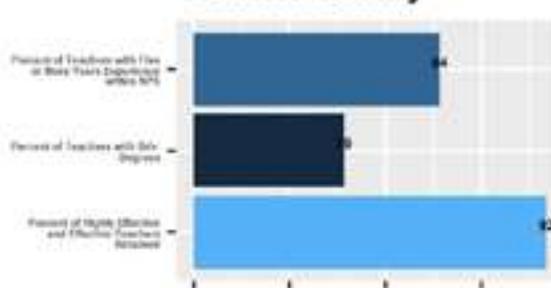
Career Technical Education Certification

Graphic Design, Music Technology, Photographic and Film/Video Technology/Technician & Assistant, Teacher Academy

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



GREAT OAKS LEGACY CHARTER SCHOOL

Preparing Students for College Success

📍 17-19 Crawford Street
Newark, NJ 07102
☎ 862-256-0114
🕒 8:15 AM - 3:45 PM
🌐 www.greatoakslegacy.org

GRADES: PK-12* (High School Entry) | WARD: MULTIPLE LOCATIONS | ENROLLMENT: 1,730 | SCHOOL CODE: 731

About Our School

The mission of Great Oaks Legacy Charter School is to prepare students for college success. We do this by providing a rigorous college prep curriculum, supported by differentiated instruction and two hours of tutoring daily for middle and high school students. We offer a robust sports and afterschool enrichment program as well as Saturday Academic Intervention.

Unique Fact

Great Oaks Legacy Charter Schools offers daily tutoring for 3rd through 12th grade students!

Great Oaks Legacy Charter School graduating cohorts have received on average 590 total college acceptances and over \$5 million in scholarships!

SEAT AVAILABILITY			
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	20	5%	
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		94%	
Percentage of Students Chronically Absent in (2018-2019)		16%	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
27	13:1	16%	85%
TECHNOLOGY			
Access to Technology		1:1	

Uniform Colors

Top: Light Blue
Bottom: Charcoal Grey

Community Partnerships

AmeriCorps Service Network, Boys and Girls Club, Community Food Bank of NJ, Steps 2 Success Dance Program, Southward Children's Alliance, Newark Community Street Team, Project Ready and Greater Newark Healthcare Collision

Clubs & Activities

Art, Dance, Debate, Student Government, Yearbook

Sports

Basketball, Bowling, Cheer, Flag Football, Indoor Track, Step Team

Advanced Placement Classes Offered

AP Biology, AP Calculus A AP Chemistry, AP English Literature, AP Environmental Science, AP US History, AP World History

Before School Options:

Begins in mid to late September

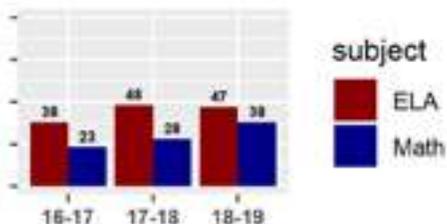
Cost: Free

Grades: All Grades

End Time: 7:45 AM

Provider: School

PARCC Percent Proficient



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004

GRADES: K-12 | WARD: MULTIPLE LOCATIONS | ENROLLMENT: 4,780 | SCHOOL CODE: 726**About Our School**

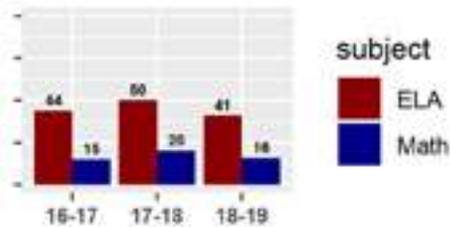
Your child's potential is limitless. From the moment they walk through the doors of our schools, we are committed to their success in college and in life. KIPP Newark has 11 free, open enrollment college prep schools in Newark educating students in grades K-12. We focus on the needs of your child and build strong foundations that will empower them from elementary school all the way through college. Visit www.KIPPNewark.org to learn more today.

Unique Fact

Our schools provide a safe learning environment, excellent academics & extracurriculars where all students can flourish.

KIPP Newark high schools offer a variety of Pre-AP and AP classes for all students.

SEAT AVAILABILITY			
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
K	600	84%	
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		93%	
Percentage of Students Chronically Absent in (2018-2019)		19%	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
25	13:1	13%	
TECHNOLOGY			
Access to Technology		1:1	

PARCC Percent Proficient**Uniform Colors**

Please visit our website for more information about uniforms.

Financial aid is available for uniforms.

Community Partnerships

Boys and Girls Club, NJPAC, Rutgers University - Newark, South Ward Children's Alliance, Urban League

Clubs & Activities

Art, Drama, Drumline, Robotics, Step Team

Sports

Basketball, Cross Country, Football, Soccer, Volleyball, Wrestling, Yoga

AP Class Offerings

AP Biology, AP Calculus AB/BC, AP English Language, AP English Literature, AP Physics, AP Statistics, AP US History, AP World History, AP Government & Politics, AP Macroeconomics, AP Microeconomics, AP Research, AP Seminar

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



MALCOLM X SHABAZZ HIGH SCHOOL

The future belongs to those who prepare for it today

Naseed Gifted
80 Johnson Avenue
Newark, NJ 07108
973-733-6760
8:10 AM - 2:40 PM
www.nps.k12.nj.us/mxs

GRADES: 9-12 | WARD: CENTRAL | ENROLLMENT: 374 | SCHOOL CODE: 031

About Our School

Malcolm X Shabazz High School provides each scholar with a rigorous curriculum to ensure college and career readiness, cultivates leadership, upholds a commitment to community and Bulldog PRIDE. Perseverance, Resilience, Integrity, Determination, Excellence! We believe education does not start or end in the classroom. True learning occurs at all times, when you succeed, when you fail, when you make mistakes, and when you accomplish your goals. We believe that as a school, we are teaching all the time. Every hallway interaction, home visit, and family meeting communicates who we are, what we value, and why we are here.

Unique Fact

The Engineering Academy is an interdisciplinary, small learning community where scholars examine real world problems.

SEAT AVAILABILITY					
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR		
9	148		90%		
SCHOOL ATTENDANCE ¹					
Average Daily Attendance (2018-2019)		78%			
Percentage of Students Chronically Absent in (2018-2019)		70%			
SCHOOL DATA					
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES	
23	12:1	71%	73%	35%	
GRADUATION RATES					
2016-2017		2017-2018		2018-2019	
60%		NA		69%	
POSTSECONDARY					
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE		
27%	31%		69%		
TECHNOLOGY					
Number of Devices		1:1			

Uniform Colors

Top: Grades 9-11: Black \$\$
 Grade 12: White \$\$
Bottom: Black, Khaki \$\$\$

Community Partnerships

Bloomfield College, Future Rutgers Scholars, Leaders for Life, NJIT, Rutgers University - Newark

Clubs & Activities

Coding, Debate, Filmmaking, National Honor Society, Robotics

Sports

Baseball, Basketball, Baton Twirling, Bowling, Cheer, Chess, Cross Country, Football, Indoor Track, Marching Band, Outdoor Track, Soccer, Softball, Volleyball

Special Education Programs

Behavior Disabilities, Learning Disabled - Mild/Moderate

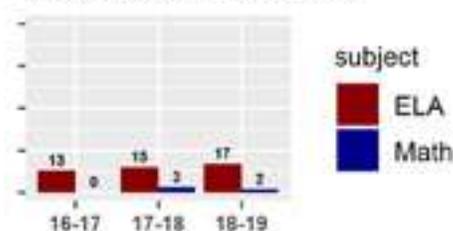
Advanced Placement Classes Offered

AP Calculus AB/BC, AP English Language, AP English Literature, AP Physics

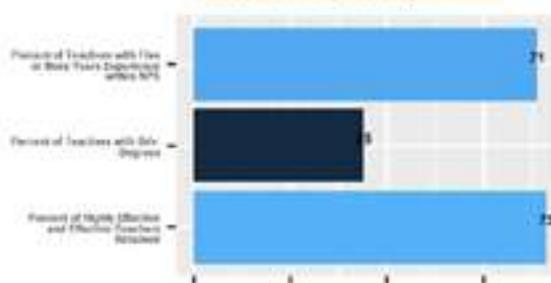
Career Technical Education Certification

Engineering

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



MARION P. THOMAS HIGH SCHOOL OF CULINARY & PERFORMING ARTS

It takes a whole village to raise a child

- Multiple Locations
- 973-621-0060 (ext: 1010)
- 8:25 AM - 3:30 PM
- www.mptcs.org

GRADES: 9-12 | WARD: MULTIPLE LOCATIONS | ENROLLMENT: 1,338 | SCHOOL CODE: 715

About Our School

Marion P. Thomas Charter High School of Culinary & Performing Arts combines innovation with education. We have pioneered creative strategies and instructional methods to prepare students for college, career and life. Marion P. Thomas Charter Schools are now proudly managed by BRICK Education Network.

Unique Fact

Our innovative curriculum blends college prep classes with culinary and performing arts training.

SEAT AVAILABILITY					
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR		
9	150		43%		
SCHOOL ATTENDANCE					
Average Daily Attendance (2018-2019)		95%			
Percentage of Students Chronically Absent in (2018-2019)		5%			
SCHOOL DATA					
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR	HIGH SCHOOL 4 YEAR GRADUATION RATE 2018-2019	
22	17:1	60	78	82%	
TECHNOLOGY					
Number of Devices		1:1			

Uniform Colors

Top: Royal Blue \$\$
Bottom: Khaki \$\$

Community Partnerships

Building Kidz (Robotics), NJIT

Clubs and Activities

African Drumming, Cooking, Dance, STEAM (Science, Technology, Arts and Mathematics), Student Council

Sports

Basketball, Cheer, Dance, Outdoor Track

AP Classes Offered

AP English Literature, AP US History

Before School Options:

First day of school - Last day of school

Cost: Free

Grades: All Grades

Start Time: 7:30 AM

Provider: School

After School Options:

Mid-September - Early June

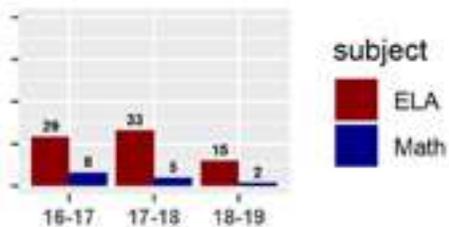
Cost: Yes, vouchers available

Grades: All Grades

End Time: 6:00 PM

Provider: School

PARCC Percent Proficient



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



M.E.T.S. Charter School

Damion Frye
 Multiple Locations
 973-859-5300
 8:25 AM - 3:00 PM
www.metscharterschool.com

GRADES: 9-12 | WARD: MULTIPLE LOCATIONS | ENROLLMENT: 217 | SCHOOL CODE: 951

About Our School

M.E.T.S. Charter School is an Early College Preparatory School that utilizes research-based instructional practice to achieve student proficiency in mathematics, engineering, technology, and science. Our school is committed to providing high quality education focused on college and career readiness while fostering an equitable, innovative, and creative learning environment.

Unique Fact

We offer dual enrollment programs with local colleges and certificates in career and technical education.

SEAT AVAILABILITY			
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR	PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	120	80%	
SCHOOL ATTENDANCE			
Average Daily Attendance (2018-2019)		93%	
Percentage of Students Chronically Absent in (2018-2019)		17%	
SCHOOL DATA			
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR
20	20:1	7%	87%
TECHNOLOGY			
Number of Devices		1:1	

Uniform Colors

Top: Blue, Orange, Royal Blue, White
\$-\$

Bottom: Khaki, Black

Community Partnerships

Audible, Essex County College, Liberty Science Center, Main Street Counseling

Clubs & Activities

Drama, Environmental Club, Girls Who Code, Newspaper, Technology Club

Sports

Basketball, Cheer, Soccer, Softball, Volleyball

CTE Program Offered

Graphic Design, Engineering

For more information on school performance:

Please visit www.metscharterschool.com or www.newarkenrolls.org for information about the location for the 2019-2020 school year.
PR/Award # S282M200004



NEWARK VOCATIONAL HIGH SCHOOL

Kyle Brown
 301 West Kinney Street
 Newark, NJ 07112
 973-733-6992
 8:10 AM - 2:40 PM
 www.nps.k12.nj.us/nwv

GRADE: 9-10 | WARD: CENTRAL | ENROLLMENT: 177 | SCHOOL CODE: 041

About Our School

Newark Vocational High School's mission is to provide a rigorous curriculum that will prepare students for a path toward college and career readiness. We take pride in working with the Newark Vocational village of parents, students, and community. Our goal is to cultivate creative and innovative students by having dedicated staff with high expectations who will prepare students to be globally competitive.

Unique Fact

The Culinary Arts program is based on industry standards. Students use these skills in a student run restaurant.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	240		70%	
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)			NA	
Percentage of Students Chronically Absent in (2018-2019)			NA	
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
24	NA	NA	NA	NA
GRADUATION RATES				
2016-2017		2017-2018		2018-2019
NA		NA		NA
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE	
NA	NA		NA	
TECHNOLOGY				
Number of Devices		1:1		

Uniform Colors

Top: Gold \$\$
Bottom: Khaki \$\$

Community Partnerships

ASPIRA, Montclair State University, Kappa Alpha Psi Fraternity inc., Rider University, Fairleigh University

Clubs & Activities

Cooking, Debate, Vocal Music, Graphic Arts Club, Hospitality and Tourism Club

Bilingual Programs

ESL

Sports

Basketball, Bowling, Cross Country, Debate, Indoor Track, Outdoor Track, Volleyball

Career Technical Education Certification

Cooking & Related Culinary Arts, General, Graphic Design, Hospitality and Tourism

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



NEWARK SCHOOL OF GLOBAL STUDIES

Vacancy
 24 Crane Street
 Newark, NJ 07104
 973-268-5112
 8:15 AM - 2:40 PM
 www.nps.k12.nj.us/global

GRADES: 9 | WARD: NORTH | ENROLLMENT: NA | SCHOOL CODE:

About Our School

The Newark School of Global Studies is a four year public magnet high school that will provide students with an immersive academic experience to prepare them to be innovative thinkers in a competitive, global 21st century society. The Newark School of Global Studies is a place where a diverse student body will converge in a school with no borders. The curriculum fosters fluency in a second language, immersion in a foreign culture and the exchange of ideas via advanced technology. Students are engaged in a meaningful way in the sphere of international relations as they tackle the great global issues of our time within an academic framework. Our three internal academies focusing on Diplomacy, International Business and the Humanities will facilitate the application of a global studies education to life-long career choices. The Newark School of Global Studies creates problem solvers for the world.

Unique Fact

Students will have the opportunity to participate in a Junior-year Study Abroad program in China. We offer four year second language acquisition in Arabic, Chinese, French, & Spanish.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	NA		NA	
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)		NA		
Percentage of Students Chronically Absent in (2018-2019)		NA		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
NA	NA	NA	NA	NA
GRADUATION RATES				
2016-2017		2017-2018		2018-2019
NA		NA		NA
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE	
NA	NA		NA	
TECHNOLOGY				
Number of Devices		NA		

Uniform Colors

Top: TBD
Bottom: TBD

AP Classes Offered

World History, European History, Government & Politics: United States, Government & Politics: Comparative, Microeconomics, Macroeconomics, Chinese IV Language and Culture

MAGNET CRITERIA

- Transcript/Grades
- Interview
- Attendance
- Standardized test scores
- Submit Newark Enrolls application
- Admissions Test

* Please note that sibling preference does not apply to magnet schools. Please visit www.newarkenrolls.org for a list of up-to-date criteria.

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



NORTH STAR ACADEMY CHARTER SCHOOL

Feel the Joy. DO the Work. Change History.

Multiple Locations
 973-474-5114
 7:00 AM - 4:00 PM
www.northstaracademy.org

GRADES: K-12 | WARD: MULTIPLE LOCATIONS | ENROLLMENT: 5,943 | SCHOOL CODE: 721

About Our School

The mission of North Star Academy Charter School of Newark is to prepare each student to enter, succeed in, and graduate from college.

Unique Fact

Students participate in a daily ritual called morning and community circles to build school culture and community. The HS 2.0 Program provides upperclassmen the opportunity to explore passions outside of a traditional academic context.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	450		15%	
SCHOOL ATTENDANCE				
Average Daily Attendance (2018-2019)		95%		
Percentage of Students Chronically Absent in (2018-2019)		NA		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR	HIGH SCHOOL 4 YEAR GRADUATION RATE 2018-2019
30	NA	NA	NA	96%
TECHNOLOGY				
Number of Devices		1:1		

Uniform Colors

Top: Navy Blue

Bottom: Khaki

Please visit our website for more information about uniforms.

Community Partnerships

Essex County College, Essex County Food Bank, La Casa de Don Pedro, New Jersey Food Bank

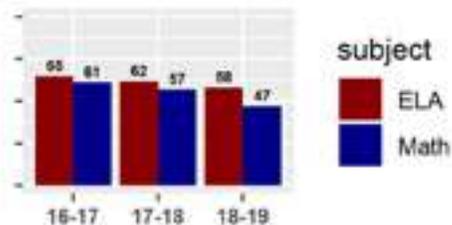
Clubs & Activities

Coding, Music, Robotics, Step Team

Sports

Basketball, Soccer, Softball, Volleyball

PARCC Percent Proficient



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
PR/Award # S282M200004



PEOPLE'S PREPARATORY CHARTER SCHOOL

College Prep for ALL Students

321 Bergen Street
 Newark, NJ 07103
 973-622-1790
 8:25 AM - 3:35 PM
 www.peoplesprepnewark.org

GRADES: 9-12 | WARD: CENTRAL | ENROLLMENT: 382 | SCHOOL CODE: 722

About Our School

People's Prep prepares all of our students to graduate from the college of their choice as informed, involved, and resilient citizens. We provide a college prep program at no additional cost and without an entrance exam. Through weekly office hours, a full-time alumni coordinator, and a strong advisory program, all students are supported to ensure success in high school, college, and beyond.

Unique Fact

We offer an honors program, year-long internship program, free ACT test prep, sports, arts, and music!

SEAT AVAILABILITY					
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR		
9	95		47%		
SCHOOL ATTENDANCE					
Average Daily Attendance (2018-2019)			88%		
Percentage of Students Chronically Absent in (2018-2019)			NA		
SCHOOL DATA					
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE AT CURRENT SCHOOL OR WITHIN CURRENT CHARTER SCHOOL NETWORK PERCENTAGE	RETENTION OF EFFECTIVE OR HIGHLY EFFECTIVE TEACHERS FROM THE 2017-18 SCHOOL YEAR INTO THE 2018-19 SCHOOL YEAR	HIGH SCHOOL 4 YEAR GRADUATION RATE 2018-2019	
20	11:1	20%	85%	85%	
TECHNOLOGY					
Number of Devices		1:1			

Uniform Colors

Top: Navy Blue

Bottom: Khaki

We provide one free polo top to all new students.

Community Partnerships

After School All Stars, All Stars Project, Cooperman Scholars, Leaders for Life, Schools That Can

Clubs & Activities

Art, Band, Chorus, Technology Club, Young Entrepreneurs

Sports

Basketball, Cheer, Track & Field, Volleyball

AP Classes Offered

AP Studio Art

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



SCIENCE PARK HIGH SCHOOL

Take C.H.A.R.G.E. of my future!

Angela Mincy
 260 Norfolk Street
 Newark, NJ 07103
 973-733-8689
 8:10 AM - 2:40 PM
www.nps.k12.nj.us/sci

MAGNET HS | GRADES: 7-12 | WARD: CENTRAL | ENROLLMENT: 822 | SCHOOL CODE: 025

About Our School

The mission of Science Park High School is to offer students an Ivy League experience. Our students will be prepared to engage in further study and make lifelong contributions in the STEM fields, with an appreciation for the arts. Our rigorous curriculum is punctuated by college level coursework which is driven by interdisciplinary study, research, ethical leadership, global perspective, and service. We expect our students to take C.H.A.R.G.E. of the future!

Unique Fact

Science Park is ranked 34th of nearly 400 schools in NJ and offers AP, IB, and dual enrollment college courses.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
7	200		14%	
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)		92%		
Percentage of Students Chronically Absent in (2018-2019)		26%		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
22	14:1	79%	92%	50%
GRADUATION RATES				
2016-2017		2017-2018		2018-2019
98%		96%		99%
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE	
85%	15%		85%	
TECHNOLOGY				
Number of Devices		703		

Uniform Colors

Top: Navy Blue, Yellow Polos or Oxfords
Bottom: Khaki, Navy Blue
Please see our Parent Liaison for financial assistance.

Community Partnerships

Audible, Essex County College (Early College Program), NJIT, Students 2 Science, Rutgers New Jersey Medical School

Clubs & Activities

Debate, Environmental Club, National Honor Society, Robotics, Theatre Club

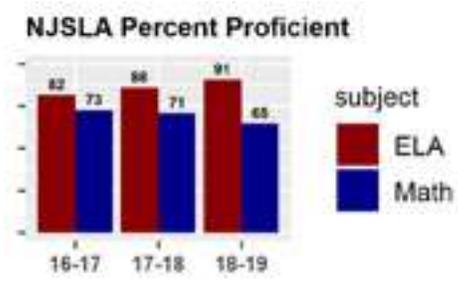
Sports

Baseball, Basketball, Bowling, Cheer, Cross Country, Debate, Indoor Track, Marching Band, Outdoor Track, Soccer, Softball, Step Team, Swimming, Volleyball

Advanced Placement Classes Offered

AP Biology, AP Calculus AB/BC, AP Chemistry, AP English Language, AP English Literature, AP Environmental Science, AP French, AP Physics, AP Spanish, AP Statistics, AP US History, IB Biology, IB French, IB History of the Americas, IB Language and Literature, IB Math, IB Portuguese, IB TOK, AP European History, AP Computer Science Principles, IB Physics, IB Global Politics

MAGNET CRITERIA
<ul style="list-style-type: none"> • Transcript/Grades • Attendance • Standardized test scores • Submit Newark Enrolls application • Admissions Test
<p>* Please note that sibling preference does not apply to magnet schools. Please visit www.newarkenrolls.org for a list of up-to-date criteria.</p>



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>
 View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



TECHNOLOGY HIGH SCHOOL

You Can't Hide from Panther Pride

Appendix H-4

Edwin Reyes
 187-223 Broadway
 Newark, NJ 07104
 973-481-5962
 973-497-5716
 8:10 AM - 2:40 PM
 www.nps.k12.nj.us/tec

GRADES: 9-12 | WARD: NORTH | ENROLLMENT: 643 | SCHOOL CODE: 038

About Our School

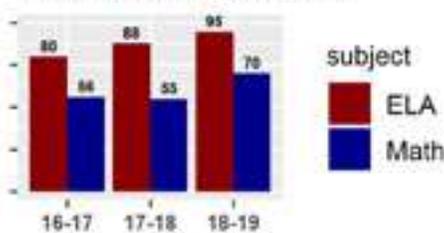
Technology High School is so much more than a school. It is an example of great things that can be accomplished when a group of dedicated adults and students get their mind to accomplish greatness. Our MISSION is "To empower unique thinkers by providing a rigorous and quality education that promotes social, emotional, and academic growth for LIFE." With an eye on the future, our VISION is; "We will develop global leaders by providing them with the tools to succeed in a world driven by technology." We provide our students with the equity they need to ensure a bright future.

Unique Fact

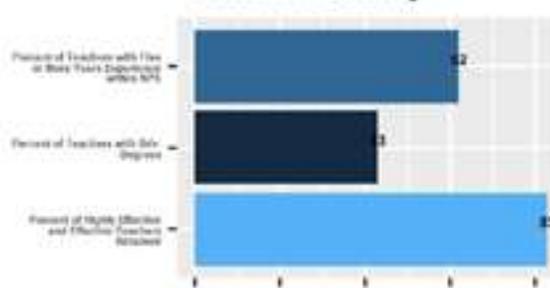
Technology High School was the highest performing high school in the NBOE in both Math and ELA last school year.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	188		18%	
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)		95%		
Percentage of Students Chronically Absent in (2018-2019)		12%		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
23	13:1	62%	83%	43%
GRADUATION RATES				
2016-2017		2017-2018		2018-2019
95%		93%		96%
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE	
78%	16%		84%	
TECHNOLOGY				
Number of Devices		1:1		

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004

Uniform Colors

Top: Gray, Black or White Polo or Dress Shirt \$\$

Bottom: Gray or Black slacks
Financial Aid is available for uniforms

Community Partnerships

Audible, Black Girls Code, Bloomfield College, Community Food Bank of NJ, Cooperman Scholars

Clubs & Activities

Anime Club, Art, Band, Coding, Newspaper

Sports

Baseball, Basketball, Bowling, Cheer, Debate, Soccer, Softball, Swimming, Volleyball

Before School Options:

From the First Day of School - Last Day of School

Cost: Free

Grades: 9-12

Start Time: 7:00 AM

Provider: School

Advanced Placement Classes Offered

AP Biology, AP Calculus AB/BC, AP Chemistry, AP English Language, AP English Literature, AP Environmental Science, AP Physics, AP Spanish, AP Statistics, AP US History

Career Technical Education Certification

Cisco Networking, Biomedical Engineering, Engineering, Video Production, Graphic Print Production

MAGNET CRITERIA

- Transcript/Grades
- Attendance
- Standardized test scores
- Submit Newark Enrolls application
- Admissions Test

* Please note that sibling preference does not apply to magnet schools. Please visit www.newarkenrolls.org for a list of up-to-date criteria.



UNIVERSITY HIGH SCHOOL

RISE Like the Phoenix!

Genique Flournoy-Hamilton
 55 Clinton Place
 Newark, NJ 07108
 973-351-2010
 8:10 AM - 2:40 PM
www.nps.k12.nj.us/uni

MAGNET HS | GRADES: 7-12 | WARD: SOUTH | ENROLLMENT: 459 | SCHOOL CODE: 024

About Our School

University High School has historically been synonymous with academic excellence within the city of Newark and beyond. We are a magnet school serving roughly 500 students in grades 8 through 12. Our modest student population allows meaningful relationships with all students and small class sizes. With a focus on preparing students for success and leadership in the fields of Liberal Arts and Humanities, we offer a rigorous curriculum with opportunities for Advanced Placement and college level courses.

Unique Fact

Thurgood Marshall Law Academy students attend classes in a fully functional courtroom housed at University High School.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
7	200		21%	
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)		90%		
Percentage of Students Chronically Absent in (2018-2019)		40%		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
19	15:1	63%	79%	51%
GRADUATION RATES				
2016-2017		2017-2018		2018-2019
94%		95%		97%
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE	
74%	12%		88%	
TECHNOLOGY				
Number of Devices		1:1		

Uniform Colors

Top: Burgundy, White \$\$
Bottom: Grade 8: Khaki
 Grades 9-12: Gray \$\$
Financial Aid is available for uniforms

Community Partnerships

Essex County College, Montclair State University, Rutgers University - Newark, Street Law, 21st Century Learning

Clubs & Activities

Band, Band Dancers, Debate, National Junior Honor Society, Robotics

Sports

Baseball, Basketball, Bowling, Cheer, Dance, Debate, Indoor Track, Outdoor Track, Softball, Tennis, Volleyball

Special Education Programs

Learning Disabled - Mild/Moderate

Advanced Placement Classes Offered

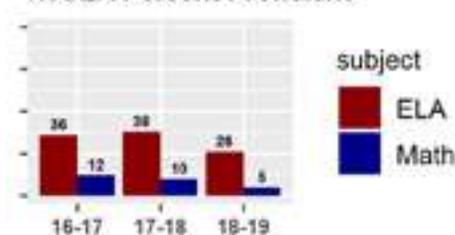
AP Biology, AP English Language, AP English Literature, AP US History

MAGNET CRITERIA

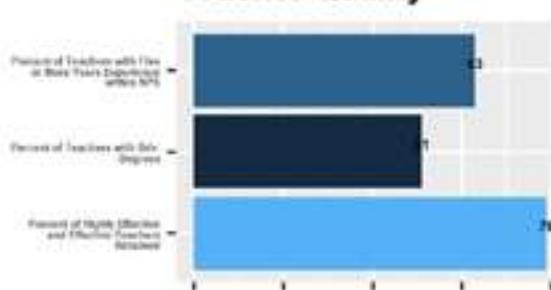
- Transcript/Grades
- Attendance
- Standardized test scores
- Submit Newark Enrolls application
- Admissions Test

** Please note that sibling preference does not apply to magnet schools. Please visit www.newarkenrolls.org for a list of up-to-date criteria.*

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



WEEQUAHIC HIGH SCHOOL

One Family, One School, One Community - Striving for Excellence!

Andre Hollis
 279 Chancellor Avenue
 Newark, NJ 07112
 973-705-3795
 973-705-3901/3903
 8:10 AM - 2:40 PM
www.nps.k12.nj.us/weq

GRADES: 9-12 | WARD: SOUTH | ENROLLMENT: 400 | SCHOOL CODE: 033

About Our School

Weequahic High School's mission is to provide a safe environment in order to ensure that all students graduate ready for college and/or career pathway equipped with the academic, social, and critical thinking skills necessary for success in the 21st Century. Weequahic's Allied Health Sciences program allow students to gain real world skills in healthcare, with a major emphasis on aligning to industry standards. Some highlights of being apart of our Allied Health Sciences program include: college credit, clinicals, and hospital partners. Our students deliver quality patient care while performing medical processes and diagnostics procedures in our new state of the art actual and simulated clinical environments.

Unique Fact

Jobs For America's Graduates: student exposure to leadership activities, civic responsibility, and social awareness activities.

SEAT AVAILABILITY					
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR		
9	152		78%		
SCHOOL ATTENDANCE ¹					
Average Daily Attendance (2018-2019)			86%		
Percentage of Students Chronically Absent in (2018-2019)			53%		
SCHOOL DATA					
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES	
22	12:1	72%	76%	60%	
GRADUATION RATES					
2016-2017		2017-2018		2018-2019	
73%		61%		72%	
POSTSECONDARY					
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE		PERCENT OF STUDENTS IN 4 YEAR COLLEGE		
30%	31%		70%		
TECHNOLOGY					
Number of Devices		1:1			

Uniform Colors

Top: Orange \$-\$\$
Bottom: Khaki \$\$

Community Partnerships

National Honors Society, Newark Beth Israel Medical Center, Rutgers University Reach Program, UMDNJ, Weequahic Alumni

Clubs & Activities

Gifted and Talented Program, National Honor Society, Robotics, Stand & Deliver, Yoga

Sports

Baseball, Basketball, Bowling, Dance, Football, Indoor Track, Marching Band, Outdoor Track, Soccer, Softball, Volleyball, Wrestling, Yoga

Special Education Programs

Learning Disabled - Mild/Moderate, Cognitive Impairment - Mild

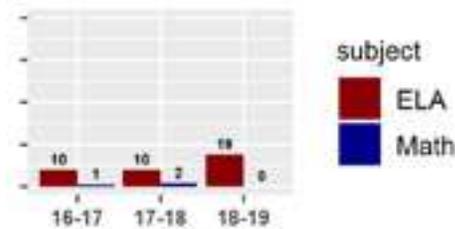
Advanced Placement Classes Offered

AP Biology, AP Calculus AB/BC, AP English Literature, AP US History

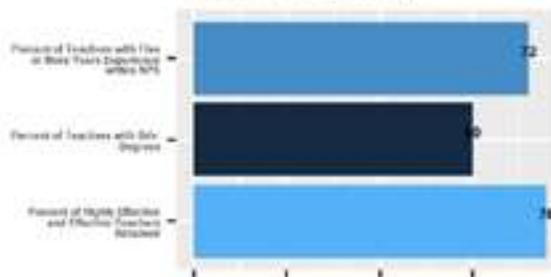
Career Technical Education Certification

Computer Systems Networking and Telecommunications, Health Services/Allied Health/Health Sciences, General

NJSLA Percent Proficient



Teacher Quality



For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>
 PR/Award # S282M200004



WEST SIDE HIGH SCHOOL

Lead With Love

Akbar Cook
 403 South Orange Avenue
 Newark, NJ 07103
 973-733-6977
 8:10 AM - 2:40 PM
 www.nps.k12.nj.us/wsd

GRADES: 9-12 | WARD: CENTRAL | ENROLLMENT: 615 | SCHOOL CODE: 034

About Our School

The mission of West Side High School is to prepare all of our students for college, career, and citizenship. We provide a safe, clean, positive, and supportive learning environment in which all students can develop socially, emotionally, and academically. We want all children to be in position to lead lives of enduring quality and accomplishments. Our school mission statement is RIP - Relationships, Innovation, Passion. Our vision statement is that from the moment students enter our doors to the point they are gainfully employed and making a living wage, we will be by their side.

Academic Spotlight

Dual Credit Program - West Side offers 5 college courses offered in 2019-2020 with Felician College & ECC. We also offer AP courses.

SEAT AVAILABILITY				
ENTRY GRADE	SEATS AVAILABLE IN ENTRY GRADE LAST YEAR		PERCENTAGE OF APPLICANTS WHO LISTED THIS SCHOOL FIRST AND WERE MATCHED TO THIS SCHOOL LAST YEAR	
9	190		95%	
SCHOOL ATTENDANCE ¹				
Average Daily Attendance (2018-2019)		82%		
Percentage of Students Chronically Absent in (2018-2019)		67%		
SCHOOL DATA				
AVERAGE SECTION SIZE	STUDENT TO TEACHER RATIO	TEACHERS WITH 5 OR MORE YEARS OF EXPERIENCE	RETENTION OF EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS	PERCENT OF TEACHERS WITH ADVANCED DEGREES
21	14:1	55%	NA	NA
GRADUATION RATES				
2016-2017	2017-2018	2018-2019		
NA	67%	67%		
POSTSECONDARY				
PERCENT ENROLLED IN POSTSECONDARY SCHOOL	PERCENT OF STUDENTS IN 2 YEAR COLLEGE	PERCENT OF STUDENTS IN 4 YEAR COLLEGE		
35%	31%	70%		
TECHNOLOGY				
Number of Devices		582		

Uniform Colors

Top: Black, Hunter Green, White \$
Bottom: Black, Blue, Gray, Khaki \$\$

Community Partnerships

Community Food Bank of NJ, Essex County College, Google, MCJ Foundation, New Jersey Food Bank

Clubs & Activities

Broadcasting and TV Production, Dance, National Honor Society, Newspaper, Robotics

Sports

Basketball, Cheer, Cross Country, Debate, Football, Indoor Track, Lacrosse, Outdoor Track, Soccer, Softball, Volleyball

Special Education Programs

Behavior Disabilities, Learning Disabled - Mild/Moderate/Severe

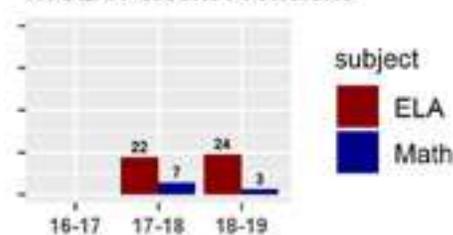
Advanced Placement Classes Offered

AP Calculus AB/BC, AP English Language, AP English Literature, AP World History

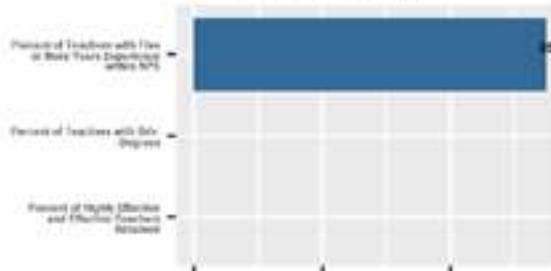
Career Technical Education Certification

Supply Chain Management, Stackable Google Certifications, Virtual Enterprises

NJSLA Percent Proficient



Teacher Quality

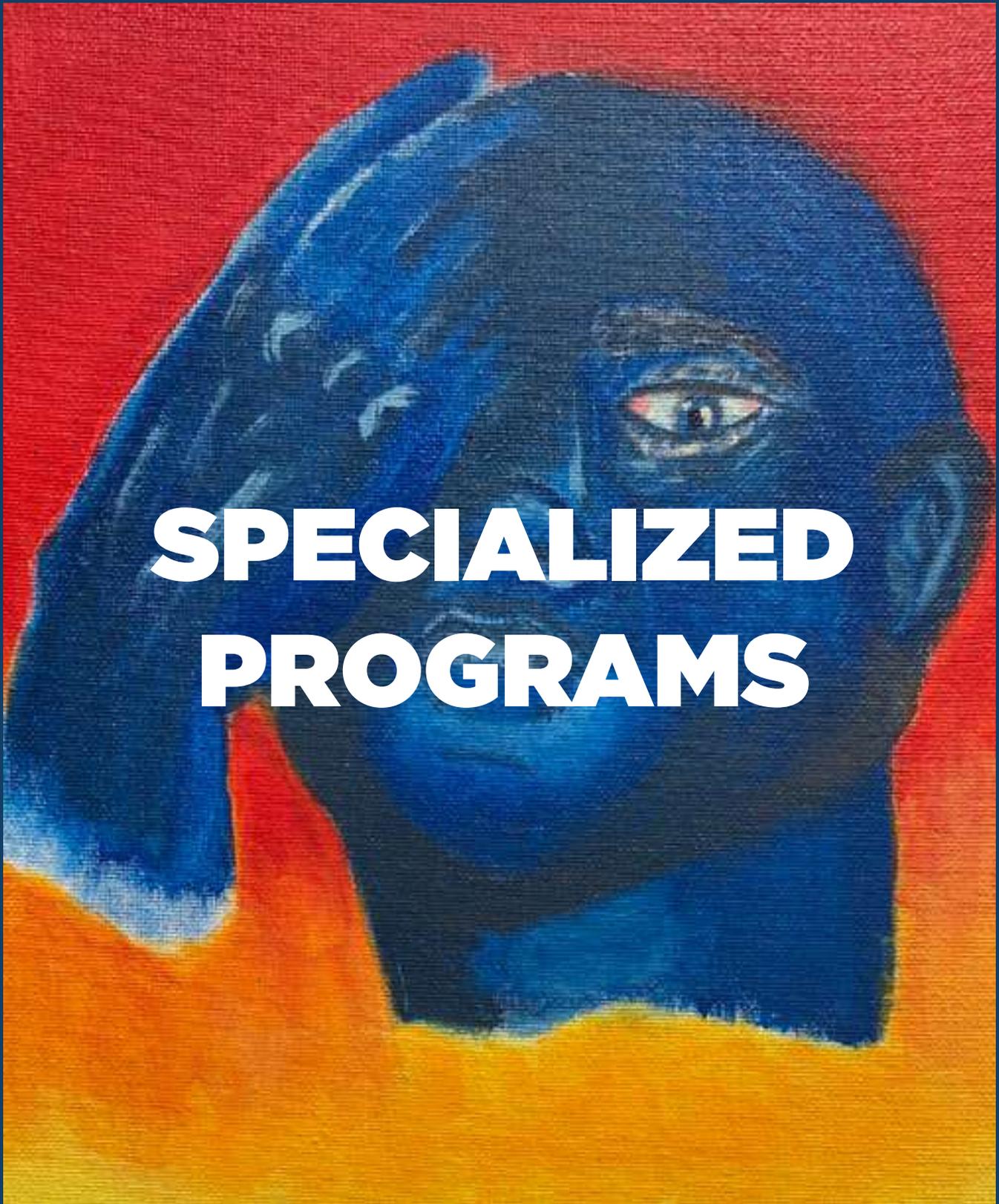


For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



Artwork by: Ayoko Kessoua, 12th Grade, American History High School

SPECIAL EDUCATION PROGRAMS Appendix H-4

Newark Board of Education 2020-2021 K-8 Special Education Self-Contained Program Offerings

*Indicates Specialized School.

To learn more about our Specialized Schools – Bruce Street, Fourteenth Avenue, John F. Kennedy and New Jersey Regional Day – please see pages 103-106 of the School Guidebook.

GRADE LEVEL	AUDITORY IMPAIRMENT	AUTISM	BEHAVIOR DISABILITIES	COGNITIVELY IMPAIRED MILD	COGNITIVELY IMPAIRED MODERATE	LEARNING DISABLED MILD/MODERATE	LEARNING DISABLED SEVERE	MULTIPLE DISABILITIES	MULTIPLE DISABILITY MEDICALLY INVOLVED
K									
1		Camden St. First Ave. Ivy Hill L.A. Spencer McKinley Quitman St. Salomé Ureña South St. 13th Avenue	Luis Muñoz Marin Peshine Avenue South 17th Street		Fourteenth Avenue	Benjamin Franklin Chancellor Avenue Dr. William H. Horton George W. Carver Roberto Clemente Speedway	Cleveland Dr. E. Alma Flag 2nd Grade Elliott Street Harriet Tubman Hawthorne Avenue	Branch Brook Fourteenth Ave. Rafael Hernandez 1st-2nd grade 13th Avenue	
2									
3									
4									
5	Bruce Street*	Camden Street First Ave. Fourteenth Avenue 7th grade Ivy Hill L.A. Spencer McKinley NJ Regional Day* Quitman 5th-7th grade Salomé Ureña South Street 13th Avenue JFK* 7th-8th grade	Hawthorne Avenue 7th-8th grade Luis Muñoz Marin Peshine Avenue South 17th Street	Avon Avenue		Abington Ann Street 7th-8th grade Chancellor Dr. William H. Horton George W. Carver Lincoln Peshine Avenue 6th-8th grade Rafael Hernandez South 17th Street 8th grades Speedway	Cleveland Dr. E. Alma Flag Elliott Street 5th-6th grade Harriet Tubman 5th-6th grade Hawthorne Avenue Mount Vernon South 17th Street	JFK* NJ Regional Day* Rafael Hernandez 13th Ave.	Belmont Runyon Park Elem.
6									
7									
8									

AUDITORY IMPAIRMENT	AUTISM	BEHAVIOR DISABILITIES	COGNITIVELY IMPAIRED MILD	LEARNING DISABLED MILD/MODERATE	LEARNING DISABLED SEVERE	MULTIPLE DISABILITIES	MULTIPLE DISABILITY MEDICALLY INVOLVED
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Please note that **ALL** families may apply to **ANY** charter school in Newark. All charter schools are required to serve any student who is matched to them, including students who need special education.

Technology HS	American History HS Central HS JFK* NJ Regional Day	Barringer High School Malcolm X Shabazz West Side High School 12th grade	Weequahic High School	Barringer High School Central High School East Side High School Malcolm X Shabazz University High School Weequahic High School West Side High School	Barringer High School Central HS West Side High School	East Side JFK* NJ Regional Day*	JFK*
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Note that all Newark Board of Education high schools, including magnet schools, will have RCI and/or RCO programs.

To learn more about RCO and RCI programs, please visit: www.newarkenrolls.org

PR/Award # S282M200064



BRUCE STREET SCHOOL FOR THE DEAF

Proper Education Always Corrects Errors

Kyle Thomas
 333 Clinton Place
 Newark, NJ 07112
 973-705-3952
 973-705-3758
 8:20 AM - 2:55 PM
www.nps.k12.nj.us/bru

GRADES: PK-8 | WARD: SOUTH | ENROLLMENT: 59 | SCHOOL CODE: 058

About Our School

Bruce Street School for the Deaf is located within George Washington Carver School and offers unique learning courses for students grades Pre-K through 8. Our diverse Auditory Impaired and Multiply Disabled academic program provides a totally inclusive environment that engages all students in multiple paths for success.

Unique Fact

The school operates in a fully inclusive environment with no social barriers.

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	89%
Percentage of Students Chronically Absent in (2018-2019)	37%
STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
NA	71%

Uniform Colors

Top: Yellow \$\$
Bottom: Navy Blue \$\$
Special Hardships are supported.

Community Partnerships:

After School All-Stars, Leaders for Life, My Very Own Library, Newark Trust, NJCIE

Clubs & Activities:

Dance, Jr. Honor Society, Newark Chess, Robotics, Student Council, Debate

Sports:

Basketball, Cheer, Soccer

Special Education Programs

Auditory Impairment

After School Options:

Dates: October - May
Cost: Free
Grades: All grades
End Time: 5:30 PM
After School Provider: School and After School All-Stars

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



Fourteenth Avenue School

Where Possibilities Begin

 **Armando Cepero**
 **186 14th Avenue**
Newark, NJ, 07103
 **973-733-6940**
 **973-733-7078**
 **8:20 AM - 2:55 PM**
 **www.nps.k12.nj.us/14a**

GRADES: PK4-8 | WARD: CENTRAL | ENROLLMENT: 105 | SCHOOL CODE: 071

About Our School

Fourteenth Avenue School has developed the Performing Arts through theatre production, music and chorus and instrumental instruction, dance through performance and movement, art instruction, art club and therapeutic art. We support our students with developing happiness, positive image building, self-esteem and confidence development, and the joy of learning valuable lessons that will impact their lives positively.

Unique Fact

Fourteenth Avenue School is a school of science exploration, combined with performing arts through music, dance, and art.

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	87%
Percentage of Students Chronically Absent in (2018-2019)	59%
STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
6 to 1	33%
TECHNOLOGY	
Number of Devices	96

Uniform Colors

Top: Burgundy \$
Bottom: Navy Blue \$

Community Partnerships

Newark Conservancy, NJPAC, Rutgers University, The Newark Museum, Wakefern/Shoprite; Hello Fresh Program

Clubs & Activities

Art, Chorus, Dance, STEAM (Science, Technology, Arts and Mathematics)

Special Education Programs

Multiple Disabilities, Autism, Cognitive Impairment - Moderate

Sports

Basketball, Bowling, Soccer

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



JOHN F. KENNEDY SCHOOL

No Limits to What WE Can Do!

Jill Summers-Phillips
 311 South 10th Street
 Newark, NJ 07103
 973-733-6788
 973-733-7644
 8:15 AM - 2:40 PM
 www.nps.k12.nj.us/jfk

GRADES: UNGRADED | WARD: CENTRAL | ENROLLMENT: 153 | SCHOOL CODE: 107

About Our School

John F. Kennedy provides students ages 13-21 who have multiple disabilities with a specialized program that will give them the tools needed to navigate their communities upon graduation. Our functional curriculum is data-based and used to meet the diverse needs of all learners. Students take part in Co-curricular activities such as the Arts, swimming, Special Olympics as well as inclusion activities with other comprehensive High Schools.

Unique Fact

“Transition Academy Program” students ages 18-21, receive intense instruction on life skills, job training, and other areas.

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	89%
Percentage of Students Chronically Absent in (2018-2019)	40%
STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
8 to 1	88%
TECHNOLOGY	
Number of Devices	67

Uniform Colors

Top: Gray, Navy Blue \$
Bottom: Gray, Navy Blue \$\$

Community Partnerships

Jazz House Kids Program, Liberty Science Center, Newark Beth Israel Medical Center, Pastor Tilley Outreach Project, Renew the Arts

Clubs & Activities

Anti Bullying, Coding, Jazz House Kids Program, Student Council, Yearbook

Special Education Programs

Autism, Multiple Disabilities, Multiple Disability Medically Involved

Sports

Basketball, Soccer, Swimming

After School Options:

Dates: October 7 - March 25
Cost: Free
End Time: 4:00 PM
Grades: All Grades
Location: School

For more information on school performance:

See NJDOE’s website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



NEW JERSEY REGIONAL DAY SCHOOL

An Effective, Compassionate Learning Community

 Jennifer Mitchell
 334 Lyons Avenue
 Newark, NJ 07112
 973-705-3820
 973-705-3820
 8:10 AM - 2:40 PM
 www.nps.k12.nj.us/njr

GRADES: UNGRADED | WARD: CENTRAL | ENROLLMENT: 122 | SCHOOL CODE: 600

About Our School

New Jersey Regional Day School is a warm, welcoming community where children with learning differences discover their strengths and learn to their fullest potential. Our school offers a rich blend of functional academics, communication, social development, related therapies and services to students ages 5-21 with Autism Spectrum Disorder and other developmental challenges.

Unique Fact

Our transition program ensures every graduate is connected to crucial community supports including a supports coordinator.

SCHOOL ATTENDANCE ¹	
Average Daily Attendance (2018-2019)	92%
Percentage of Students Chronically Absent in (2018-2019)	23%
STUDENT TO TEACHER RATIO	PERCENT OF HIGHLY EFFECTIVE AND EFFECTIVE TEACHERS RETAINED
6 to 1	79%
TECHNOLOGY	
Number of Devices	48

Uniform Colors

Top: Yellow, White, Blue \$\$
Bottom: Navy Blue, Khaki \$\$
Financial Aid available for uniforms

Community Partnerships

Audible, Center for Autism, Community Food Bank of NJ, La Casa de Don Pedro, Newark Beth Israel Medical Center

Clubs & Activities

Coding, Cooking, Dance, Student Council, Yoga

Special Education Programs

Autism, Multiple Disabilities

Sports

Bowling, Dance, Swimming, Yoga

After School Options:

Dates: October 26 - May 6

Cost: Free

End Time: 4:20 PM

Grades: All Grades

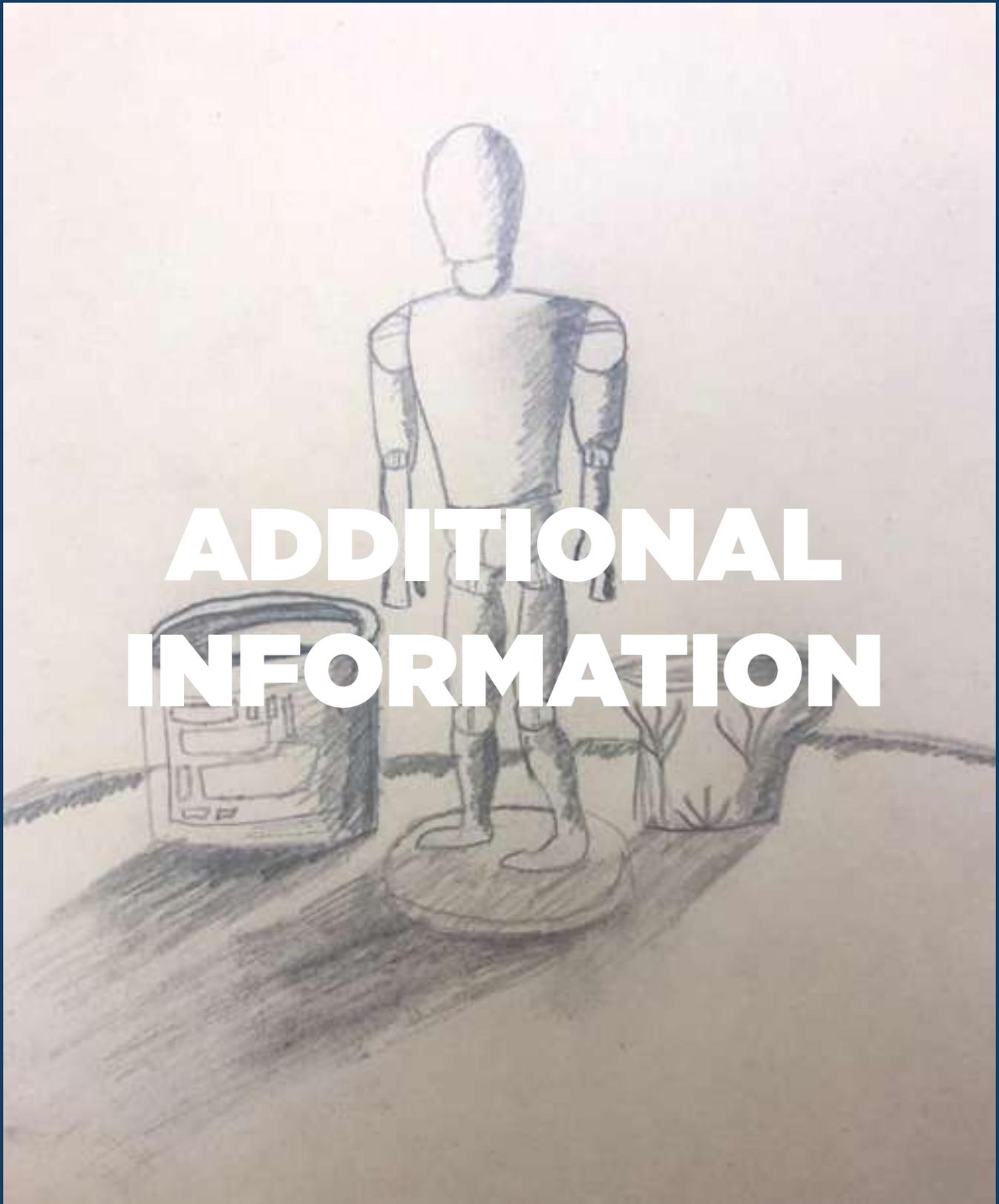
Location: School

For more information on school performance:

See NJDOE's website: <http://www.nj.gov/education/data/>

View the school summaries at <http://www.nps.k12.nj.us/departments/data-research/school-summaries/>

PR/Award # S282M200004



Artwork by: Jeremy Cogles, 5th Grade, Roberto Clemente School

BILINGUAL/ESL EDUCATION PROGRAMS

Appendix H-4

Please note that these are subject to change for the 2020-2021 school year. Please visit www.newarkenrolls.org for the latest information about program availability.

SCHOOL CODE	SCHOOL NAME	ADDRESS	SPANISH	PORTUGUESE	FRENCH & HAITIAN CREOLE	ENGLISH AS A SECOND LANGUAGE (ESL)
CENTRAL WARD						
082	Louise A. Spencer Elementary School	66 Muhammad Ali Avenue Newark, NJ 07108	K-8			K-8
EAST WARD						
049	Ann Street	30 Ann Street Newark, NJ 07105	K-8	K-8		K-8
087	East Ward Elementary School	104 Oliver Street Newark, NJ 07105	K-3	K-3		K-3
075	Hawkins Street	8 Hawkins Street Newark, NJ 07105	K-8	K-8		K-8
077	Lafayette Street	205 Lafayette Street Newark, NJ 7105	K-8	K-8		K-8
087	Oliver Street	86 Oliver Street Newark, NJ 07105	K-8	K-8		K-8
093	South Street	44 Hermon Street Newark, NJ 07105	K-8	K-8		K-8
105	Wilson Avenue	19 Wilson Avenue Newark, NJ 07105	K-8	K-8		K-8
NORTH WARD						
046	Abington Avenue	209 Abington Avenue Newark, NJ 07107	K-8			K-8
073	Dr. E. Alma Flagg	150 3rd Street Newark, NJ 07107	K-8			K-8
074	Dr. William H. Horton	291 North 7th Street Newark, NJ 07107	K-8			K-8
068	Elliott Street	721 Summer Avenue Newark, NJ 07107	K-8			K-8
070	First Avenue	214 First Avenue Newark, NJ 07107	K-8			K-8
072	Franklin	42 Park Avenue Newark, NJ 07104	K-6			K-6
036	Luis Muñoz Marin	663 Broadway Newark, NJ 07104	K-8			K-8
081	McKinley	1 Colonnade Place Newark, NJ 07104	5-8			5-8
400	Park	120 Manchester Place Newark, NJ 07104	K-8			K-8
095	Rafael Hernandez	345 Broadway Newark, NJ 07104	K, 1, 7, 8			K-8
090	Ridge Street	735 Ridge Street Newark, NJ 07104	K-8			K-8
099	Roberto Clemente	257 Summer Avenue Newark, NJ 07104	K-6			K-6
114	Salomé Ureña	284 First Avenue Newark, NJ 07107	K-6			K-6
SOUTH WARD						
088	Peshine Avenue	422 Peshine Avenue Newark, NJ 07112				K-8
WEST WARD						
110	Ivy Hill Elementary	107 Ivy Street Newark, NJ 07106			K-8	K-8
085	Mount Vernon	142 Mt. Vernon Place Newark, NJ 07106	K-8			K-8
SCHOOL CODE	HIGH SCHOOL NAME	ADDRESS	SPANISH	PORTUGUESE	FRENCH & HAITIAN CREOLE	ENGLISH AS A SECOND LANGUAGE (ESL)
012	Barringer High School	90 Parker Street Newark, NJ 07104	9-12			9-12
030	Central High School	246 18th Street Newark, NJ 07108			9-12	9-12
040	East Side High School	238 Van Buren Street Newark, NJ 07105	9-12	9-12		9-12
041	Newark Vocational High School	301 West Kinney Street Newark, NJ 07103				9-10

PR/Award # S282M200004



Artwork by: Edmond Abadio, Quitman Street Elementary School

DISTRICT SCHOOLS: Are schools that are managed by Newark Board of Education. They are located throughout Newark and serve all grades.

CHARTER SCHOOLS: Charter schools are operated by their own Local Education Agency (LEA). Charter schools are free of charge and are open to all students living in Newark. Charter schools are located throughout Newark and serve all grades.

MAGNET SCHOOLS: Magnet schools are NBOE Schools that offer specialized programs in grades 7-12 or 9-12. Any student can apply to attend a magnet school. Magnet schools consider academic and other criteria to rank students.

HEAD START: A school with Head Start offers an enhanced family oriented preschool program that offers nutrition, education, health and support services including individualized services, health and dental screening, family support, community resources and services to meet special needs.

- Proof of income is required for Head Start.

COMMUNITY BASED PROVIDER: Preschool providers are publicly-funded, privately managed schools for students eligible for Pre-K and offer comprehensive education, family and health referral services.

SIBLING PREFERENCE: Applicants who have siblings already matched to a school will have the highest priority to be matched to the school when there are seats available.

GEOGRAPHIC PREFERENCE: Students who apply to PK-8 schools in their geographic area will receive preference to be matched to those schools.

SPECIAL EDUCATION PREFERENCE: Students who have an Individualized Education Plan (IEP) and require special education services may receive a preference to be matched to a school of their choice that provide the services required by their IEP.

WAITLIST: Students who submit applications, but are not matched to schools through the application, are automatically added to a waitlist. **This only applies to charter school and district magnet school applicants.**

SCREENED: District magnet schools have additional criteria that students must meet to be considered.

	PRE-K (DISTRICT AND CHARTER)	DISTRICT ELEMENTARY AND MIDDLE SCHOOLS	CHARTER	DISTRICT HIGH SCHOOLS	DISTRICT MAGNET SCHOOLS
Sibling Preference	X	X	X	X	
Geographic Preference	X	X	X (does not apply to all participating charters)	X	
Special Education Preference	X	X	X	X	X
Screened					X
Waitlist	X		X		



community

RESOURCE DIRECTORY

Our directory includes organizations in the City of Newark and vicinity that provide services to families that support and promote the academic achievement of our students. We hope it can serve as a useful guide to families, NPS stakeholders and the Newark community.

- ADULT EDUCATION & TRAINING
- ACADEMIC ENRICHMENT
- BEFORE & AFTER SCHOOL PROGRAM/SERVICES
- CAREER & JOB DEVELOPMENT
- CITY OF NEWARK SERVICES
- COLLEGE & CAREER READINESS
- FINANCIAL LITERACY & EDUCATION
- HEALTH SERVICES
- SOCIAL SERVICES

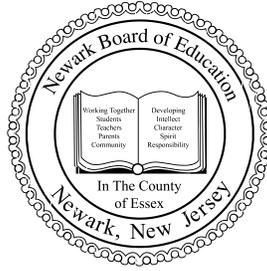
- IMMUNIZATION INFORMATION & SERVICES
- MENTAL HEALTH & COUNSELING SERVICES
- MUSIC, ARTS & MEDIA
- SPECIAL NEEDS SERVICES/PROGRAMS
- SPORTS & RECREATION
- TEEN PARENT SUPPORT SERVICES
- WELLNESS, FITNESS & NUTRITION
- YOUTH DEVELOPMENT

<http://www.nps.k12.nj.us/crd/>

**Don't have access to a computer?
Call our Contact Center at 973-733-7333 for assistance.**

If you are a Community Organization and would like to join our directory, it's as simple as visiting our web site.





Josephine C. Garcia, Board President
Dawn Haynes, Vice President

Shayvonne Anderson
Reginald Bledsoe
Yambeli Gomez
Flohisha Hill
A'Dorian Murray-Thomas
Asia J. Norton
Tave Padilla

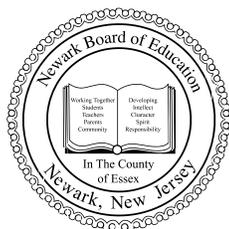
A SPECIAL THANKS TO

All of our Participating Schools



Newark Board of Education

*& Newark Trust for sponsoring
School Finder*



IMPORTANT CONTACT INFORMATION

Appendix H-4

For any issues, please check www.nps.k12.nj.us or www.newarkenrolls.org for the most up to date information.

FOR QUESTIONS ABOUT PRE-K AND HEAD START

LOCATION	ADDRESS	PHONE	EMAIL
Office of Early Childhood	765 Broad Street Newark, NJ 07102	973-733-6234	newarkprek@gmail.com

FOR QUESTIONS ABOUT SPECIAL EDUCATION

LOCATION	ADDRESS	PHONE	EMAIL
Office of Special Education	765 Broad Street Newark, NJ 07102	973-733-7314	osemain@nps.k12.nj.us

FOR QUESTIONS ABOUT BILINGUAL EDUCATION

LOCATION	ADDRESS	PHONE	EMAIL
Office of Bilingual	765 Broad Street Newark, NJ 07102	973-733-8398	pveru@nps.k12.nj.us

FOR QUESTIONS ABOUT HOMELESS/DISPLACED STUDENT SERVICES

LOCATION	ADDRESS	PHONE	EMAIL
Specialist for Homeless Management Student Support Services-Special Service Unit	765 Broad Street Newark, NJ 07102	973-424-4445	añosoria@nps.k12.nj.us

FOR GENERAL QUESTIONS

LOCATION	ADDRESS	PHONE
Newark Board of Education Contact Center	765 Broad Street Newark, NJ 07102	973-733-7333

NEWARK ENROLLS

The information presented on the school profile pages was submitted and verified by schools and relevant NBOE departments. It is current as of the publication of this guidebook. Please visit www.newarkenrolls.org for the most current information.

PR/Award # S282M200004

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WWW.NEWARKENROLLS.ORG

The Assessment of Knowledge, in Theory and in Practice*

Jean-Claude Falmagne
University of California, Irvine

Eric Cosyn
ALEKS Corporation

Jean-Paul Doignon
Free University of Brussels

Nicolas Thiéry
ALEKS Corporation

Abstract

This paper is adapted from a book and many scholarly articles. It reviews the main ideas of a novel theory for the assessment of a student's knowledge in a topic and gives details on a practical implementation in the form of a software system available on the Internet. The basic concept of the theory is the 'knowledge state,' which is the complete set of problems that an individual is capable of solving in a particular topic, such as Arithmetic or Elementary Algebra. The task of the assessor—which is always a computer—consists in uncovering the particular state of the student being assessed, among all the feasible states. Even though the number of knowledge states for a topic may exceed several hundred thousand, these large numbers are well within the capacity of current home or school computers. The result of an assessment consists in two short lists of problems which may be labelled: 'WHAT THE STUDENT CAN DO' and 'WHAT THE STUDENT IS READY TO LEARN.' In the most important applications of the theory, these two lists specify the exact knowledge state of the individual being assessed. This work is presented against the contrasting background of common methods of assessing human competence through standardized tests providing numerical scores. The philosophy of these methods, and their scientific origin in nineteenth century physics, are briefly examined.

The assessment of human competence, as it is still performed today by many specialists in the schools and in the workplace, is almost systematically based on the numerical evaluation of some 'aptitude.' Its philosophy owes much to nineteenth century physics, whose methods were regarded as exemplary. The success of classical physics was certainly grounded in its use of a number of fundamental numerical scales, such as mass, time, or length, to describe basic aspects of objects or phenomena. In time, 'measurement' came to represent the *sine qua non* for precision and the essence of the scientific method, and physics the model for other sciences to imitate. In other words, for an academic endeavor to be called a 'science,' it had to resemble physics in critical ways. In particular, its basic observations had to be quantified in terms of measurement scales in the exact sense of classical physics.

*Send correspondence to: Jean-Claude Falmagne, Dept. of Cognitive Sciences, University of California, Irvine, CA 92697. Phone: (949) 824 4880; FAX: (949) 824 1670; e-mail: jcf@uci.edu. We wish to thank Chris Doble, Dina Falmagne, and Lin Natile for their reactions to earlier drafts of this article.

Prominent advocates of this view were Francis Galton, Karl Pearson and William Thomson Kelvin. Because that position is still influential today, with a detrimental effect on fields such as ‘psychological measurement,’ which is relevant to our subject, it is worth quoting some opinions in detail. In Pearson’s biography of Galton (Pearson [1924, Vol. II, p. 345]), we find the following definition:

“**Anthropometry**, or the art of measuring the physical and mental faculties of human beings, enables a shorthand description of any individual by measuring a small sample of his dimensions and qualities. This will sufficiently define his bodily proportions, his massiveness, strength, agility, keenness of senses, energy, health, intellectual capacity and mental character, and will constitute concise and exact **numerical**¹ values for verbose and disputable estimates².”

For scientists of that era, it was hard to imagine a non-numerical approach to precise study of an empirical phenomenon. Karl Pearson himself, for instance—commenting on a piece critical of Galton’s methods by the editor of the *Spectator*³—, wrote

“There might be difficulty in ranking Gladstone and Disraeli for ‘candour,’ but few would question John Morley’s position relative to both of them in this quality. It would require an intellect their equal to rank truly in scholarship Henry Bradshaw, Robertson Smith and Lord Acton, but most judges would place all three above Sir John Seeley, as they would place Seeley above Oscar Browning. After all, there are such things as brackets, which only makes the statistical theory of ranking slightly less simple in the handling.” (Pearson [1924, Vol. II, p. 345].)

In other words, measuring a psychical attribute such as ‘candor’ only requires fudging a little around the edges of the order relation of the real numbers⁴. The point here is that real numbers are still used to represent ‘quantity of attribute.’

As for Kelvin, his position on the subject is well known, and often represented in the form: “If you cannot measure it, then it is not science.” The full quotation is:

“When you can measure what you are speaking about, and express it in numbers, you know something about it; but when you cannot measure it, when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind: it may be the beginning of knowledge, but you are scarcely, in your thoughts, advanced to the stage of **science**, whatever the matter may be.” (Kelvin [1889].)

¹Our emphasis.

²This excerpt is from an address “Anthropometry at Schools” given in 1905 by Galton at the London Congress of the Royal Institute for Preventive Medicine. The text was published in the *Journal for Preventive Medicine*, Vol. XIV, p. 93-98, London, 1906.

³The *Spectator*, May 23, 1874. The editor was taking Galton to task for his method of ranking applied to psychical character. He used ‘candour’ and ‘power of repartee’ as examples.

⁴Making such a relation a ‘weak order’ or perhaps a ‘semiorder’ (in the current terminology of combinatorics). A binary relation \lesssim on a finite or countable set S is a *weak order* if there is a real valued function f defined on S such that $x \lesssim y \Leftrightarrow f(x) \leq f(y)$ for all objects x and y in the set S . The relation \lesssim is a *semiorder* if the representation has the form: $x \lesssim y \Leftrightarrow f(x) + 1 \leq f(y)$. For these concepts, see e.g. Roberts [1979] or Trotter [1992].

Such a position, which equates precision with the use of numbers, was not on the whole beneficial to the development of mature sciences outside of physics. It certainly had a costly impact on the assessment of mental traits. For instance, for the sake of scientific precision, the assessment of mathematical knowledge was superseded in the U.S. by the measurement of mathematical aptitude using instruments directly inspired from Galton via Alfred Binet in France. They are still used today in such forms as the S.A.T.⁵, the G.R.E. (*Graduate Record Examination*), and other similar tests. The ubiquitous I.Q. test is of course part of the list. In the minds of those nineteenth century scientists and their followers, the numerical measurement of mental traits was to be a prelude to the establishment of sound, predictive scientific theories in the spirit of those used so successfully in classical physics. The planned constructions, however, never went much beyond the measurement stage⁶.

The limitations of a purely numerical description of some phenomena can be illustrated by an analogy with sports. It is true that the success of an athlete in a particular sport is often described by a set of impressive numbers. So, imagine that some committee of experts has carefully designed an ‘Athletic Quotient’ or ‘A.Q.’ test, intended to measure athletic prowess. Suppose that three exceptional athletes have taken the test, say Michael Jordan, Tiger Woods and Pete Sampras. Conceivably, all three of them would get outstanding A.Q.’s. But these high scores equating them would completely misrepresent how essentially different from each other they are. One may be tempted to salvage the numerical representation and argue that the assessment, in this case, should be multidimensional. However, adding a few numerical dimensions capable of differentiating Jordan, Woods and Sampras would only be the first step in a sequence. Including Greg Louganis or Pele to the evaluated lot would require more dimensions, and there is no satisfactory end in sight. Besides, assuming that one would settle for a representation in n dimensions, for some small n equal 3, 4 or 5 say, the numerical vectors representing these athletes would be poor, misleading expressions of the exquisite combination of skills making each of them a champion in his own specialty. Evidently, the same shortcomings of a numerical description also apply in mathematics education. Numerical test results may be appropriate to decide who is winning a race. As an evaluative prelude to college, intended to assess the students’ readiness for further learning, they are very imprecise indeed. The conclusion should be that a different descriptive language is needed.

More generally, in many scientific areas, from chemistry to biology and especially the behavioral sciences, theories must often be built on a very different footing than that of classical physics. Evidently, the standard physical scales such as length, time, mass or energy, must be used in measuring aspects of phenomena. But the substrate proper to these other sciences may very well be, in most cases, of a fundamentally different nature.

Of course, we are enjoying the benefits of hindsight. In all fairness, there were important mitigating circumstances affecting those who upheld the cause of numerical measurement as a prerequisite to science. For one thing, the appropriate mathematical tools were not

⁵Note that the meaning of the acronym S.A.T. has recently been changed by Education Testing Service from ‘*Scholastic Aptitude Test*’ to ‘*Scholastic Assessment Test*,’ suggesting that a different philosophy on the part of the test makers may be under development.

⁶Sophisticated theories can certainly be found in some areas of the behavioral sciences, for example, but they do not usually rely on measurement scales intrinsic to these sciences. One prominent exception in economics is the *money* scale.

yet available to support different conceptions. Combinatorics, for example, was yet to be born as a mathematical topic. More importantly, the ‘Analytical Engine’ of Charles Babbage was still a dream, and close to another century had to pass before the appearance of computing machines capable of handling the symbolic manipulations that would be required for another approach.

The theory reviewed here represents a sharp departure from other approaches to the assessment of knowledge. Its mathematics is in the spirit of current research in combinatorics. No attempt is made to obtain a numerical representation. We start from the concept of a possibly large but essentially discrete set of ‘units of knowledge.’ In the case of Elementary Algebra, for instance, one such unit might be a particular type of algebra problem. The full domain for High School Algebra may contain a couple of hundred such problems. Our two key concepts are the ‘knowledge state,’ a particular set of problems that some individual is capable of solving correctly, and the ‘knowledge structure,’ which is a distinguished collection of knowledge states. For High School Algebra, we shall see that a useful knowledge structure may contain several hundred thousand feasible knowledge states. Thus, precision is achieved by the intricacy of the representing structure.

Knowledge structures: main concepts

The precedence relation. A natural starting point for an assessment theory stems from the observation that some pieces of knowledge normally precede, in time, other pieces of knowledge. In our context, some algebra problem may be solvable by a student only if some other problems have already been mastered by that student. This may be because some prerequisites are required to master a problem, but may also be due to historical or other circumstances. For example, in a given environment, some concepts are always taught in a particular order, even though there may be no logical or pedagogical reason to do so. Whatever its genesis may be, this precedence relation may be used to design an efficient assessment mechanism.

A simple example of a precedence relation between problems is illustrated by Fig. 1, which displays a plausible *precedence diagram* pertaining to the six types of algebra problems illustrated in Table 1. Note in passing that we distinguish between a **type** of problem and an **instance** of that type. Thus, a type of problem is an abstract formulation subsuming a possibly large class of instances. For the rest of this article, ‘problem’ is almost always intended to mean ‘problem type.’ The exceptions will be apparent from the context.

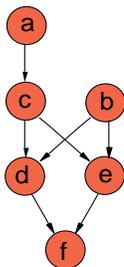


Fig. 1. Precedence diagram for the six types of algebra problems illustrated in Table 2.

The precedence relation between problems is symbolized by the downward arrows. For example, Problem (e) is preceded by Problems (b), (c) and (a). In other words, the mastery of Problem (e) implies that of (b), (c) and (a). In the case of these six problems, the precedence relation proposed by the diagram of Fig. 1 is a credible one. For example, if a student responds correctly to an instance of Problem (f), it is highly plausible that the same student has also mastered the other five problems. Note that this particular precedence relation is part of a much bigger one, representing a comprehensive coverage of all of Beginning Algebra, starting with the solution of simple linear equations and ending with problem types such as (f) in Table 1. An example of such a larger precedence relation is represented by the diagram of Fig. 2. (The diagram has 88 vertices, for the 88 problems used for the assessment. The full Beginning Algebra curriculum is slightly larger.) This larger precedence diagram is itself part of a still larger one, displayed in Fig. 3, and comprising Arithmetic, Beginning Algebra, Intermediate Algebra, and Pre-Calculus.

Table 1: Six types of problems in Elementary Algebra

Name of problem type	Example of instance
(a) <i>Word problem on proportions (Type 1)</i>	A car travels on the freeway at an average speed of 52 miles per hour. How many miles does it travel in 5 hours and 30 minutes?
(b) <i>Plotting a point in the coordinate plane</i>	Using the pencil, mark the point at the coordinates (1, 3).
(c) <i>Multiplication of monomials</i>	Perform the following multiplication: $4x^4y^4 \cdot 2x \cdot 5y^2$ and simplify your answer as much as possible.
(d) <i>Greatest common factor of two monomials</i>	Find the greatest common factor of the expressions $14t^6y$ and $4tu^5y^8$. Simplify your answer as much as possible.
(e) <i>Graphing the line through a given point with a given slope</i>	Graph the line with slope -7 passing through the point $(-3, -2)$.
(f) <i>Writing the equation of the line through a given point and perpendicular to a given line</i>	Write an equation for the line that passes through the point $(-5, 3)$ and is perpendicular to the line $8x + 5y = 11$.

For concreteness, we consider a particular situation in which the assessment is computer driven and the problems are presented on a monitor, via the Internet. All the virtual tools needed for providing the answers to the test—pencil, ruler, graphical displays, calculators of various kinds when deemed necessary—, are part of the interface. In the course of a tutorial, the testees have been familiarized with these tools. In Problems (b) and (e), a coordinate plane is displayed on the computer monitor as part of the question, and the pencil and, for Problem (e), also the ruler, are provided. In this problem, the student must graph the line using the virtual pencil and ruler. We also suppose that all the problems have open responses (i.e. no multiple choice), and that ‘lucky guesses’ are unlikely. (Careless errors are always possible, of course, and a clever assessment procedure has to guard against them.)

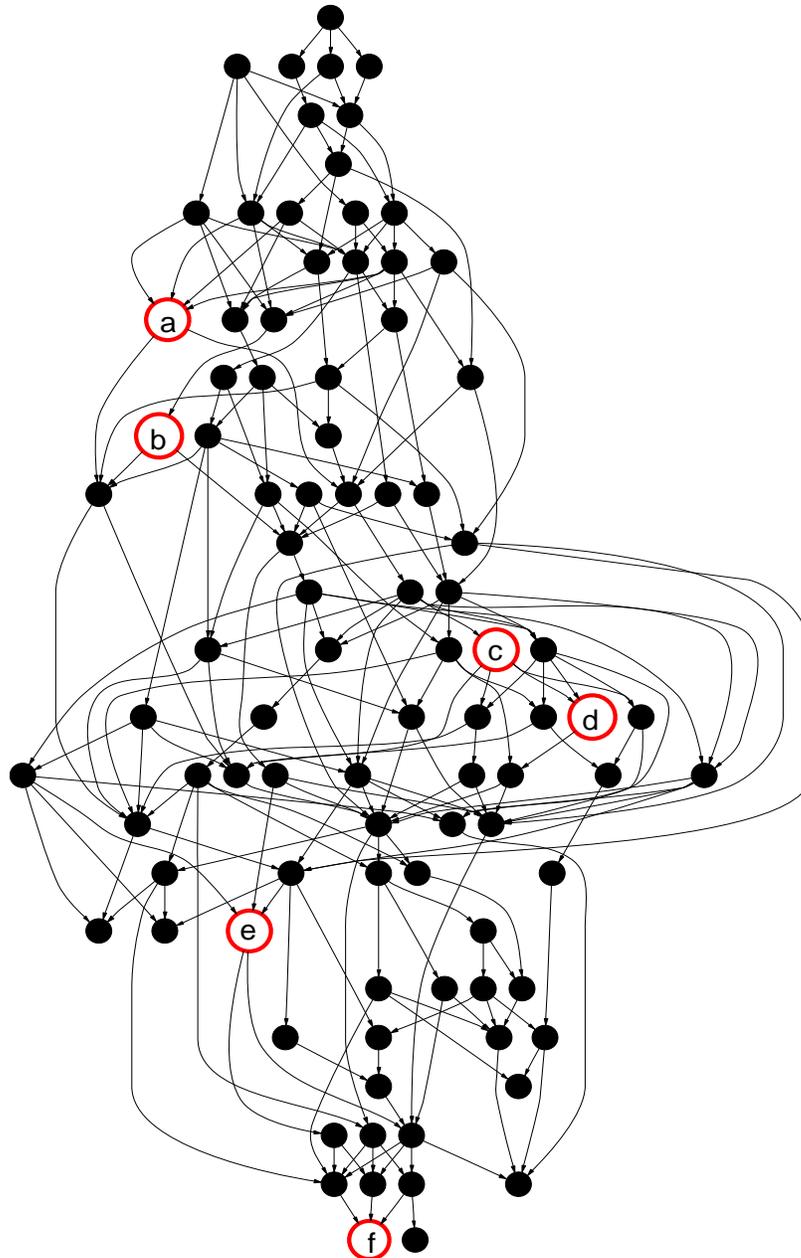
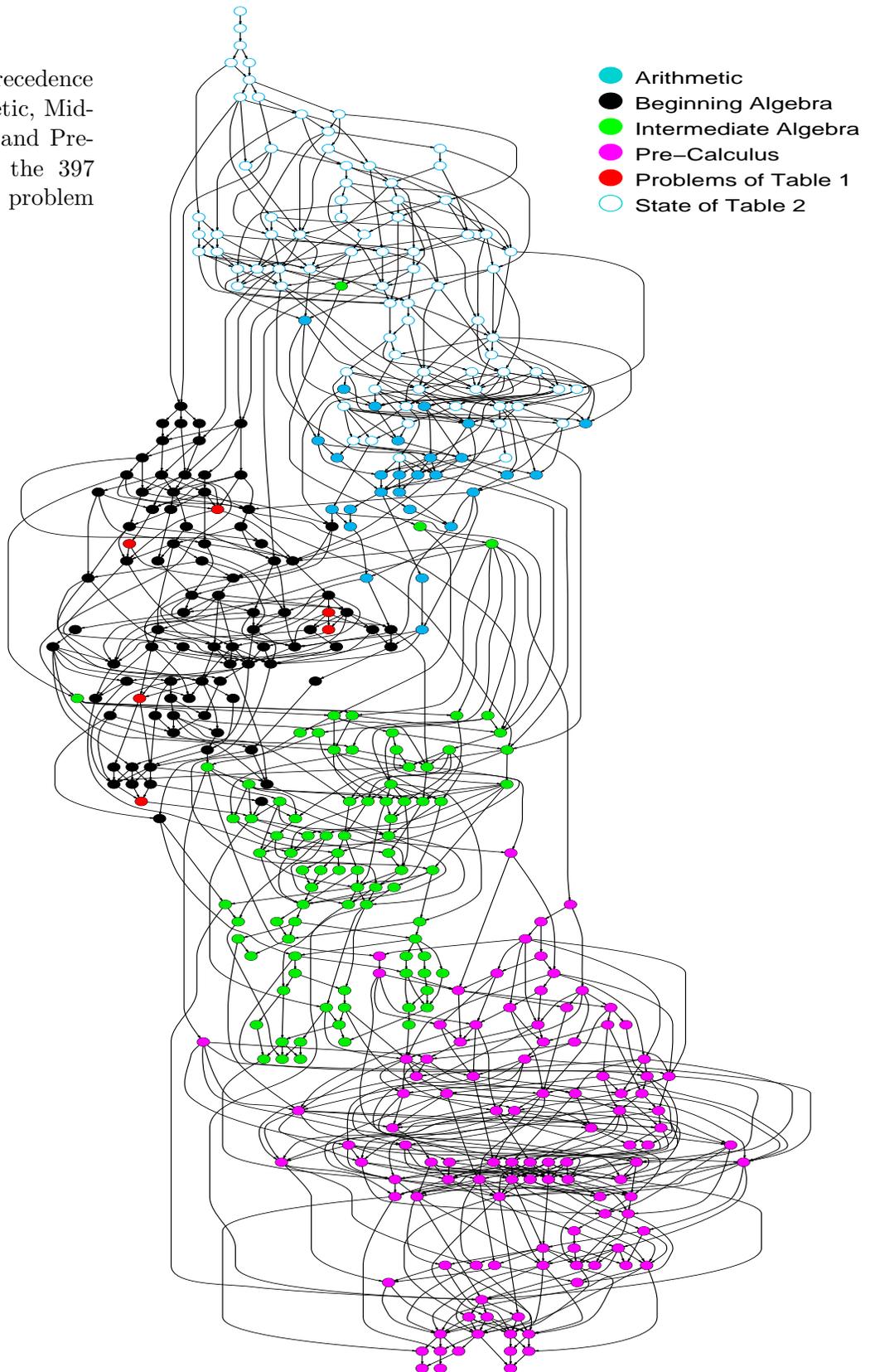


Fig. 2. Diagram of the precedence relation for Beginning Algebra. The vertices marked a-f refer to Problems (a)-(f) of Fig. 1, whose diagram may be inferred from the one above.

Fig. 3. Combined precedence diagram for Arithmetic, Middle School Algebra, and Pre-Calculus. Each of the 397 points represents a problem type.



We postpone for the moment the discussion of how to construct a valid precedence diagram for a realistically large problem set. (For example, how were the precedence diagrams of Figs. 2 or 3 obtained?) This question and other critical ones are considered later on in this article. For the time being, we focus on the miniature example of Table 1 which we use to introduce and illustrate the basic ideas.

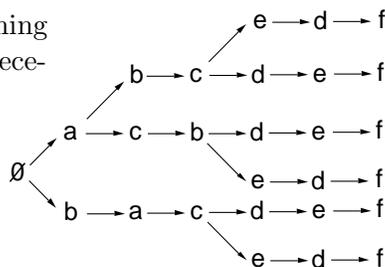
The knowledge states. The precedence diagram of Fig. 1 completely specifies the feasible knowledge states. The respondent can certainly have mastered just Problem **a**: having mastered **a** does not imply knowing anything else. But if he or she knows **e**, for example, then **a**, **b** and **c** must also have been mastered, forming a knowledge state which we represent as the set of problems $\{\mathbf{a}, \mathbf{b}, \mathbf{c}, \mathbf{e}\}$ or more compactly **abce**. Analyzing carefully the precedence diagram of Fig. 1, we see that there are exactly 10 knowledge states consistent with it, forming the set

$$\mathcal{K} = \{\emptyset, \mathbf{a}, \mathbf{b}, \mathbf{ab}, \mathbf{ac}, \mathbf{abc}, \mathbf{abcd}, \mathbf{abce}, \mathbf{abcde}, \mathbf{abcdef}\},$$

where \emptyset symbolizes the empty state: the respondent is unable to solve any of the 6 problems. The set \mathcal{K} is our basic concept, and is called the *knowledge structure*. Note that a useful knowledge structure is not necessarily representable by a precedence diagram such as those of Figs. 1, 2 or 3 and may simply be specified by the collection of knowledge states.

The learning paths. This knowledge structure allows several *learning paths*. Starting from the naive state \emptyset , the full mastery of state **abcdef** can be achieved by mastering first **a**, and then successively the other problems in the order $\mathbf{b} \mapsto \mathbf{c} \mapsto \mathbf{d} \mapsto \mathbf{e} \mapsto \mathbf{f}$. But there are other possible ways to learn. All in all, there are 6 possible learning paths consistent with the knowledge structure \mathcal{K} , which are displayed in Fig. 4.

Fig. 4. The 6 possible learning paths consistent with the precedence diagram of Fig. 1.



In realistic knowledge structures such as those for Arithmetic or Elementary Algebra, the numbers of feasible knowledge states and of learning paths become very large. In the case of Beginning Algebra, whose precedence diagram was given in Fig. 2, there are around 60,000 knowledge states and literally billions of feasible learning paths. These numbers may be puzzling. Where is the diversity coming from? After all, these mathematical subjects are highly structured and typically taught in roughly the same sequence. However, even though the school curriculum may be more or less standard, learning the material, and also forgetting it, follows their own haphazard course. Besides, 60,000 states form but a minute fraction of the 2^{88} possible subsets of the set of 88 problems. In any event, it is clear that, even in a highly structured mathematical topic, an accurate assessment of knowledge involves sorting out a considerable array of possibilities.

The outer and inner fringes of a knowledge state. As suggested by the precedence diagrams and by the learning paths of Fig. 4, the knowledge structures considered here have the property that learning can take place step by step, one problem type at a time. More precisely, each knowledge state (except the top one) has at least one *immediate successor* state, that is, a state containing all the same problems, plus exactly one. The knowledge state **abc** of \mathcal{K} , for instance, has the two states **abcd** and **abce** as immediate successors. Problems **d** and **e** form the ‘outer fringe’ of state **abc**. In general, the *outer fringe* of some knowledge state K is the set of all problems p such that adding p to K forms another knowledge state. The concept of outer fringe is critical because this is where progress is taking place: learning proceeds by mastering a new problem in the outer fringe, creating a new state, with its own outer fringe.

Conversely, each knowledge state (except the empty state) has at least one *predecessor state*, that is a state containing exactly the same problems, except one. The knowledge state **abc** that we just considered has two predecessor states, namely **ab** and **ac**. Problems **b** and **c** together form the *inner fringe* of state **abc**: removing either **b** or **c** from state **abc** creates other states in the structure, that is **ab** and **ac**. If for some reason a student experiences difficulties in mastering the problems in the outer fringe, reviewing previous material should normally take place in the inner fringe of a student’s state. Figure 5 illustrates these concepts of fringes and others introduced so far. A state K is pictured with three problems in its outer fringe. Another state K' has two problems in its inner fringe.

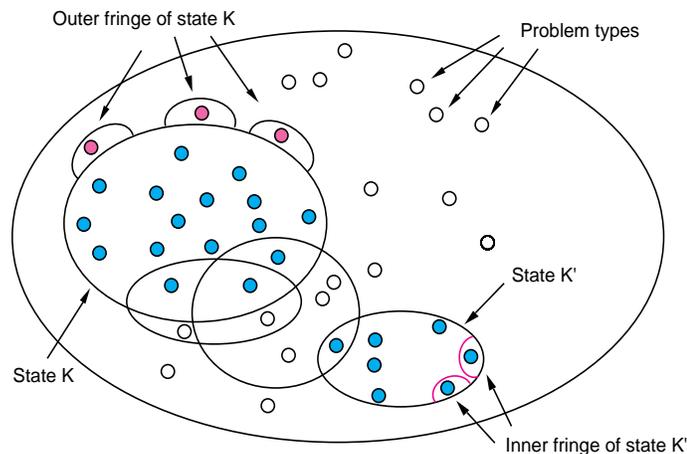


Fig. 5. The outer fringe of a state K and the inner fringe of another state K' .

Thus, we can use the two fringes as the main building blocks of the ‘navigation tool’ of the system, with the outer fringes directing the progress, and the inner fringes monitoring temporary retreats, and making them profitable.

Interestingly, the fringes also play a less obvious, but equally important role in summarizing the results of an assessment. A knowledge state is essentially a list of all the problems mastered by a student at the time of an assessment. Such a list will often be unwieldy and contain several dozen problem names, not a very convenient description. It can be shown

mathematically, however, that for the most useful kinds of knowledge structures, the two fringes suffice to specify the knowledge state completely. In other words, the result of an assessment can be given in the form of two short lists, one for the inner fringe (WHAT THE STUDENT CAN DO, which is understood here as the most sophisticated problems in the student's state), and one for the outer fringe (WHAT THE STUDENT IS READY TO LEARN). Experience with realistic knowledge structures in school mathematics has shown that these two lists together will contain on average 11 problems, enabling a very compact and faithful presentation of the result of an assessment.

Table 2 contains a typical example of the two fringes of a knowledge state, which is that of an actual student currently using the system in a middle school. Taken together, the two fringes amount to 9 problems, which together suffice to specify the 80 problems of that student's state which is represented in the top region of Fig. 3. The economy is startling.

Table 2: A knowledge state in Arithmetic specified by its two fringes

<p>Inner fringe: WHAT THE STUDENT CAN DO</p>	<p>Outer fringe: WHAT THE STUDENT IS READY TO LEARN</p>
<p><i>Double negation:</i> $-(-12) - 7 =$</p>	<p><i>Decimal division:</i> $5.2 \overline{)7.54}$</p>
<p><i>Arithmetic with absolute value:</i> $9 - 12 - 5$</p>	<p><i>Word problem on percentage (Problem type 2):</i> A sofa is on sale for \$630 after a 28% discount. What was the price before discount?</p>
<p><i>Word problem with clocks:</i> A clock runs too fast and gains 6 minutes every 5 days. How many minutes and seconds will it have gained at the end of 9 days?</p>	<p><i>Word problem with inverse proportion:</i> If 4 machines are needed to complete a task in 21 days, how long will it take 7 machines to complete the same task?</p>
<p><i>Word problem on percentage (Problem type 1):</i> A pair of sneakers usually sells for \$45. Find the sale price after a 20% discount.</p>	<p><i>Average of two numbers:</i> What is the average value of 114 and 69?</p>
<p><i>Mixed number multiplication:</i> $3\frac{3}{4} \times 2\frac{4}{9} =$ (Write your answer as a mixed number in lowest terms.)</p>	

The information provided by such a table is a more meaningful result of an assessment than a couple of numerical scores from a standardized test. It is also considerably more precise. An assessment involving all of high school mathematics, based on the knowledge states consistent with the precedence diagram of Fig. 3, would classify the students in hundreds of thousands of categories, each with its own unique table of inner and outer fringes. By contrast, a quantitative S.A.T. classifies the test taker into one of roughly 40 categories (from 400 to 800, in steps of 10).

Building a knowledge structure

We now turn to what is certainly the most demanding task in a realistic application of these ideas. It certainly makes sense to enroll experts, such as seasoned teachers or textbook writers, to find the knowledge states. This must be done at least for the first draft of a knowledge structure, which can then be refined by a painstaking analysis of student data. However, we cannot simply sit an expert in front of a computer terminal with the instruction: “provide a complete list of all the knowledge states in a given topic.” Fortunately, an indirect approach is possible. An expert can reliably respond to questions such as these:

Q1. SUPPOSE THAT A STUDENT IS NOT CAPABLE OF SOLVING PROBLEM p .
COULD THIS STUDENT NEVERTHELESS SOLVE PROBLEM p' ?

It can be proven that a knowledge structure represented by a precedence diagram such as the one of Fig. 2 can be inferred exactly from the responses to a complete collection of questions of the type **Q1**. (For a very large precedence diagram, such as the one of Fig. 3, several diagrams are first constructed by querying experts on each of the fields of knowledge, like Arithmetic, Beginning Algebra, *etc.* Those diagrams are then ‘glued’ together, relying again on experts’ judgment.)

In the case of the precedence diagram of Fig 1, the mastery of problem e , for instance, implies that of a single minimum set of precedent problems, namely a , b and c . In other words, all learning paths in Fig. 4 progress through these three problems before reaching e . There are important cases, however, in which the mastery of a problem may be achieved via anyone of several distinct minimum sets of precedent problems. Such structures, which generalize those that can be represented by precedence diagrams, are called *knowledge spaces*. They are derived from the responses to the collection of more difficult questions of the following type:

Q2. SUPPOSE THAT A STUDENT HAS NOT MASTERED PROBLEMS p_1, p_2, \dots, p_n .
COULD THIS STUDENT NEVERTHELESS SOLVE PROBLEM p' ?

In practice, not all questions of type **Q1** or **Q2** must be asked because, in many cases, responses to some questions can be inferred from responses to other questions. For typical knowledge structures encountered in education, an expert may be required to respond to a few thousand questions to get a complete description of all the knowledge states.

By interviewing several experts and combining their answers, one can build a knowledge structure which reflects their consensual view of the field. This alone does not guarantee the validity of the knowledge structure, that is, the agreement between the states in the structure and the actual states in the student population. Actual student data are also needed. With an Internet based, largely distributed assessment system such as the one discussed here, data from several thousand users can be collected in the span of a year, providing a bounty of information. Such data can be used to refine a knowledge structure obtained from experts’ judgments via the questions of type **Q1** or **Q2**. To begin with, states occurring rarely or not at all in the empirical applications can be deleted from the knowledge structure. More importantly, the accuracy of the structure can be evaluated by the following probe, and corrected if necessary. In most assessments, an extra problem p^*

is added to the questioning, which is not used in the choice of the final knowledge state K representing the student. Using K , one can predict the student answer to \mathbf{p}^* which should be correct if \mathbf{p}^* is in K —except for careless errors—and false otherwise. In the knowledge structure for Beginning Algebra for example, as it is used by students today, the correlation between predicted and observed answers hovers between .7 and .8, depending on the sample of students. These high values actually *underestimate* the accuracy of the structure: a student having mastered some problem \mathbf{p}^* contained in his or her knowledge state may nevertheless make a careless error in solving it. This correlation index is a powerful statistical tool continuously monitoring the validity of the knowledge structure, pointing to weaknesses, and evaluating the corrections prompted by some earlier analysis.

Uncovering a knowledge state in a knowledge structure

Suppose that a satisfactory knowledge structure has been obtained. The task of the assessment is to uncover, by efficient questioning, the knowledge state of a particular student under examination. The situation is similar to that of *adaptive testing*—i.e. the computerized forms of the S.A.T. and the like—with the critical difference that the outcome of the assessment here is a knowledge state, rather than a numerical estimate of a student’s competence in the topic.

The assessment procedures available all pertain to the scheme outlined in Fig. 6.

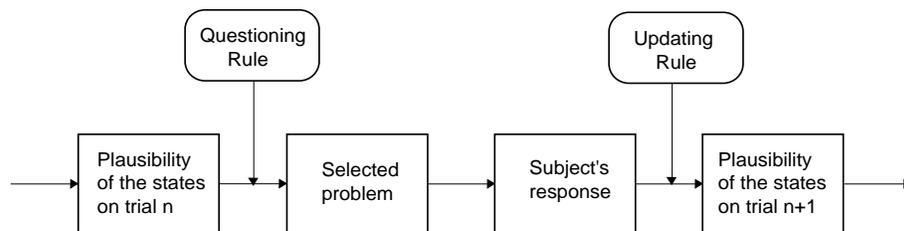


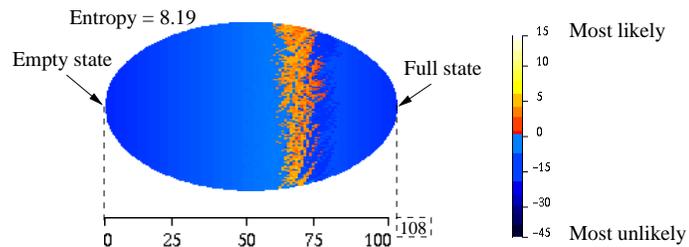
Fig. 6. Diagram of the transitions in an assessment procedure.

In this article, we focus on one particular assessment procedure in which the plausibility of a state is its current likelihood, based on all the information accumulated so far. At the outset of the assessment (trial 1 of the procedure), each of the knowledge states is assigned a certain *a priori* likelihood, which may depend upon the school year of the student if it is known, or some other information. The sum of these *a priori* likelihoods is equal to 1. They play no role in the final result of the assessment but may be helpful in shortening it. If no useful information is available, then all the states are assigned the same likelihood. The first problem \mathbf{p}_1 is chosen so as to be ‘maximally informative.’ This is interpreted to mean that, on the basis of the current likelihoods of the states, the student has about a 50% chance of knowing how to solve \mathbf{p}_1 . In other words, the sum of the likelihoods of all the states containing \mathbf{p}_1 is as close to .5 as possible. If several problem types are equally informative (as may happen at the beginning of an assessment) one of them is chosen at random. The student is then asked to solve an instance of that problem, also picked randomly. The student’s answer is then checked by the system, and the likelihood

of all the states are modified according to the following *updating rule*. If the student gave a correct answer to \mathbf{p}_1 , the likelihoods of all the states containing \mathbf{p}_1 are increased and, correspondingly, the likelihoods of all the states *not* containing \mathbf{p}_1 are decreased (so that the overall likelihood, summed over all the states, remains equal to 1). A false response given by the student has the opposite effect: the likelihoods of all the states *not* containing \mathbf{p}_1 are increased, and that of the remaining states decreased. If the student does not know how to solve a problem, he or she can choose to answer “I don’t know” instead of guessing. This results in a substantial increase in the likelihood of the states not containing \mathbf{p}_1 , thereby decreasing the total number of questions required to uncover the student’s state. Problem \mathbf{p}_2 is then chosen by a mechanism identical to that used for selecting \mathbf{p}_1 , and the likelihood values are increased or decreased according to the student’s answer via the same updating rule. Further problems are dealt with similarly. In the course of the assessment, the likelihood of some states gradually increases. The assessment procedure stops when two criteria are fulfilled: (1) the entropy of the likelihood distribution, which measures the uncertainty of the assessment system regarding the student’s state, reaches a critical low level, and (2) there is no longer any useful question to be asked (all the problems have either a very high or a very low probability of being responded to correctly). At that moment, a few likely states remain and the system selects the most likely one among them. Note that, because of the stochastic nature of the assessment procedure, the final state may very well contain a problem to which the student gave a false response. Such a response is thus regarded as due to a careless error. On the other hand, because all the problems have open-ended responses (no multiple choice), with a large number of possible solutions, the probability of lucky guesses is negligible.

To illustrate the evolution of an assessment, we use a graphic representation in the guise of the *likelihood map* of a knowledge structure. In principle, each colored point in the oval shape of Fig. 7 represents one of the 57,147 states of the knowledge structure for Arithmetic. (Because of graphics limitations, some grouping of similar states into a single point was necessary. To simplify the exposition, we suppose in the sequel that each point of the map represents one state.) The precedence diagram of this structure was given in Fig. 3.

Fig. 7. Likelihood map of the Arithmetic knowledge structure whose precedence diagram was given in Fig. 3.



Knowledge states are sorted according to the number of problem types they contain, from 0 problems on the far left to 108 problems on the far right. The leftmost point stands for the empty knowledge state, which is that of a student knowing nothing at all in Arithmetic. The rightmost point represents the full knowledge state and corresponds to a student having mastered all the problems in Arithmetic. The points located on any vertical line within the oval represent knowledge states containing exactly the number of problems indicated on the abscissa. The oval shape is chosen for esthetic reasons and reflects the

fact that, by and large, there are many more states around the middle of the scale than around the edges. For instance, there are 1,668 states containing exactly 75 problems, but less than 100 states, in Arithmetic, containing more than 100 problems or less than 10 problems. The arrangement of the points on any vertical line is largely arbitrary.

The color of a point represents the likelihood of the corresponding state. A color coded logarithmic scale, pictured on the right of Fig. 7, is used to represent the likelihood values. Red, orange, and yellow-white indicate states that are more likely than average, with yellow-white marking the most likely states. Similarly, dark blue, blue, and light blue represent states that are less likely than average, with dark blue marking the least likely states.

Figure 8 displays a sequence of likelihood maps describing the evolution of an assessment in Arithmetic from the very beginning, before the first problem, to the end, after the response to the last problem is recorded by the system and acted upon to compute the last map. The full assessment took 24 questions which is close to the average for Arithmetic. The initial map results from preliminary information obtained from that student. The redish strip of that map represents the *a priori* relatively high likelihood of the knowledge states containing between 58 and 75 problems: as a six grader, this student can be assumed to have mastered about two thirds of the Arithmetic curriculum.

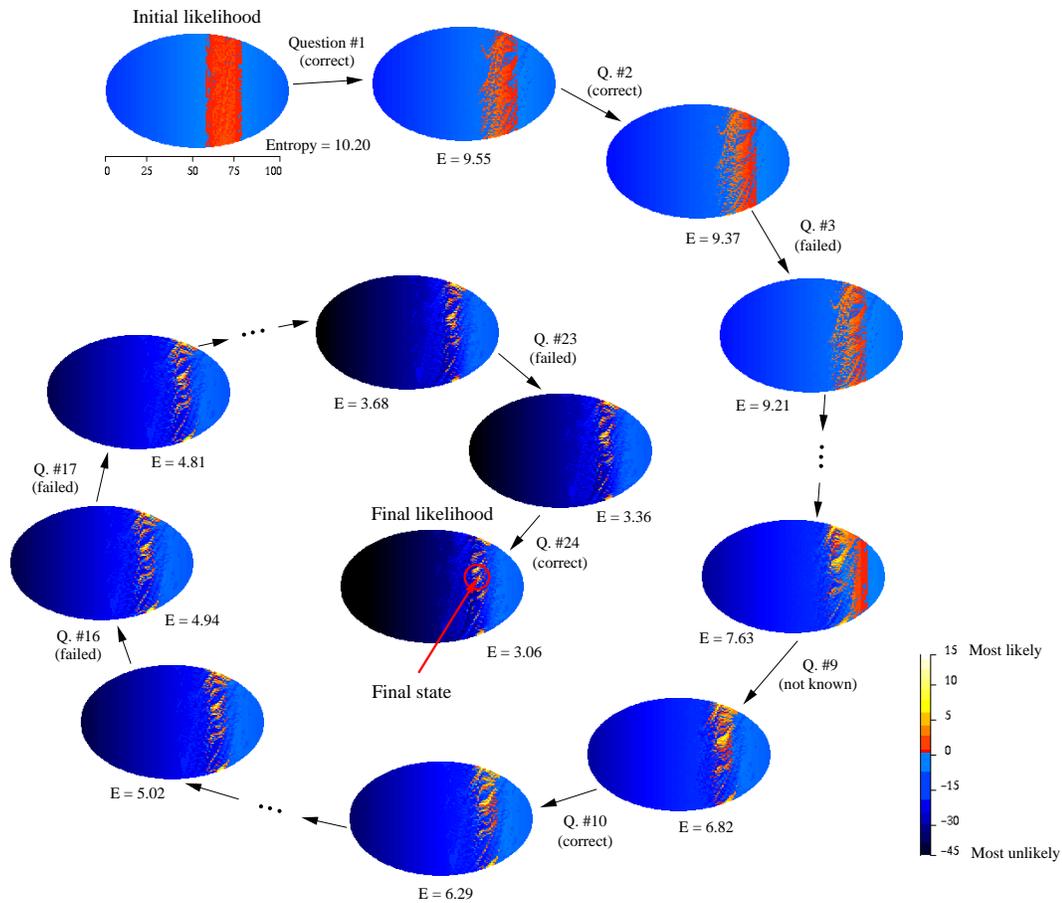


Fig. 8. Sequence of likelihood maps representing an assessment converging toward the student's knowledge state.

Next to each map in Fig. 8, we indicate the entropy of the corresponding likelihood distribution, and the student's response to the question (correct, false, or not known). Note that the initial entropy is 10.20, which is close to the theoretical maximum of 10.96 obtained for a uniform distribution on a set of 57,147 knowledge states. As more information is gathered by the system via the student's responses to the questions, the entropy decreases gradually. Eventually, after 24 questions have been answered a single very bright point remains among mostly dark blue points and a few bright points. This very bright point indicates the most likely knowledge state for that student, based on the answers to the problems. The assessment stops at that time because the entropy has reached a critical low level and the next 'best' problem to ask has only a 19% chance of being solved by the student, and so would not be very informative. In this particular case only 24 problems have sufficed to pinpoint the student's knowledge state among 57,147 possible ones. This striking efficiency is achieved by the numerous inferences implemented by the system in the course of the assessment.

The assessment procedure described in this article is the core engine of an Internet based, automated mathematics tutor which is used in several hundred colleges and school districts in the U.S. Numerous data indicate that learning is very efficient, which must be attributed to the precision of the assessment: teaching is always on target, in the outer fringe of a student's state. In the U.S., the extensive research leading to this system has been supported since 1983 by various grants, mostly from the National Science Foundation. The first paper on this research topic, which is named 'Knowledge Spaces,' was published in 1985 by J.-P. Doignon and J.-Cl. Falmagne, two of the authors of this article. Important results have also been obtained by researchers from other countries, such as D. Albert (Austria), C. Dowling (Germany) and M. Koppen (The Netherlands). Most of the results are presented in a monograph entitled '*Knowledge Spaces*,' by Doignon and Falmagne [1999].

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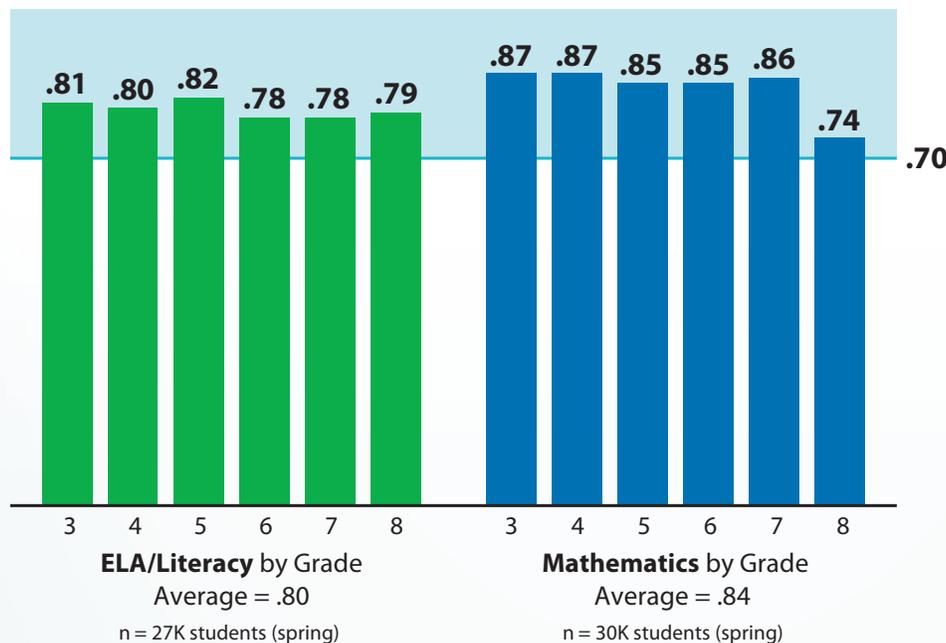
i-Ready Diagnostic: Linking Study with the Partnership for Assessment of Readiness for College and Careers (PARCC) Test

Curriculum Associates, in partnership with the Educational Research Institute of America (ERIA), conducted a large-scale study on the relationship between *i-Ready Diagnostic* and the 2018 PARCC test. The research found a high correlation between *i-Ready Diagnostic* and PARCC.

Correlation between *i-Ready Diagnostic* and PARCC

ERIA collected data from approximately 38,000 students across seven districts in Washington, DC, New Jersey, and New Mexico. These districts were selected for participation in the study specifically to be representative of the consortium in terms of factors such as urbanicity, race/ethnicity, and socioeconomic status (using National School Lunch Program as a proxy). The research study found a strong correlation between *i-Ready Diagnostic* scores and scores on the PARCC test administered during the 2017–2018 school year.

Correlations between the Spring *i-Ready Diagnostic* and the 2018 PARCC Test



Assessment correlations above .70 are considered strong by the National Center on Intensive Intervention.
i-Ready Diagnostic exceeded this benchmark in both subjects and across all grades.

Why Correlations Matter

Correlations are one of the most commonly used and widely accepted forms of validity evidence. Correlations demonstrate that when students score high on one assessment, they also tend to score high on the other, and similarly, when students score low on one assessment, they also tend to score low on the other. A high correlation between two assessments provides evidence that the two assessments are measuring similar constructs.



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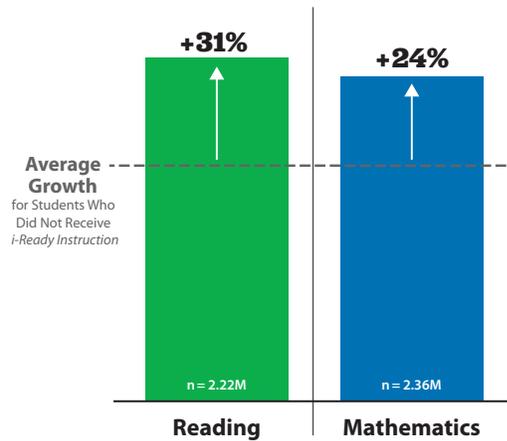
i-Ready Instruction: Research on Program Impact

The Curriculum Associates Research team analyzed data from more than three million students who took the *i-Ready Diagnostic* in the 2018–2019 school year. The significance of the findings and the rigorous study design provide support for *i-Ready* as a program that meets the criteria for “evidence-based” as defined by the Every Student Succeeds Act (ESSA).

Students achieve greater growth with *i-Ready Instruction*.

Students receiving *i-Ready Instruction* for an average of 30 minutes or more per subject per week for at least 18 weeks showed statistically significantly greater growth, on average, than students who did not receive *i-Ready Instruction* during the 2018–2019 school year.

Score Gains for Students Receiving *i-Ready Instruction* Relative to Students Not Receiving *i-Ready Instruction*

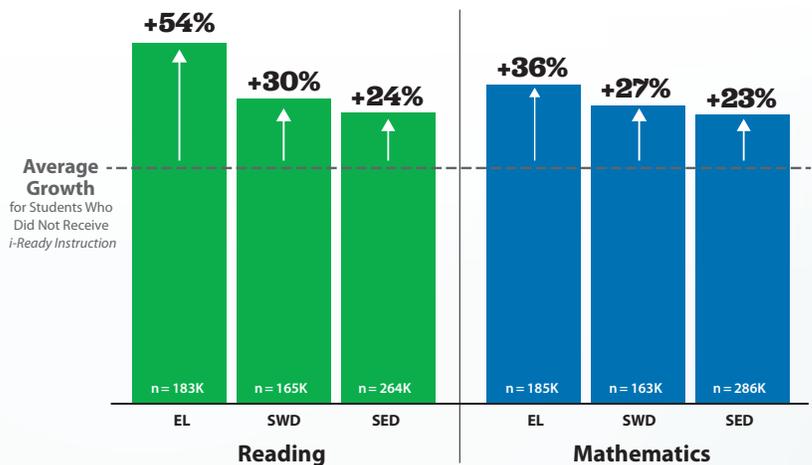


■ *i-Ready Instruction* users with an average of 30 minutes or more per week

i-Ready accelerates growth for key student groups.

Students who are English Learners (EL), students with disabilities (SWD), and students with socioeconomic disadvantages (SED) receiving *i-Ready Instruction* all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program.

Score Gains for Key Student Groups Receiving *i-Ready Instruction* Relative to Key Student Groups Not Receiving *i-Ready Instruction*



■ *i-Ready Instruction* users with an average of 30 minutes or more per week
 EL = English Learners SWD = Students with Disabilities SED = Students with Socioeconomic Disadvantages



For more information about our efficacy research, please visit CurriculumAssociates.com/i-Ready-Research.

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Based on
data from the
2017-2018
academic
year

i-Ready Efficacy: **Research on *i-Ready Instruction*** **Program Impact**

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Research Support for i-Ready and ESSA
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***i-Ready* Efficacy: Research on *i-Ready Instruction* Program Impact**

Curriculum Associates Research Brief | April 2019

Research Overview

Under the Every Student Succeeds Act (ESSA), a promising intervention should be supported by at least one correlational study that controls for selection bias. A goal of this research was to understand the impact of *i-Ready Instruction*, while controlling for selection bias, and provide evidence that *i-Ready* meets ESSA Level 3 criteria. To achieve this goal, the Curriculum Associates Research team conducted an ANCOVA analysis controlling for selection bias using students' prior spring *i-Ready Diagnostic* scores. Researchers studied *i-Ready* data from more than one million students from the 2017–2018 school year. Using a resulting sample of more than 440,000 English Language Arts (ELA) students and more than 420,000 Mathematics students, the research showed that under statistical controls for prior test scores, students receiving *i-Ready Instruction* demonstrated greater gains on the spring *i-Ready Diagnostic* than students who did not receive *i-Ready Instruction*. The significance of the findings and the rigorous study design provide support for *i-Ready Instruction* as a program that meets the criteria for ESSA Level 3: Promising Evidence.

The Impact of *i-Ready*

In fall 2018 Curriculum Associates conducted comprehensive research into the impact of *i-Ready Instruction* on student learning gains as measured by the *i-Ready Diagnostic*. Using *i-Ready Diagnostic* data from more than one million students who took the *i-Ready Diagnostic* in the 2017–2018 academic year, our Research team found that students using *i-Ready Instruction* experienced greater learning gains than students who did not use the program.

Learning gains for those students receiving *i-Ready Instruction* were substantial. Students receiving *i-Ready Instruction* experienced overall gains of 46% for ELA and 38% for Mathematics relative to students who did not receive *i-Ready Instruction* across Grades K–8. Effect sizes were positive and generally strong, with the majority exceeding the standard for *large* for an educational intervention (Cohen's *d* of greater than .25).

An additional analysis was performed to control for selection bias for Grades 1–8. Again, the research found that students receiving *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. The results of this study were statistically significant at the $p < .05$ level for all grades and subjects, and all but one of the results were significant at the $p < .0001$ level (the exception being Grade 2 ELA, which was significant at the $p = .0004$ level).

Our research also evaluated the impact for subgroups and found similar results, with Students with Disabilities, English Learners, Non-Caucasian students, and Economically Disadvantaged students demonstrating greater gains than students in these subgroups who did not receive *i-Ready Instruction*.

These results indicate that *i-Ready Instruction* is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that *i-Ready Instruction* meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects.

i-Ready Instruction as Treatment

For the purposes of the research in this report, a student was defined as having received *i-Ready Instruction* if the student:

- Completed the *i-Ready Diagnostic* at both the beginning and the end of the academic year
- Received *i-Ready Instruction* for at least 18 weeks of the academic year
- Received an average of 45 minutes of *i-Ready Instruction* per subject per week

These criteria for inclusion are consistent with guidance provided to educators as they implement the *i-Ready* program in their schools and districts.

i-Ready Control Group

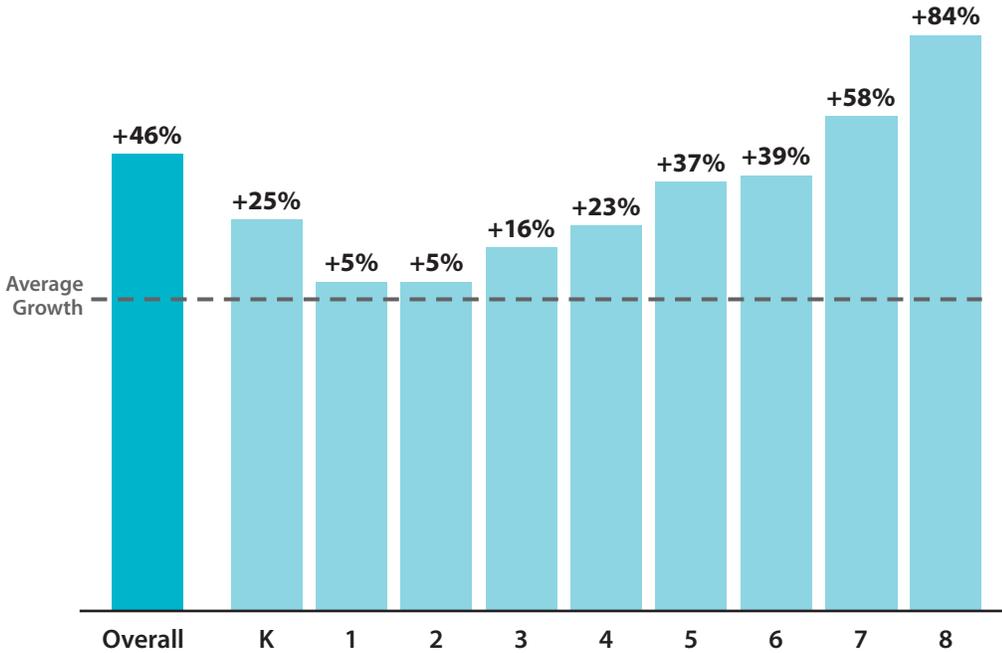
For the purposes of the research in this report, a student was defined as not having received *i-Ready Instruction* if the student:

- Completed the *i-Ready Diagnostic* at both the beginning and the end of the academic year
- Did not receive *i-Ready Instruction*

Students Receiving *i-Ready Instruction* Experienced Greater Gains

In both ELA and Mathematics, students receiving *i-Ready Instruction* experienced, on average, greater learning gains than students who did not receive *i-Ready Instruction*, meaning those students who received instruction through *i-Ready* tended to grow more than those who did not.

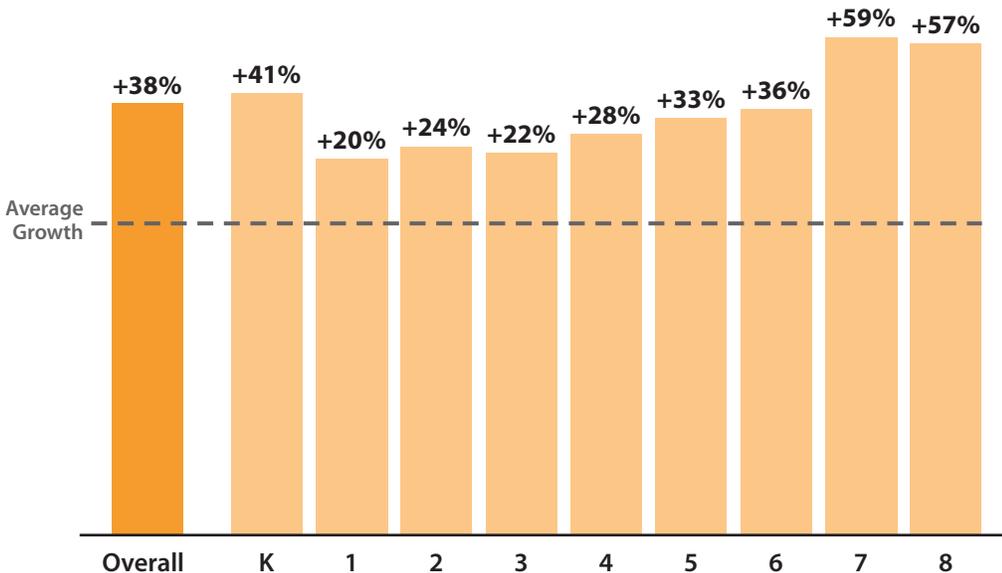
ELA Score Gains for Students Receiving *i-Ready Instruction* Relative to Students Not Receiving *i-Ready Instruction*



Overall, ELA students receiving *i-Ready Instruction* experienced score gains 46% greater than those not receiving *i-Ready Instruction*.

Students across all grades showed greater growth, with grade-level results ranging from 5% to 84% greater.

Mathematics Score Gains for Students Receiving *i-Ready Instruction* Relative to Students Not Receiving *i-Ready Instruction*



Overall, Mathematics students receiving *i-Ready Instruction* experienced score gains 38% greater than those not receiving *i-Ready Instruction*.

Students across all grades showed greater growth, with grade-level results ranging from 20% to 59% greater.

Effect Sizes

Students who received *i-Ready Instruction* during the 2017–2018 school year tended to experience greater learning gains than students who did not receive *i-Ready Instruction*. In the majority of cases the effect sizes from the research exceeded the standard for *large* in the education field, with an overall effect size of .33 in ELA and an overall effect size of .39 in Mathematics.¹

Comparison of Effect Sizes for Differences in Means Using Cohen's *d* by Grade (ELA)

Effect Size: Cohen's <i>d</i>	K	1	2	3	4	5	6	7	8	Overall
AY 2017–2018	.39*	.09	.07	.16	.17	.21	.15	.17	.21	.33*

Comparison of Effect Sizes for Differences in Means Using Cohen's *d* by Grade (Mathematics)

Effect Size: Cohen's <i>d</i>	K	1	2	3	4	5	6	7	8	Overall
AY 2017–2018	.59*	.33*	.37*	.34*	.36*	.32*	.26*	.29*	.25*	.39*

*Effect size met or exceeded Lipsey's (2012) criteria for being considered *large*.

¹Effect Sizes in Education Research

Effect sizes are a common way of measuring the strength of an educational intervention. While there are many ways to quantify effect sizes, Cohen's *d* is a widely used method for quantifying the differences in the means or averages between two groups, measured in standard deviations. Larger effect sizes indicate a greater effect. Because the outcomes are more challenging to influence with interventions, typical effect sizes in research fields such as education, medicine, and economics are smaller than in other fields of research. Specifically, interventions in education research with an effect size of .25 or greater are considered *large*. (Lipsey et al., 2012).

Aggregated effect sizes are calculated using two methods. The "overall" method calculates the effect size across all grades using the pooled standard deviation for students regardless of the student's grade. The "average" method simply takes a straight average of the unrounded grade-specific effect sizes in which the pooled standard deviation only reflects students within each grade. The "overall" method can be higher or lower than the grade-specific "average" approach due to group variation and the method for pooling standard deviations. Overall effect sizes are listed in the tables above. The average effect size for ELA is .18 and the average effect size for Mathematics is .35.

***i-Ready* and ESSA**

ESSA defines four categories of research evidence for an effective intervention. Under ESSA, a promising intervention should be supported by at least one correlational study that controls for selection bias. Hence, a goal of this research study was to meet ESSA Level 3 criteria through investigation of the impact of *i-Ready Instruction* while controlling for selection bias.

To examine the impact of *i-Ready Instruction*, the Curriculum Associates Research team conducted an ANCOVA analysis controlling for selection bias using students' prior spring *i-Ready Diagnostic* scores. As kindergarteners did not have scores prior to the 2017–2018 school year, they were excluded from the analysis. The analysis on a final sample of more than 440,000 ELA students and more than 420,000 Mathematics students showed that students receiving *i-Ready Instruction* demonstrated greater learning gains for the 2017–2018 academic year compared to students who did not receive *i-Ready Instruction*, when controlling for selection bias.

The results of this study were statistically significant at the $p < .05$ level for all grades and subjects, and all but one of the results—Grade 2 ELA, which was significant at the $p = .0004$ level—were significant at the $p < .0001$ level. The results of this analysis provide evidence of a relationship between use of *i-Ready Instruction* and greater student learning gains. The significance of the findings and the inclusion of statistical controls in this study meet the criteria for ESSA Level 3: Promising Evidence.

ELA	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
F-Statistic	$F(1,43470)=$ 162.27	$F(1,56531)=$ 12.35	$F(1,59624)=$ 256.54	$F(1,61899)=$ 272.47	$F(1,61016)=$ 429.54	$F(1,44705)=$ 140.83	$F(1,53667)=$ 172.14	$F(1,53927)=$ 227.07
p-value	$p < .0001$	$p = .0004$	$p < .0001$					

Mathematics	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
F-Statistic	$F(1,35947)=$ 924.14	$F(1,51075)=$ 1357.62	$F(1,55351)=$ 1719.29	$F(1,60592)=$ 1637.66	$F(1,63129)=$ 1166.11	$F(1,53996)=$ 181.29	$F(1,52076)=$ 485.29	$F(1,49880)=$ 290.37
p-value	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$	$p < .0001$

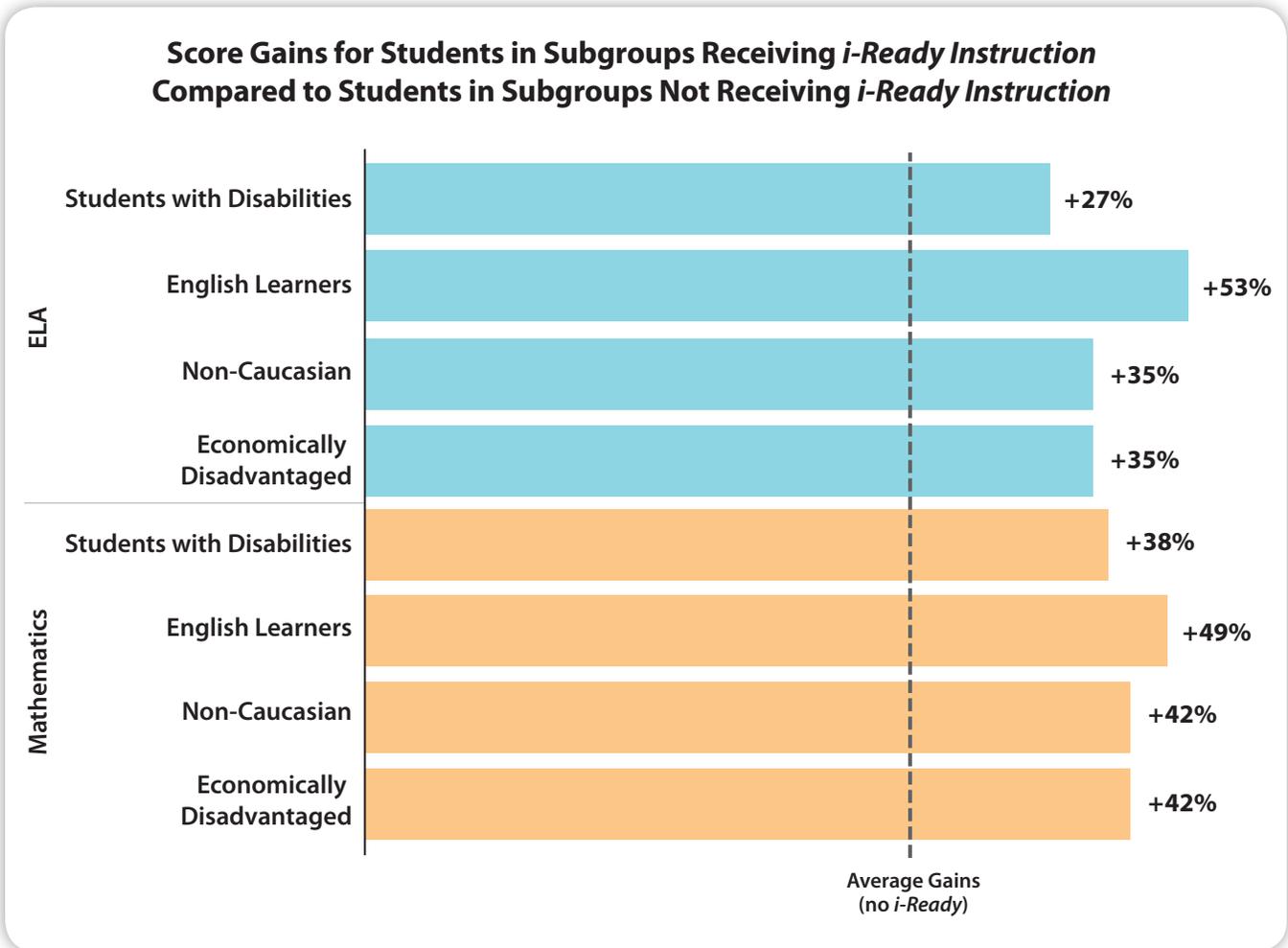
Understanding p-values

p-values help support interpretation of the significance of a research result. Here *p*-values indicate the probability that the differences in average score gains between students receiving *i-Ready Instruction* and not receiving *i-Ready Instruction* were due to chance. A *p*-value of less than .0001 can also be understood as a .01% chance or a 1 in 10,000 chance.

Subgroup Analysis

The impact of *i-Ready Instruction* was also analyzed using four subgroups: Students with Disabilities, English Learners, Non-Caucasian students, and Economically Disadvantaged students. On average, the students in these subgroups receiving *i-Ready Instruction* experienced greater learning gains than students in the same subgroup who did not receive *i-Ready Instruction*. This indicates that in general, *i-Ready Instruction* can enhance learning gains for students in these subgroups.

Due to sample limitations, the ANCOVA analyses were not performed for the subgroup analysis. These analyses will be performed and expanded upon in future research.



Effect Sizes

The analysis included a calculation of effect sizes by subgroup.

Effect Sizes (Cohen's *d*) for Student Subgroups

Effect Size: Cohen's <i>d</i>	ELA	Mathematics
Students with Disabilities	.15	.30
English Learners	.31	.44
Non-Caucasian	.19	.38
Economically Disadvantaged	.18	.38

Sample Sizes

Sample sizes for these analyses were based on assessment data collected through *i-Ready Diagnostic* and student demographic data collected from participating schools and districts. The tables below show the sample sizes for the overall effect, ANCOVA, and subgroup analyses.

Overall Sample Sizes

The following tables show the number of students included in the overall effect analysis.

Number of Students Receiving and Not Receiving *i-Ready* Online Instruction (ELA)

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No Instruction	62,721	73,754	78,903	83,845	89,753	89,202	92,202	86,325	90,151
Received Instruction	29,256	35,889	39,245	40,050	29,155	24,277	19,166	13,108	9,845

Number of Students Receiving and Not Receiving *i-Ready* Online Instruction (Mathematics)

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No Instruction	59,922	79,911	83,080	81,187	86,035	90,086	87,084	82,942	81,450
Received Instruction	14,680	20,970	26,503	33,744	30,767	29,041	22,191	14,920	11,680

ANCOVA Sample Sizes

The following tables show the sample sizes of students included in the ANCOVA analysis. The sample sizes for this analysis are smaller than the sample sizes of the overall effect analysis presented earlier, and exclude kindergarten. This is because only students who had an *i-Ready Diagnostic* score from the spring of their prior year were included in the analysis.

Number of Students Included in ANCOVA Analysis Receiving and Not Receiving *i-Ready* Instruction (ELA)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No Instruction	22,676	32,650	37,004	44,573	47,001	44,705	46,192	48,669
Received Instruction	21,111	24,218	22,978	17,701	14,398	9,807	7,881	5,673

Number of Students Included in ANCOVA Analysis Receiving and Not Receiving *i-Ready* Instruction (Mathematics)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No Instruction	23,894	35,408	35,882	42,521	45,878	43,005	43,802	43,873
Received Instruction	12,264	15,894	19,710	18,321	17,508	11,257	8,557	6,301

Subgroup Sample Sizes

Samples for the subgroup analyses were based on assessment data collected through the *i-Ready Diagnostic* and student demographic data collected from participating schools and districts. Study sample sizes for the subgroup analysis are smaller than the sample size for the overall analysis due to differences in available demographic and categorical data.

Number of Students Receiving and Not Receiving *i-Ready Instruction* by Grade and Subgroup (ELA)*

Subgroup	K	1	2	3	4	5	6	7	8
Students with Disabilities									
No Instruction	3,038	3,890	4,649	5,030	5,763	6,245	5,755	5,162	5,437
Received Instruction	1,309	2,148	2,765	2,982	2,621	2,293	1,733	1,224	926
English Learners									
No Instruction	9,717	10,187	10,171	7,685	7,633	6,106	5,741	3,182	3,109
Received Instruction	3,478	4,105	4,492	3,753	2,892	1,953	1,230	745	576
Non-Caucasian									
No Instruction	12,987	14,947	15,428	20,103	21,190	21,125	20,853	21,246	22,632
Received Instruction	14,735	16,631	18,162	17,651	13,500	10,646	7,656	5,486	4,078
Economically Disadvantaged									
No Instruction	3,965	4,438	5,223	7,297	8,962	8,976	10,201	11,357	11,363
Received Instruction	5,864	7,972	8,333	7,494	6,931	5,532	4,364	3,198	2,641

Number of Students Receiving and Not Receiving *i-Ready Instruction* by Grade and Subgroup (Mathematics)*

Subgroup	K	1	2	3	4	5	6	7	8
Students with Disabilities									
No Instruction	3,017	4,112	4,971	5,493	5,814	6,406	5,635	5,106	5,074
Received Instruction	659	1,307	2,131	2,839	2,767	2,612	1,650	1,194	961
English Learners									
No Instruction	9,124	10,235	10,847	8,239	7,845	6,133	5,276	3,196	3,243
Received Instruction	1,726	2,634	3,177	3,670	3,076	2,308	1,073	773	586
Non-Caucasian									
No Instruction	13,460	18,373	18,396	20,171	21,245	22,279	21,418	22,154	22,362
Received Instruction	7,403	9,645	12,216	15,107	13,312	11,982	7,906	5,459	4,097
Economically Disadvantaged									
No Instruction	6,058	6,760	7,708	9,080	9,915	10,469	10,039	10,902	10,443
Received Instruction	2,975	5,607	6,567	8,647	7,650	7,121	4,172	2,775	2,183

*Providing demographic data to Curriculum Associates is optional for educators, so the number of students listed in the rows for "Students with Disabilities," "English Learners," "Non-Caucasian," and "Economically Disadvantaged" does not add up to the number of students listed in the "Overall Sample" section on the prior page.

Findings from the Research

The research was undertaken with the goal of answering three key research questions:

- How does annual score growth for students receiving *i-Ready Instruction* compare to students who did not receive *i-Ready Instruction*?
- Are the differences in score growth statistically significant after controlling for selection bias?
- How does annual score growth for students in key subgroups receiving *i-Ready Instruction* compare to students in the same subgroups who did not receive *i-Ready Instruction*?

Curriculum Associates' Research team conducted three analyses using data from the 2017–2018 academic year to answer the above questions. In the first analysis, descriptive statistics and effect sizes were analyzed. Mean score gains were calculated for the treatment (students receiving *i-Ready Instruction*) and control groups (students who did not receive *i-Ready Instruction*) and were then compared. To show the magnitude of the differences, the Cohen's *d* effect size using the pooled standard deviation of the groups was calculated for each grade. In the majority of cases the effect sizes from the research exceeded the standard for *large* in the education field, with an overall effect size of .33 in ELA and an overall effect size of .39 in Mathematics.

The second analysis involved evaluating the score gains while controlling for selection bias to meet ESSA Level 3 criteria. An ANCOVA analysis was performed for each grade (1–8) and subject (ELA and Mathematics) to examine the effect of *i-Ready Instruction* on student score gains. Prior test scores (i.e., *i-Ready Diagnostic* spring scores from the prior year) were included as the covariate to control for selection bias. Because kindergarten students do not have a prior spring test score, those students were removed from the analysis. Results are considered statistically significant by What Works Clearinghouse if the *p*-value is less than 5% ($p < .05$).

In the third analysis, score gains and Cohen's *d* effect sizes were calculated for the following subgroups of students: Students with Disabilities, English Learners, Non-Caucasian students, and Economically Disadvantaged students.

Findings from these analyses support positive answers to the three research questions:

- Students receiving *i-Ready Instruction* showed greater learning gains than students who did not receive *i-Ready Instruction*. Effect sizes across subjects and grades were positive and generally strong.
- The differences in student score growth at Grades 1–8 were statistically significant after controlling for selection bias.
- On average, the students in key subgroups receiving *i-Ready Instruction* experienced greater learning gains than students in the same subgroup who did not receive *i-Ready Instruction*. Effect sizes across both subjects were positive and generally strong.

About the *i-Ready* Program

Curriculum Associates' *i-Ready Assessments* and *i-Ready Instruction* combine valid and reliable assessments with sophisticated instructional resources targeted to each student's specific academic needs. The program also provides a system of comprehensive, actionable reports to guide decision-making at the student, class, school, and district levels.

The *i-Ready Diagnostic* uses advanced technology to provide a detailed, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's K–8 experience. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the *i-Ready Diagnostic* to more accurately and more efficiently pinpoint students' needs than traditional fixed-form tests. Instantly available reports based on Diagnostic results help teachers better understand their students' individual needs and adjust instruction accordingly.

Based on the results of *i-Ready Diagnostic*, students are automatically placed into personalized learning paths in *i-Ready Instruction*. Once placed in *i-Ready Instruction*, students receive a unique lesson plan consisting of digital lessons designed to fill knowledge gaps and help all learners access grade-level content.

References

Lipsey, M. W., Puzio, K., Yun, C., Hebert, M. A., Steinka-Fry, K., Cole, M. W., et al. (2012). *Translating the Statistical Representation of the Effects of Education Interventions into More Readily Interpretable Forms*. (NCSE 2013-3000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education. This report is available on the IES website at <http://ies.ed.gov/ncser/>.



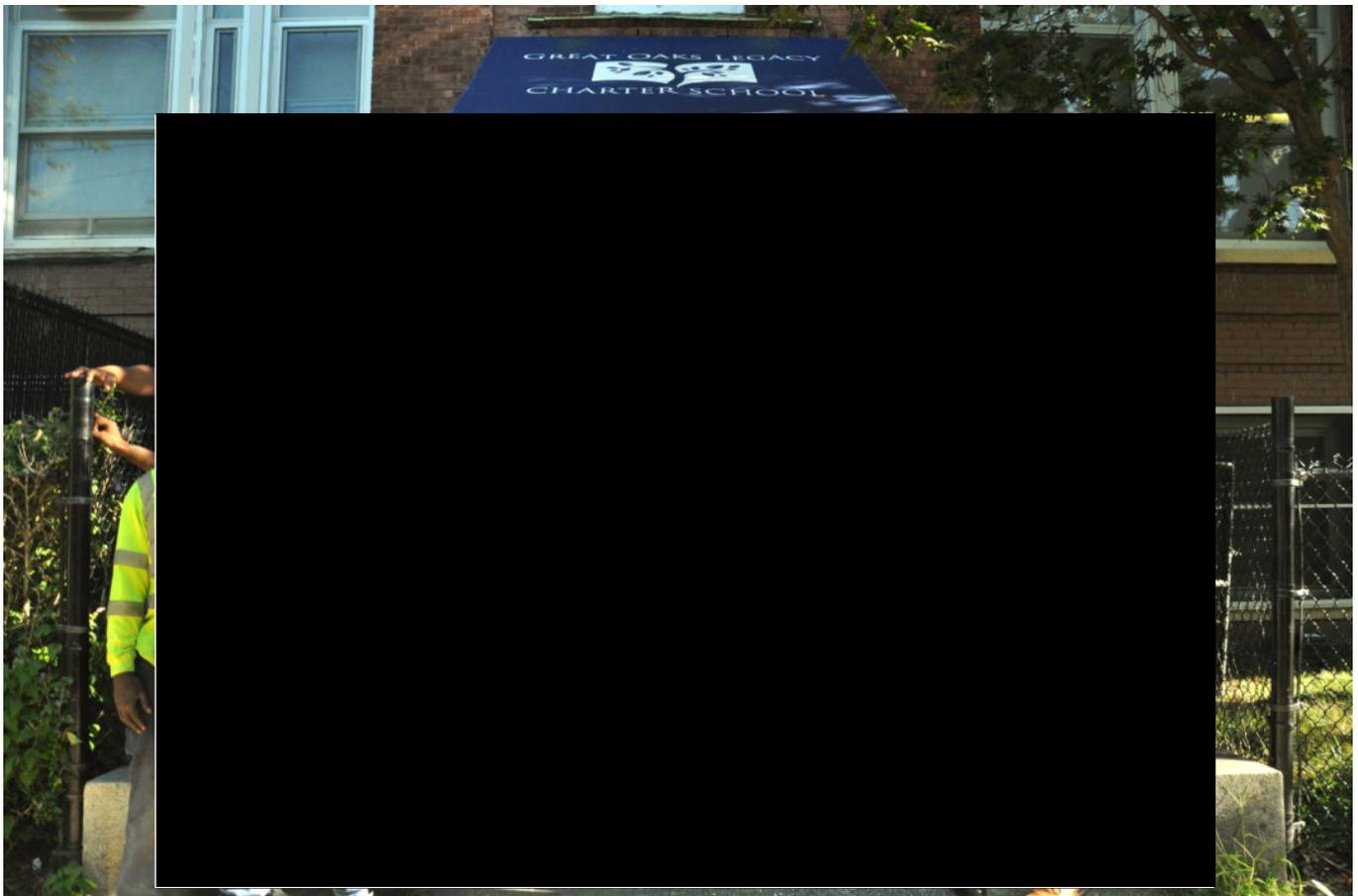
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'We're present': Newark dads bring their children to school, discuss how to nurture their success

By Devna Bose September 17, 2019



A group of fathers and educators gathered at Great Oaks Legacy Middle School to discuss fatherhood on Tuesday morning.

PHOTO CREDIT: Devna Bose/Chalkbeat



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Early on Tuesday morning, dads sat in a classroom with their children on the basement floor of Great Oaks Legacy Middle Charter School, eating bagels, drinking orange juice, and discussing what it means to be a father in Newark.



Detective Jared Adams speaks on the fatherhood panel at Great Oaks Legacy Middle School.

PHOTO CREDIT: Devna Bose/Chalkbeat

“Sitting here and watching everyone interact with their kids, you can see that fathers are nurturers,” panel speaker Nyjee Coram said. “We show our children how to have strength. We’re present.”

After finishing breakfast and dropping off their children at school for “Dads Take Your Child To School” Day, close to 50 Great Oaks dads got together to talk about the importance of men in the lives of students. The fatherhood panel members shared thoughts about steering children down the right path and growing up without a father in their own lives.

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“People love to say dads aren’t involved, but here we have a room of dads who are involved,” Tyree Barnes said. He works with another director to lead the Legacy Middle School campus.

Great Oaks Legacy Charter School has several campuses in Newark with grades K-12 and serves mostly students of color, with about 80% being black students.

Barnes was a part of the four-person panel that led the discussion, which was supported by the Greater Newark Healthcare Coalition. Others on the panel were Coram, Jared Adams, and Maurice Ingram. Coram founded and leads local mentoring program Young Black and Gifted, Adams is a father and South Orange police detective, and Ingram is a recent father and school psychologist at Great Oaks Legacy High School.

Lamar Washington, who organizes events at all Great Oaks schools in Newark, first approached Barnes about putting the gathering together.

“We felt, as black men, that it was important,” Barnes said.

According to the most recent Newark Kids Count report, some young men in Newark feel very strongly about seeing more black men in supportive roles, such as teachers, mentors, fathers, and advocates.

“Educators often become dads for a lot of children,” Barnes said. “Growing up, I had teachers who took me under their wing, and I wouldn’t be here today if it wasn’t for those teachers who weren’t my biological dad teaching me those things.”



Legacy Middle School.

PHOTO CREDIT: Devna Bose/Chalkbeat

Recent research involving urban children in pre-K through college shows that on average, involved fathers of all races were associated with significantly better education outcomes, and nationwide, events like the Million Fathers March encourage fathers to be involved in their child’s education.

Barnes said Great Oaks Legacy Middle School plans to continue the discussion, and fathers at the event expressed interest in meeting monthly.

YaQuis Jones, father of Xavier, a sixth-grader at Great Oaks, attended the event because he wanted to show his son that he was there for him and active in his school, especially because Jones’ own father was absent in his life when he was growing up.

“It takes a village,” Jones said. “To make sure your child is taking the right steps, you have to be a part of that village.”



Education

Great Oaks Sends 97% of High School Graduates to College

By KEI-SYGH THOMAS

June 11, 2019 at 6:02 PM



By KEI-SYGH THOMAS

June 11, 2019 at 6:02 PM

NEWARK, NJ - Great Oaks Legacy Charter School had a rocky first year after opening its doors to the school's first class of sixth graders in 2011.

The students' state standardized test scores were so low that school year, the school received a warning letter from the state. The school had to achieve significant gains or else it would lose its charter and have to close.

Jared Taillefer, CEO of Great Oaks Legacy Charter Schools, said he and his team spent the summer of 2012 planning and strategizing for a stronger second year. The school welcomed its second class of sixth graders who performed remarkably better, allowing the school to remain open, Taillefer said.

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On Friday, that second class of sixth graders graduated from Great Oaks Legacy Charter High School. The 81 seniors in the class, who will be attending college this fall, received [over 850 college acceptances](#) and over \$7.6 million in scholarships.

"While each one of you are part of the school's narrative, your own stories start today," Taillefer told the graduates and their families at Symphony Hall. "It is up to you to write the next chapter of your legacy, to leave your mark on new communities beyond our school."

Great Oaks Charter Schools is a network of schools throughout the Tri-State area and Delaware. In Newark, the network grew from a class of sixth graders in 2011 to a network of four schools in serving 1,600 students in grades Pre-K through 12. Great Oaks merged with Legacy Charter in 2016.

Daniel Agyemang originally started in 2011 but had to repeat his sixth-grade year. He failed two classes by about two points, he told TAPinto.

PR/Award # S282M200004

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Agyemang transitioned to Great Oaks from a district school, where he said he went from receiving no homework to about three homework assignments a night.

"At times I wanted to give up and didn't want to come to school, but my teachers helped me and pushed me through that," said Agyemang, who will be attending Mount Aloysius College in Cresson, Pennsylvania to study computer science. "It wasn't an easy journey. All of the negatives, the detentions, coming to school late. Everything was worth it, now I get to move on to the next chapter of my life."

Supportive teachers were also crucial for Joshua Loperena, whose break from Great Oaks made his high school transition more challenging.

When another charter school opened a new school across the street from his house, Loperena's parents decided that it was more convenient for him to attend. His dad was able to spend more time working to provide for the family than spending time commuting him back and forth to school, said Loperena.

He completed grades six through eight before transferring to the other charter high school. Although he had good teachers, he knew that he wasn't learning as much as could, said Loperena. So he convinced his mom to call Taillefer to ask for his spot back at Great Oaks.

"My teachers supported me no matter what," said Loperena, who returned to Great Oaks in 11th grade. "When I was struggling with an essay or need help with a thesis statement, Mr. Dec would help me straight away. I would come to him with personal stuff as well."

Loperena will be attending Essex County College in the fall to earn his associate's degree. After graduating, he plans to study journalism at William Paterson University in Wayne.

Like many of the students in the graduating class, commencement speaker state Sen. M. Teresa Ruiz was the first in her household to go to college.

She struggled because she realized she was different and didn't have a network for friends to help when she got there, she said.

"I was running from Newark, I was running from my parents because I thought a man who had a fourth-grade education and a mom with a GED wasn't enough," said Ruiz, who grew up in the city's North Ward. "When I found myself at school and I knew that there was greatness inside of me, I ran home so fast that I don't think you could see the blaze that I left behind."

She left the class with messages of hope and lessons of resilience. She urged graduates to use their voice to affect change around them and for times when they are not invited to spaces of power and privilege, have the courage to show up anyway and raise their voice until people listen.

Ruiz urged them to never stop fighting, a message she tells herself to this day in her position as a state senator.

"People don't understand the greatness that exists right here in this room. They'd rather waste their time on headlines and an old story of Newark that doesn't define who we are...we are great and we are getting greater every day," she said.

Ruiz congratulated seniors for attending university this fall and earning over \$7 million in scholarships.

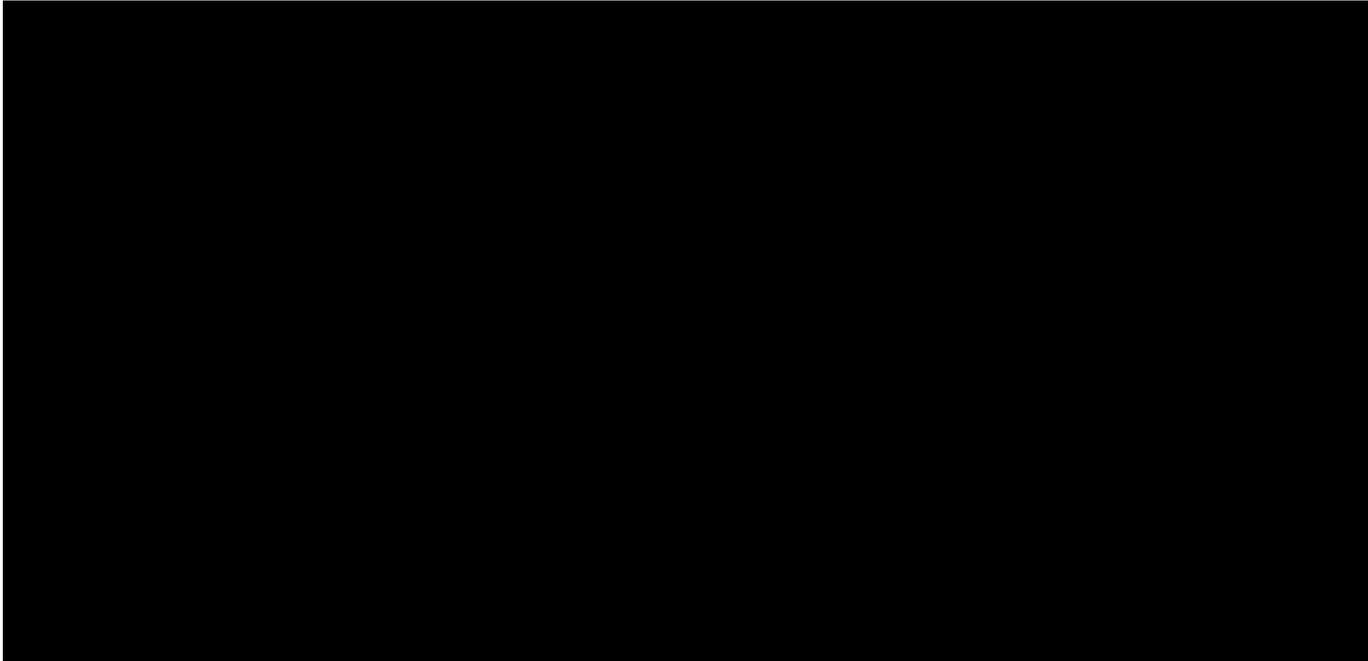
"This is Newark ladies and gentleman," said Ruiz, "This is greatness. This is the class of 2019."



[Education](#)

Newark High School Students Celebrate Over 850 College Acceptances

By KEI-SYGH THOMAS
May 22, 2019



By KEI-SYGH
May 22, 2019 at 10:39 PM

A crowd of families, students, and teachers erupted in cheers and applause as 81 graduating seniors entered the school gym at Great Oaks Legacy Charter High School.

Students filled in their seats row-by-row, with smiles and grins on their faces as they high-fived each other, waved to a sea of loved ones and struck poses like they were welcoming paparazzi.

One parent jumped to her feet and loudly cheered as her daughter walked to the stage to announce the college she will attend this fall.

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"I'm so proud of her," the parent told TAPinto, wiping away her tears.

The graduating class has been accepted to over 850 colleges and celebrated by announcing it to family, friends, classmates, alumni, teachers, and younger Great Oaks students during Signing Day. Many of them will be the first in their families to attend college.

Signing Day was originally known as the day college-bound Division I athletes announce where they have signed a commitment letter to a college sports team. Academic signing days have become more popular nationwide within the last decade, and are a capstone to the year at many of Newark's high-performing public charter schools.

"I always knew I wanted to go to college," Benjina Laurent, the class valedictorian, said. She had been a student at the charter network since she was in sixth grade. Laurent will attend Lehigh University, a selective private research university in Bethlehem, Pennsylvania.

"Great Oaks helped a lot, not only in the college process but giving us rigorous courses so that we'll be prepared to do the work that we will be doing in the fall," she said.

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This is Great Oaks Legacy Charter High School's third graduating class. About 89% of the kids who graduated from high school are still in college and on track to graduate, according to Executive Director Jared Taillefer.

Great Oaks Charter Schools is a network of schools throughout the Tri-State area and Delaware. In Newark, Great Oaks serves 1,600 students in Pre-K through 12th grade, across four campuses.

Students at the high school are supported through the college process with the help of counselors. The counselors take a holistic approach to factor grades, family financial circumstances, and content area students want to study when helping students find a good fit.

"The community was able to see a variety of schools students planned to go. It was a testament of our mission, of what we're trying to do and that is preparing students for college success," said Monet Kendall-Turner, Director of College Counseling.

Brianna Edionseri will attend Morgan State University, a historically black university in Baltimore, Maryland. The help she received to be on track for college application deadlines and completing the federal application for student aid (FAFSA) made a world of difference, she said.

What she's looking forward to most about going to Morgan State this fall is a fresh start.

"I want to try a lot of different things. I want to see what different clubs I can get into and how many ways I can get involved and interact with my peers on campus," Edionseri said. "I know when you get to college, that's when you truly find yourself."

Great Oaks Legacy Charter School Special Education Team Vision Statement

As a Special Education Department, we are committed to identifying and meeting the diverse needs of every scholar by providing a safe, respectful, and supportive learning environment to enhance academic excellence and quality education. We ascribe to develop our scholar's social and emotional confidence to their maximum potential in our school and in our community by using research based best practices to fulfill the need of all learners as written in the Individualized Education Plan. Within our school district and beyond, we will continue to prepare our professional development to help improve teacher practice and student achievement for all school community team members.

Classification	# of Students
Auditory Impaired	1
Autistic	10
Communication Impaired	33
Eligible for Speech-Language Services	5
Emotionally Disturbed	11
General Education, No Disability	1
Intellectual Disability - Mild	8
Intellectual Disability - Moderate	4
Multiply Disabled	5
Other Health Impaired	45
Preschool Child with a Disability	1
Specific Learning Disability	112
Visually Impaired	2

School	# Students
Great Oaks Legacy Charter Downtown Elementary School	33
Great Oaks Legacy Charter Downtown Middle School	51
Great Oaks Legacy Charter Heights Middle School	1
Great Oaks Legacy Charter High School	78
Great Oaks Legacy Charter Legacy Elementary School	62
Great Oaks Legacy Charter Legacy Middle School	65

Appendix H-10

Grade Level	# Students
Kindergarten - Full-Day	21
1st Grade	57
2nd Grade	63
3rd Grade	21
4th Grade	11
5th Grade	27
6th Grade	34
7th Grade	26
8th Grade	33
9th Grade	28
10th Grade	25
11th Grade	16
12th Grade	10
Pre-School	1

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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BUDGET NARRATIVE

	Grant Year 1	Grant year 2	Grant Year 3	Grant Year 4	Grant Year 5	
School Year	2020-21	2021-22	2022-23	2023-24	2024-25	
Expansion Schools (2 total)	Downtown Elementary School, Fairmount Heights Middle School	Downtown Elementary School, Fairmount Heights Middle School	Fairmount Heights Middle School			
Added Grade Levels - Expansion	2: 3rd and 6th	2: 4th and 7th	1: 8th			
Replication Schools (4 total)	Elementary School #3 (Planning Year)	Elementary School #3 and Middle School #4 (Planning Year)	Elementary School #3, Middle School #4, Elementary School #4 (Planning Year), and High School 2 (Planning Year)	Elementary School #3, Middle School #4, and Elementary School #4, and High School #2	Elementary School #3, Middle School #4, and Elementary School #4, and High School #2	
Added Grade Levels - Replication		1: K	2: 1st and 5th	4: 2nd, 6th, K, and 9th	4: 3rd, 7th, 1st, and 10th	
Added Students (1,296 Total)	162	243	243	324	324	1,296

	Grant Year 1	Grant year 2	Grant Year 3	Grant Year 4	Grant Year 5	TOTAL
	2020-21	2021-22	2022-23	2023-24	2024-25	REQUEST
1. Personnel (job descriptions attached in Appendix B)						
Network Director of STEM Curriculum and Instruction						
Network Director of Humanities Curriculum and Instruction						
Network Director of Special Education						
Network Director of Talent Recruitment						
2. Fringe						
Benefits at 20%						
3. Travel						
Required travel for annual 2-day project directors meeting in Washington, DC. (transportation, hotel, per diem, parking, etc.)	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
4. Equipment						
None requested						
5. Supplies						
Expansion/Replication Supplies Per New Grade Level (see table below) @ \$88,000 per grade level	\$176,000	\$264,000	\$264,000	\$352,000	\$352,000	\$1,408,000
	<i>2 grade levels</i>	<i>3 grade levels</i>	<i>3 grade levels</i>	<i>4 grade levels</i>	<i>4 grade levels</i>	

	Grant Year 1	Grant year 2	Grant Year 3	Grant Year 4	Grant Year 5	TOTAL
6. Contractual						
Independent, third-party Project Evaluator for all five years	[REDACTED]					
7. Construction						
NOT ALLOWED						
8. Other						
Student recruitment advertising (printing, social media, mass transit, public billboards, local papers, collateral for street-team recruiting)	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
Staff recruitment advertising (printing, social media, web advertising, search firms for leadership positions)	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
9. TOTAL DIRECT (1-8)	[REDACTED]					
10. INDIRECT COSTS (10%)	[REDACTED]					
11. DEBT SERVICE	\$0	\$0	\$0	\$0	\$0	\$0
12. TOTAL COSTS (9-11)	[REDACTED]					

New School Startup Supplies - Per Grade Level						
100 chairs, 50 desks	\$18,000					
Chromebooks (1:1 ratio)	\$25,000					
Classroom libraries, other instructional materials	\$10,000					
Instructional technology (staff laptops, projectors)	\$20,000					
Miscellaneous classroom furniture, other supplies	\$15,000					
<i>Total per grade per school</i>	<i>\$88,000</i>					