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Please reply to New Jersey

April 14, 2014

### **VIA FEDERAL EXPRESS**

Director, Bureau of Controversies and Disputes  
New Jersey State Department of Education  
Commissioner of Education  
P.O. Box 500  
100 Riverview Plaza  
Trenton, NJ 08625.

RE: **HOBOKEN BOARD OF EDUCATION V. STATE OF NEW  
JERSEY DEPARTMENT OF EDUCATION, ET. AL.**

Our File No. : 79015 ELH

Dear Director:

We represent the Hoboken Board of Education. Enclosed please find a  
Petition of Appeal with exhibits, a Certification of Service, and Proof of  
Service.

Very truly yours,  
**METHFESSEL & WERBEL, ESQS.**

Eric L. Harrison  
harrison@methwerb.com  
Ext. 138

ELH:sbo/gg/jml

Encs.: Verified Petition of Appeal with Exhibits, Certification of  
Service, Proof of Service

Methfessel & Werbel, Esqs.  
Our File No. 79015 ELH  
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cc:

**VIA FEDERAL EXPRESS TO ALL**

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Hoboken Dual Language Charter School  
Attn: Barbara Martinez, Board of Trustees President  
123 Jefferson Street  
Hoboken, N.J. 07030

Methfessel & Werbel, Esqs.  
Our File No. 79015 ELH  
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bcc:

**VIA EMAIL**

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Our File No. 79015 ELH

HOBOKEN BOARD OF EDUCATION,

Petitioner,

V.

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION,  
HOBOKEN DUAL LANGUAGE  
CHARTER SCHOOL

Respondents.

BEFORE THE COMMISSIONER OF  
EDUCATION OF NEW JERSEY

**VERIFIED PETITION**

Petitioner Hoboken Board of Education, with its principal place of business at 158 4<sup>th</sup> Street, Hoboken, New Jersey, by and through its attorneys, Methfessel & Werbel, Esqs., hereby requests that the Commissioner of Education consider a controversy which has arisen between Petitioner and Respondents, the New Jersey Department of Education, P.O. Box 500, Trenton, NJ 08625-0500, and the Hoboken Dual Language Charter School, 123 Jefferson Street, Hoboken, NJ 07030, pursuant to the authority of the Commissioner to hear and determine controversies under the school law (N.J.S.A. 18A:6-9), by reason of the following facts:

1. Petitioner Hoboken Board of Education was, and currently is, a public entity and the local public school district in Hoboken, New Jersey.
2. The Hoboken Dual Language Charter School (“HoLa”), located at 123 Jefferson Street, in Hoboken, New Jersey, opened in 2010 and currently exists.
3. On or about October 15, 2013, HoLa submitted a charter renewal application to Christopher Cerf, the New Jersey Commissioner of Education at the time, Amy Ruck, the Director of Charter Schools for the New Jersey Department of Education (“DOE”), Monica Tone, the Acting Executive County Superintendent of Hudson County, New Jersey, and Mark Toback, the Superintendent of the Hoboken Board of Education. Attached as **Exhibit A** is a true and authentic copy of HoLa’s October 15, 2013 Charter Renewal Application.
4. On or about December 10, 2013, Dr. Toback wrote to Mr. Cerf objecting, not to the renewal of HoLa’s charter for grades K-6, but as to the request to expand to 7<sup>th</sup> and 8<sup>th</sup> grade. Attached as **Exhibit B** is a true and authentic copy of Dr. Toback’s December 10, 2013 letter to former Commissioner Cerf.
5. Dr. Toback’s letter objected to the expansion of HoLa and raised several concerns, including but not limited to, the following:

- i. the impact of the expansion on the Hoboken public school district and the effect it would have on his ability to serve the needs of the non-charter students;
- ii. the feasibility of the expansion given the recent statistical trends in Hoboken; and
- iii. the ability of the taxpayers to effectively sustain what is in essence four separate school districts (the traditional public school system and three charter schools, one of which is HoLa).

(See **Exhibit B**, p. 2)

6. Dr. Toback described the uniqueness of Hoboken. It is likely one of the only cities in the United States to be operating essentially four separate school districts within a geographic area of one square mile. (See **Exhibit B**, p. 2)
7. Additionally, it has a transient student population, a charter lottery system that consistently leads to the unintended segregation of children, unique funding issues, a politically charged environment, facility needs, and significant population growth at lower grade levels. (See **Exhibit B**, p. 2)
8. Dr. Toback's letter relied upon the New Jersey Department of Education's ("DOE") peer school performance reports as evidence to support the possibility that differences in school level

- standardized test performance may be attributed to demographic differences. (See **Exhibit B**, p. 3)
9. Dr. Toback compared the DOE's 2011-2012 school performance reports and noted that HoLa, a charter school, was outperformed by 69% of its peers while the traditional public schools, Wallace, Calabro, and Connors, were outperformed by 84%, 53%, and 48% respectively. (See **Exhibit B**, pp. 3-4)
10. Dr. Toback advanced that charter schools enroll a different demographic and thus the peer schools used for comparing the Hoboken charter schools are very different from the traditional public schools' peers contributing to HoLa's outperformance by 69% of peer schools. (See **Exhibit B**, p. 3-4)
11. Dr. Toback concluded that "a fair lottery process does not yield the intended results" and urged the DOE to further study and analyze the issue of major demographic differences. (See **Exhibit B**, p. 4)
12. The DOE School Performance Reports from 2012-2013 demonstrate the *de facto* segregation within Hoboken's charter schools when compared to the traditional public schools. (See DOE 2012-2013 School Performance Reports for HoLa Charter School, Elysian Charter School, Hoboken Charter School, Wallace, Calabro, Brandt, Connors, and Hoboken Jr./Sr. High School attached as **Exhibit C**)

13. Attached as **Exhibit D** is a recap compiled from data in the DOE's 2012-2013 School Performance Reports and enrollment reports from 2009-2010, 2010-2011, 2011-2012, and 2012-2013, demonstrating the segregation in Hoboken's charter schools and more specifically, as it relates to HoLa.
14. The first chart depicts enrollment by ethnicity/racial subgroup while the second chart depicts enrollment trends by program participation for disabled students, students who are economically disadvantaged and limited English proficient students. (See **Exhibit D**, pp. 1-2)
15. The *de facto* segregation is apparent when comparing the percentage of Hispanic students in a dual language charter school such as HoLa, where Spanish and English are taught, to the disproportionate percentage of students attending the traditional public schools. (See **Exhibit D**, p. 1)
16. For example, one of the most obvious effects of the *de facto* segregation, which is occurring within a one-square mile city, can be seen when comparing Connors to HoLa. Connors' student population consists of 3.9% white students as compared to HoLa's 60.6%, while Connors' Hispanic student population is 63.3% as compared to HoLa's 28.8%. (See **Exhibits C and D**, p. 1)



17. This statistic is even more significant when you consider that Connors is a short walk away from HoLa and is the closest traditional public school to HoLa.

18. While the local school District as a whole enrolled a minority student population of 76% during 2011-2012 and 75% during 2012-2013, HoLa only enrolled 30% and 39% respectively. The three-year trend as depicted in the below chart remains the same – HoLa continuously enrolls a much lower percentage of minority students as compared to the traditional public schools and in many cases when compared to the other two Hoboken charter schools.

City of Hoboken-Charter and Traditional District Minority Enrollment Trend

School District	2009-10	2010-11	2011-12	2012-13
Elysian	43%	40%	38%	37%
Hoboken Charter	56%	57%	54%	51%
HoLa		39%	30%	39%
District	78%	78%	76%	75%

Source: DOE Enrollment Reports

(See **Exhibit D**, p. 4)

19. When HoLa is compared to the total schools in New Jersey, Hudson County's traditional public schools, Hoboken's traditional public schools, and the other two charter schools in Hoboken, the three-year trend is glaring. (See **Exhibit D**, p. 3)

20. During the 2012-2013 school year, HoLa enrolled a minority student population of 39% while New Jersey as a whole enrolled

50%, Hudson County public schools enrolled 83%, Hoboken public schools enrolled 75%, and Hoboken charter schools (inclusive of HoLa) enrolled 43%. The trend for the 2010-2011 and the 2011-2012 school years is similar, with HoLa's student population demonstrating a stark contrast in demographics when compared to other schools.

**Minority Enrollment as a Percentage at the State, County, and City Level**

School District	2010-2011	2011-2012	2012-2013
State of New Jersey	48%	49%	50%
Hudson County Public Schools	82%	83%	83%
Hoboken Public Schools	78%	76%	75%
Hoboken Charter Schools	47%	42%	43%
HoLa Charter School	39%	30%	39%

Source: DOE Enrollment Reports

(See **Exhibit D**, p. 3)

21. Jersey City, a neighboring urban city, is able to balance the student composition of its traditional public schools and charter schools. While the local Jersey City school district enrolled a minority student population of 89%, all of the charter schools except two enrolled a higher percentage of minority students during the 2012-2013 school year.

**Minority Enrollment as a Percentage in Jersey City**

School District	2012-13
Jersey City Community Charter School	99%
Jersey City Golden Door Charter School	92%
Learning Community Charter School	68%
Soaring Heights Charter School	93%
The Ethical Community Charter School	68%

University Academy Charter School	98%
METS Charter School	91%
Liberty Academy Charter School	99%
Dr. Lena Edwards Academic	100%
Beloved Community Charter School	93%
Public School District	89%

Source: DOE Enrollment Reports

(See **Exhibit D**, p. 5)

22. Based on the DOE's 2012-2013 school performance reports, HoLa's disabled student population consisted of 5% while Wallace's was at 16%. Even the two other Hoboken charter schools had enrolled a disabled student population of 14% during the 2012-2013 school year. (See **Exhibit D**, p. 2)

23. While HoLa's economically disadvantaged student population was 11% during the 2012-2013 school year, and actually demonstrated a trending decline in economically disadvantaged student enrollment from 2011-2012 and 2010-2011, the traditional public schools enrolled a strikingly higher percentage of economically disadvantaged students:

- a. Wallace – 62%
- b. Calabro – 60%
- c. Connors – 96%
- d. Brandt – 36%
- e. Hoboken Jr./Sr. High School – 81%

(See **Exhibit D**, p. 2)

24. Dr. Toback explicitly requested that the DOE correct the lottery process to allow charters to meet enrollment requirements and to create a corrective action plan or other intervention that will

allow for more immediate action to balance enrollment. (See **Exhibit B**)

25. He stated that the enrollment policies lead to unintended results and expressed concern in stating, “It seems hard to believe forty years after the civil rights movement that I would be writing about the need to integrate public schools. The charter populations do not reflect the overall diversity and immediate intervention is needed from the NJDOE.” (See **Exhibit B**, p. 9)

26. With regard to funding, Dr. Toback’s letter stated that in most cases, the traditional public school loses funding to students attending charter schools but the need for funding remains due to enrollment growth at the lower grade levels. (See **Exhibit B**, p. 4)

27. Dr. Toback provided statistical information related to the multi-year trend of charter school funding, noting that the amount of funding allocated to charter schools has increased exponentially and is trending towards a state of crisis for the non-charter school children.

07/08	08/09	09/10	10/11	11/12	12/13	13/14
<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Unaudited</i>	<i>Anticipated</i>
\$2,807,009	\$3,933,329	\$4,180,880	\$4,987,989	\$5,973,346	\$7,254,646	\$7,807,674
Increase%	40.1%	6.3%	19.3%	19.8%	21.5%	7.6%

(See **Exhibit B**, pp. 4-5)

28. The District has been forced not only to make cuts in administrative costs, but also will inevitably be forced to cut

- student programs in order to support the charter expansion. These cuts could affect the ability of the District to provide a thorough and efficient education to its students. (See **Exhibit B**, p. 6)
29. Dr. Toback's letter describes the challenges that the traditional school system faces with having to pay for private out-of-district placements for disabled children who require those services. While necessary to meet the needs of the students, this is an expense that falls upon the traditional school system, not the charter schools and incentivizes out-of-district placements by charter schools. (See **Exhibit B**, p. 7)
30. Despite Dr. Toback's letter and the available statistics and information, a March 5, 2014 letter, signed by Evo Popoff, Chief Innovation Officer, renewed HoLa's charter for a period of five years through June 30, 2019. (See Evo Popoff's March 5, 2014 letter attached as **Exhibit E**)
31. As part of the renewal, Mr. Popoff decided to grant the expansion to 7<sup>th</sup> grade for the 2015-2016 school year and to 8<sup>th</sup> grade for the 2016-2017 school year. (See **Exhibit E**)
32. The letter does not address any of Dr. Toback's concerns regarding segregation and funding or any other concerns raised.
33. According to Mr. Popoff, through the renewal process it was determined that the school was providing a high-quality education to its students. (See **Exhibit E**)

34. Mr. Popoff states in relevant part, "...I am renewing Hoboken Dual Language Charter School for a period of five years through June 30, 2019." (See **Exhibit E**)

**COUNT ONE**

35. Petitioner repeats and realleges the allegations as set forth in paragraphs 1 through 34 above as if set forth at length herein.
36. N.J.S.A. 18A:36-17 governing renewal of charters and the implementing regulations, specifically N.J.A.C 6A:11-2.3 grants the "Commissioner" the authority to grant a renewal of a charter following the initial approval.
37. Similarly, N.J.A.C. 2A:11-2.6, governing amendments to charters, gives the "Commissioner" the ability to approve or deny amendments.
38. The March 5, 2014 letter, does not indicate that the "Commissioner" made the decision to renew and expand HoLa's charter. Rather, it was signed by Evo Popoff, the Chief Innovation Officer, who unequivocally states that he made the determination.
39. Moreover, according to the Department of Education's Organizational Chart, Mr. Popoff as the Chief Innovation Officer oversees the Office of Charter Schools, thus creating a conflict in his ability to make decisions regarding charter schools. (See Department of Education Organizational Charter attached as **Exhibit F**)

40. As such, the renewal and expansion of HoLa's charter application as set forth in the March 5, 2014 is not valid.

**WHEREFORE,** Petitioner demands the following relief:

- a. The March 5, 2014 renewal and expansion of HoLa be set aside;
- b. The Commissioner of Education should reassess granting the renewal and expansion in accordance with New Jersey statutes and the New Jersey Administrative Code, including a comprehensive review of the school, including but not limited to the segregation effect and funding on non-charter school students; and
- c. The Commissioner of Education should implement a remedial plan to address the issues of funding and segregation within the currently approved grades if a renewal is granted. An expansion should not be granted until a remedial plan has been implemented and proven to be effective; and
- d. Petitioner further requests any other relief the Commissioner deems just and equitable.

**COUNT TWO**

41. Petitioner repeats and realleges the allegations as set forth in paragraphs 1 through 40 above as if set forth at length herein.

42. N.J.S.A. 18A:36-17 governs the renewal of charters.

43. N.J.A.C. 2.3(b) mandates that prior to renewing a charter, the Commissioner shall conduct a comprehensive review of the school.
44. Among other information, the Commissioner is to review the school's annual reports, student performance, the recommendation from the local board of education, the annual assessments of student composition, and is mandated to conduct a structured interview with the charter school.
45. In evaluating a charter application, "the Commissioner must assess the racial impact that a charter school applicant will have on the district of residence in which the charter school will operate" and "must use the full panoply of [her] powers to avoid" segregation resulting from the grant of a charter school application. In the Matter of Proposed Quest Academy Charter School of Montclair Founders Group, 216 N.J. 370, 377 (2013) (quoting In re Grant of Charter Sch. Application of Englewood on the Palisades Charter Sch., 164 N.J. 316, 329 (2000)).
46. Second, if the local school district "demonstrates with some specificity that the constitutional requirements of a thorough and efficient education would be jeopardized by [the district's] loss" of the funds to be allocated to a charter school, "the Commissioner is obligated to evaluate carefully the impact that loss of funds would have on the ability of the district of residence to deliver a thorough



and efficient education.” Id. (quoting Englewood on the Palisades, II, 334-35)

47. Dr. Toback’s letter raised important concerns, supported by statistical information, regarding funding and the effect on non-charter school students as well as the segregation of the student population.
48. The DOE’s own school performance and enrollment reports also demonstrate the stark demographic differences of HoLa as compared to the traditional public schools and other charter schools.
49. HoLa’s annual reports also demonstrate the disproportionate breakdown of its student population when compared to the traditional public schools. (See HoLa’s 2011-2012 annual report attached as **Exhibit G**, pp. 5-6 as compared to **Exhibits C** and **D**)
50. N.J.S.A. 18A:36A-17 provides discretion to the Commissioner to grant a renewal for a five-year period. It also allows the Commissioner to revoke a school’s charter if the school has not fulfilled any condition imposed by the Commissioner in connection with the granting of the charter or if the school has violated any provision of its charter.
51. The Commissioner is also given authority to place the charter school on probationary status to allow the implementation of a remedial plan.

52. A comprehensive review, even if conducted, could not have appropriately addressed the impact of these issues since no remedial action was taken and an expansion was granted.

**WHEREFORE,** Petitioner demands the following relief:

- a. The March 5, 2014 renewal and expansion of HoLa be set aside; and
- b. The Commissioner of Education should reassess granting the renewal and expansion in accordance with New Jersey statutes and the New Jersey Administrative Code, including a comprehensive review of the school, which should include the segregation effect and funding on non-charter school students;
- c. The Commissioner of Education should implement a remedial plan to address the issues of funding and segregation within the currently approved grades if a renewal is granted. An expansion should not be granted until a remedial plan has been implemented and proven to be effective; and
- d. Any other further relief the Commissioner deems just and equitable.

### **COUNT THREE**

53. Petitioner repeats and realleges the allegations as set forth in paragraphs 1 through 52 above as if set forth at length herein.

54. N.J.A.C. 2A:11-2.6 allows a charter school to apply to the Commissioner for an amendment to its charter for a number of reasons, including expanding grade levels.
55. HoLa's October 15, 2013 application sought to expand grade levels and therefore, sought to amend its charter.
56. As part of an amendment, the charter school is mandated to include the applicable revised pages to the approved New Jersey Charter School Application, which it failed to do.
57. All amendments shall be evaluated by the DOE in accordance with N.J.S.A. 18A:36A-1 et seq.
58. In evaluating a charter application, "the Commissioner must assess the racial impact that a charter school applicant will have on the district of residence in which the charter school will operate" and "must use the full panoply of [her] powers to avoid" segregation resulting from the grant of a charter school application. In the Matter of Proposed Quest Academy Charter School of Montclair Founders Group, 216 N.J. 370, 377 (2013) (quoting In re Grant of Charter Sch. Application of Englewood on the Palisades Charter Sch., 164 N.J. 316, 329 (2000)).
59. Second, if the local school district "demonstrates with some specificity that the constitutional requirements of a thorough and efficient education would be jeopardized by [the district's] loss" of the funds to be allocated to a charter school, "the Commissioner is

obligated to evaluate carefully the impact that loss of funds would have on the ability of the district of residence to deliver a thorough and efficient education.” Id. (quoting Englewood on the Palisades, II, 334-35)

60. The DOE failed to address HoLa’s procedural deficiencies.
61. The DOE further failed to properly assess the New Jersey statutes, case law, and the implementing regulations applicable to amendments and generally to charter schools.
62. The DOE failed to unilaterally address the segregation effect and funding issues as remedial action would have been taken and/or the expansion would not have been permitted pending further investigation.
63. The DOE further failed to address the issues, including the segregation effect and funding issues, brought to light by Dr. Toback’s letter as remedial action would have been taken and/or the expansion would not have been permitted pending further investigation.

**WHEREFORE**, Petitioner demands the following relief:

- a. The March 5, 2014 renewal and expansion of HoLa be set aside; and
- b. The Commissioner of Education should reassess granting the renewal and expansion in accordance with New Jersey statutes and the New Jersey Administrative Code, including

a comprehensive review of the school, which should include the segregation effect and funding on non-charter school students; and

- c. The Commissioner of Education should implement a remedial plan to address the issues of funding and segregation within the currently approved grades if a renewal is granted. An expansion should not be granted until a remedial plan has been implemented and proven to be effective; and
- d. Any other further relief the Commissioner deems just and equitable.

#### **COUNT FOUR**

64. Petitioner repeats and realleges the allegations as set forth in paragraphs 1 through 63 above as if set forth at length herein.

65. N.J.S.A. 18A:36A-8(c) allows a charter school to give enrollment priority to a sibling of a student enrolled in the charter school.

66. N.J.S.A. 18A:36-8(e) mandates that the admission policy of the charter school shall, to the maximum extent practicable, seek the enrollment of a cross section of the community's school age population including racial and academic factors.

67. N.J.A.C. 6A:11-2.2(c) requires the Commissioner to annually assess the student composition of a charter school and the

- segregative effect that the loss of the students may have on its district of residence.
68. N.J.A.C. 6A:11-2.3(b)(7) requires the Commissioner to review a number of items, including, “[t]he annual assessments of student composition of the charter school.”
69. HoLa’s 2011-2012 annual report states that its goal is to represent a cross-section of the Hoboken community and that its admission is by lottery. (See **Exhibit G**, p. 6)
70. HoLa gives priority to siblings of enrolled students. “Siblings of current students are given preference, so they are automatically allocated spots and their numbers are removed from [the] lottery pool before the random selection begins.” (See **Exhibit G**, p.7)
71. HoLa’s annual report also states that it advertises in local publications, disseminates information to local families about the school, and flyers are distributed throughout the city. (**Exhibit G**, p. 6)
72. However, minimal details are provided on how marketing is targeted and whether the marketing targets certain demographics in order to ascertain whether HoLa is seeking a cross-section of the community to the “maximum extent practicable” as is required by law.
73. As demonstrated by Dr. Toback’s letter and the DOE’s school performance and enrollment reports (**Exhibits B, C, and D**), as well

as the demographic information submitted in HoLa's annual reports (**Exhibit G**, p. 5), there is clearly at least *de facto* segregation occurring, which the DOE ignored in renewing the charter and expanding grade levels.

74. "While the Charter School's enrollment practices might not be the sole cause of existing racial/ethnic imbalance, the manner of operation of the school after its color-blind lottery, warrants closer scrutiny to determine whether some of the school's practices may be worsening the existing racial/ethnic imbalance in the district schools." I/M/O Grant of Renewal Application of the Red Bank Charter School, 367 N.J. Super. 462, 480 (2004)
75. The renewal with the expansion of grade levels will only serve to exacerbate the current situation.
76. HoLa's policy of automatically allocating spots for siblings of current students will only serve to exacerbate the current situation.
77. The Commissioner "**must** consider the impact that the movement of pupils to a charter school would have on the district of residence" and "be prepared to act if the *de facto* effect of a charter school were to affect a racial balance precariously maintained in a charter school's district of residence." I/M/O Grant of Renewal Application of the Red Bank Charter School, 367

N.J. Super. 462, 472 (2004) (quoting Englewood on the Palisades, II at 328)

78. The Commissioner has failed to act, causing harm to non-charter students and the Hoboken Board of Education. This failure to act and to expand HoLa to 7<sup>th</sup> and 8<sup>th</sup> grade will only exacerbate the current situation.

**WHEREFORE,** Petitioner demands the following relief:

- a. The March 5, 2014 renewal and expansion of HoLa be set aside; and
- b. The Commissioner of Education should reassess granting the renewal and expansion in accordance with New Jersey statutes and the New Jersey Administrative Code, including a comprehensive review of the school, which should include the segregation effect and funding on non-charter school students; and
- c. The Commissioner of Education should implement a remedial plan to address the issues of funding and segregation within the currently approved grades if a renewal is granted. An expansion should not be granted until a remedial plan has been implemented and proven to be effective; and
- d. Any other further relief the Commissioner deems just and equitable.



### **COUNT FIVE**

79. Petitioner repeats and realleges the allegations as set forth in paragraphs 1 through 78 above as if set forth at length herein.
80. The Department acted “arbitrary and capriciously” in making the March 5, 2014 decision.
81. The Department acted unreasonably in making the March 5, 2014 decision.

**WHEREFORE,** Petitioner demands the following relief:

- a. The March 5, 2014 renewal and expansion of HoLa be set aside; and
- b. The Commissioner of Education should reassess granting the renewal and expansion in accordance with New Jersey statutes and the New Jersey Administrative Code, including a comprehensive review of the school, which should include the segregation effect and funding on non-charter school students; and
- c. The Commissioner of Education should implement a remedial plan to address the issues of funding and segregation within the currently approved grades if a renewal is granted. An expansion should not be granted until a remedial plan has been implemented and proven to be effective; and

- d. Any other further relief the Commissioner deems just and equitable.

**METHFESSEL & WERBEL, ESQS.**  
Attorneys for Petitioner Hoboken  
Board of Education

By:   
Eric L. Harrison

DATED: April 14, 2014

**VERIFICATION OF PETITION**

I, Dr. Mark Toback, of full age, being duly sworn upon his oath according to law deposes and says:

1. I am the Superintendent and representative of the Petitioner, Hoboken Board of Education, in this matter.
2. I have read the petition and aver that the facts contained therein are true to the best of my knowledge and belief.



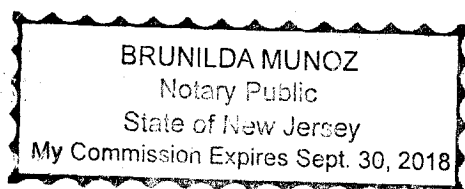
Dr. Mark Toback

SWORN AND SUBSCRIBED before me this:

10 day of April, 2014.



\_\_\_\_\_  
Notary Public of the State of New Jersey



Eric L. Harrison - ID #033381993  
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Our File No. 79015 ELH

HOBOKEN BOARD OF EDUCATION,

Petitioner,

V.

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION,  
HOBOKEN DUAL LANGUAGE  
CHARTER SCHOOL

Respondents.

BEFORE THE COMMISSIONER OF  
EDUCATION OF NEW JERSEY

**CERTIFICATION OF SERVICE**

I, Jennifer M. Lear, of full age, hereby certify as follows:

1. I am a paralegal with law firm of Methfessel & Werbel, Esqs., attorneys for the Petitioner Hoboken Board of Education.

2. On April 14, 2014, I sent via Federal Express the Verified Petition in this matter to the following parties/entities:

New Jersey State Department of Education  
Commissioner of Education  
Director of Bureau of Controversies and Disputes  
P.O. Box 500  
100 River View Plaza  
Trenton, NJ 08625  
Phone #: 609-292-5705  
Fax #: 609-292-4333

Attorney General of the State of New Jersey  
Department of Law and Public Safety, Division of Law  
Attn: Education Section  
25 Market Street  
PO Box 112  
Trenton, N.J. 08625-0112  
Phone #: 609-292-4925  
Fax: 609-292-3508

Hoboken Dual Language Charter School  
Attn: Barbara Martinez, Board of Trustees President  
123 Jefferson Street  
Hoboken, N.J. 07030  
Phone #: 201-427-1458

3. Enclosed is the Federal Express receipt for this service.

I certify that the foregoing statements made by me are true. I am aware that if any of the foregoing statements made are willingly false, I am subject to punishment.

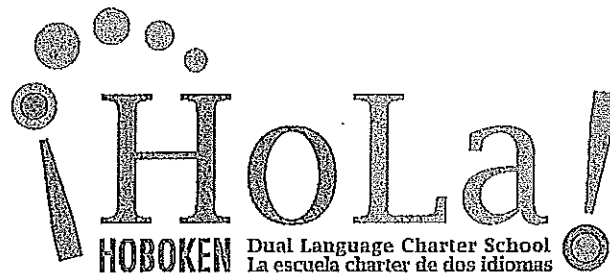


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Jennifer M. Lear

Dated: April 14, 2014

# **EXHIBIT A**



## **Charter Renewal Application 2013-2014**

**Submitted October 15, 2013:**

**Chris Cerf, New Jersey Commissioner of Education**

**Amy Ruck, Director of Charter Schools, NJ Department of Education**

**Monica Tone, Acting Exec. County Superintendent, Hudson County, NJ**

**Mark Toback, Superintendent, Hoboken Board of Education**

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\*Attached to PDF document, and included as a separate file on flash drive.



## I. Overview

### 1.1 Provide the following information requested.

a) Fill in the following chart with the school's basic information.

BASIC INFORMATION	
Name of School	Hoboken Dual Language Charter School ( <i>HoLa</i> )
Year School Opened	2010
Grade Level(s) in 2013-2014	K, 1, 2, 3, 4, 5
Current Enrollment	246
Maximum Enrollment	272
Current Waiting List	271
School Address(es)	123 Jefferson Street, Hoboken, NJ 07030
District(s) / Region of Residence	Hoboken, New Jersey 07030
Website Address	Holahoboken.org
Name of Board President	Barbara Martinez
Board President email	<a href="mailto:Bmartinez@holahoboken.org">Bmartinez@holahoboken.org</a>
Board President phone	201-988-0058
Name of School Leader	Elizabeth Willaum
School Leader email	<a href="mailto:ewillaum@holahoboken.org">ewillaum@holahoboken.org</a>
School Leader phone	201-427-1458
Name of SBA	John Bolil
SBA email	<a href="mailto:jbolil@holahoboken.org">jbolil@holahoboken.org</a>
SBA phone	201-427-1458 ext. 211

b) Fill in the following chart with the school's student demographics.

SCHOOL DEMOGRAPHICS	
# and % Free or Reduced Price Lunch Students	27 / 11%
# and % Special Ed Students	10 / 4%
# and % LEP Students	0
# and % Asian Students	14 / 6%
# and % Black Students	10 / 4%
# and % Hispanic Students	82 / 33%
# and % White Students	131 / 53%
# and % Other ethnic groups	9 / 4%

## 1.2 Educational Program Overview

- a) Describe the school's educational philosophy and any unique and innovative features in the educational program. (See *Performance Framework, Organizational Section, 1a*)

*During its three years of existence, HoLa has established a strong tradition of excellence through a rigorous Spanish-English dual language immersion curriculum that reflects the State of New Jersey Core Curriculum Content Standards as well as the Common Core, and adheres to the well-established immersion model (graduated 90-10 approach). The Spanish language is used as the vehicle for instruction in delivering a challenging academic program coupled with innovative teaching strategies. HoLa provides an emphasis on the arts and experiential learning; a dynamic, nurturing school community; and a multicultural perspective. HoLa's model and instructional approach brings students from Spanish and non-Spanish speaking language backgrounds together from across our diverse city to learn side by side, and from one another, as they prepare to become both global citizens and positive members of our own community. Intrinsic to its language immersion model are three complementary goals: high levels of academic achievement in all core content areas; academic levels of bilingualism for all children; and an appreciation of diverse cultures.*

*The following is the linguistic rotation by grade level:*

- 90% instruction in Spanish : 10% instruction in English in Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades*
- 60% instruction in Spanish : 40% instruction in English in 3<sup>rd</sup> grade*
- 50% instruction in Spanish : 50% instruction in English in 4<sup>th</sup> and 5<sup>th</sup> grades (and 6<sup>th</sup> grade next year)*

*As a complement to the immersion approach and rigorous educational model laid out in our original charter, HoLa has added an extensive Science, Technology, Engineering and Math (STEM) component to its academic program, which is unique among the educational offerings within our community. HoLa has purchased over 65 Chrome Books and 30 iPad Mini's, which are used by teachers and students school-wide on a daily basis to integrate technology into the core curriculum, as well as high definition monitors, Foss kits and extensive hands-on science equipment for all 4<sup>th</sup> and 5<sup>th</sup> grade classes. Moreover, HoLa has invested in STEM instruction by hiring Math and Science specialists for 4<sup>th</sup> and 5<sup>th</sup> grades, and by providing a series of STEM courses as part of the weekly schedule, including Scratch (basic programming using an interactive platform), Building Math (a hands-on program created by the Museum of Science in Boston, that applies mathematic principles to solving real-world engineering problems), and Online Research Projects (data collection and analysis to contribute to collaborative projects hosted by The Center for Innovation in Engineering and Science Education (CIESE) at Stevens Institute of Technology, exploring areas of inquiry such as climate and topography); course offerings for 6<sup>th</sup> grade will build on those provided this year. To support the STEM program and the integration of technology into the core curriculum, HoLa has partnered with CIESE to provide ongoing professional development to our teaching staff, as well as program development. Our teachers and students alike have embraced the added emphasis on STEM education, as the ideal complement to our dual language program: HoLa is truly developing 21<sup>st</sup> Century citizens.*

## II. Academic Framework

### 2.1 Is the academic program a success?

- a) Discuss the school's academic achievement results over the last four years. How has the school performed with regards to absolute, comparative and growth measures over the last charter term? In the absence of expected achievement, identify proposed changes to the educational program that your school will implement to improve the school's academic performance and student outcomes.

*HoLa's academic program has undoubtedly been a success. This is underscored by the fact that the students who have been at HoLa since Kindergarten and 1<sup>st</sup> grade have consistently performed at high levels of achievement in all subjects, and at higher levels than the cohort who joined the school in 2<sup>nd</sup> grade in its first year of operations (although this group is improving over time, as described below).*

#### **NJASK ASSESSMENTS**

*As a new school, our students have only taken the NJASK for two years (2011-12 and 2012-13), and the students who started with us in Kindergarten have not yet taken this exam—although they have performed extremely well on the NJPASS, which is designed to parallel the NJASK for the younger grades (see scores in the next section). Last year's 3<sup>rd</sup> grade cohort performed extremely well on the NJASK in both subjects tested (Math and Language Arts). Consistent with our experience over the past three years, the student cohorts who have been with us longer (starting at HoLa in K and 1<sup>st</sup> grade) have consistently demonstrated higher absolute scores than the group of students who entered the school in 2<sup>nd</sup> grade (last year's 4<sup>th</sup> grade cohort). However, even this cohort performed well in Math and Science on the NJASK this past year, and demonstrated significant growth in Math in particular.*

*A) The following are absolute results for the two years that HoLa has administered the NJASK:*

NJASK-3 % PASS	2010-11	2011-12	2012-13
Proficient & Advanced - LAL	na	71%	89%
Advanced - LAL	na	12%	5%
Proficient & Advanced - MATH	na	61%	96%
Advanced - MATH	na	29%	52%

NJASK-4 % PASS	2010-11	2011-12	2012-13
Proficient & Advanced - LAL	na	na	70%
Advanced - LAL	na	na	22%
Proficient & Advanced - MATH	na	na	83%
Advanced - MATH	na	na	48%
Proficient & Advanced - SCIENCE	na	na	96%
Advanced - SCIENCE	na	na	70%

*B) The following are comparison results for the two years that HoLa has administered the NJASK:*

NJASK-3 (2012) % PASS	State	Hoboken District	HoLa
Proficient & Advanced - LAL	67%	48%	71%
Advanced - LAL	4%	2%	12%
Proficient & Advanced - MATH	78%	55%	61%
Advanced - MATH	37%	22%	29%

*2011-2012, NJASK-3: When HoLa administered the NJASK to our first cohort of 3<sup>rd</sup> graders in 2012, our students outperformed the district and the state in Language Arts, and outperformed the district in Math, although they did not match the state averages for Math. As a result, we changed Math programs (from Investigations to Singapore Math) and targeted rigor/differentiation in classroom instruction, and the same cohort went on to achieve significantly higher scores in 2013—outperforming both the state and*

the district, and meeting/exceeding the performance framework standards, as described in the "growth" section below.

NJASK-3 (2013) % PASS	State	DFG-R	HoLa
Proficient & Advanced - LAL	66%	61%	89%
Advanced - LAL	4%	2%	5%
Proficient & Advanced - MATH	78%	74%	96%
Advanced - MATH	42%	34%	52%

*2012-2013, NJASK-3: When HoLa administered the NJASK to our second cohort of 3<sup>rd</sup> graders in 2013, the students significantly outperformed the state and the district factor group in both Language Arts and Math (including rates of advanced proficiency), and exceeded the performance framework standards in all areas except rate of advanced proficiency for Language Arts.*

NJASK-4 (2013) % PASS	State	DFG-R	HoLa
Proficient & Advanced - LAL	59%	49%	70%
Advanced - LAL	8%	6%	22%
Proficient & Advanced - MATH	78%	68%	83%
Advanced - MATH	35%	24%	48%
Proficient & Advanced - SCIENCE	90%	82%	96%
Advanced - SCIENCE	40%	33%	70%

*2012-2013, NJASK-4: HoLa students significantly outperformed the state and the district factor group in Language Arts, Math and Science (including rates of advanced proficiency), and met or exceeded the performance framework standards in all areas, except overall proficiency rates for Language Arts.*

*C) The following are growth results for the two years that HoLa has administered the NJASK:*

Cohort 1 Comparison % PASS	HoLa 3 <sup>rd</sup> grade 2011-12	HoLa 4 <sup>th</sup> grade 2012-13	Hoboken District 3 <sup>rd</sup> grade 2011-12	DFG 4 <sup>th</sup> grade 2012-13	State 3 <sup>rd</sup> grade 2011-12	State 4 <sup>th</sup> grade 2012-13
Proficient & Advanced - LAL	71%	70%	48%	49%	67%	59%
Advanced - LAL	12%	22%	2%	6%	4%	8%
Proficient & Advanced - MATH	61%	83%	55%	68%	78%	78%
Advanced - MATH	29%	48%	22%	24%	37%	35%

*Cohort 1: This unique student cohort has been a challenge for the school since the first year, and we are finally seeing the concrete improvements we have been working toward, with further improvement anticipated this current year. These students commenced the dual language immersion process in the 2<sup>nd</sup> grade when they were admitted into the school in its first year of implementation (no lottery was necessary for this grade because it was a small group). Approximately 36% of these students were received from other public and private schools in which they had already exhibited academic deficiencies in an all-English instructional setting. The achievement in absolute scores demonstrated by these students is below that of the other student cohorts on the NJASK and NJPASS. However, this group has*

demonstrated significant growth over time, and is steadily catching up to the achievement levels of other cohorts, just as their language proficiency is steadily developing. With the targeted interventions and strategies described below, we expect to see this positive trend continue.

In both school years 2011-12 and 2012-13, in spite of the aforementioned challenges, this cohort who entered the immersion program at the 2<sup>nd</sup> grade level at a distinct disadvantage related to academic instruction in two target languages outperformed the state, the district of residence and the district factor group in Language Arts on the NJASK-3, and in Language Arts, Mathematics and Science on the NJASK-4. In addition, the students' performance in Math has improved significantly from 2011-12 to 2012-13.

Based on the NJASK results, specifically the cluster analysis, the school is focusing on the development of targeted writing skills for this cohort, and is further working with a sub-set of struggling students who entered the school in 2<sup>nd</sup> grade from other schools with lagging literacy skills and are still working to catch up to their peers in this particular area. In addition, this year we are using interim assessment data in new ways to drive differentiated instruction school-wide, and we are incorporating more writing into all subject areas. We feel confident that this year's NJASK scores will reflect these efforts, so that the students who joined us in 2<sup>nd</sup> grade will reach the levels of achievement in all subject areas that the students who joined HoLa in K and 1<sup>st</sup> have demonstrated consistently to date.

Cohort 2 Comparison % PASS	HoLa NJ-PASS 2nd Grade (2012)	HoLa NJASK-3 (2013)	DFG-R NJASK-3 (2013)	State NJASK-3 (2013)
Proficient & Advanced - LAL	90%	89%	61%	66%
Advanced - LAL	52%	5%	2%	4%
Proficient & Advanced - MATH	94%	96%	74%	78%
Advanced - MATH	52%	52%	34%	42%

Cohort 2: This group performed exceptionally well on the NJASK-3 in 2013, significantly outperforming both the state and district factor group in both Language Arts and Math, which is consistent with their excellent performance on the NJPASS in 2<sup>nd</sup> grade. However, in alignment with our school-wide goals, we expect to see increased growth in Language Arts when they are administered the NJASK-4 at the end of the current year, so that the cohort exceeds 90% Proficient on that portion of the exam, with 30% or more scoring Advanced Proficient, per the performance framework. To this end, we are using the data from the NJASK cluster analysis and school-created interim assessments to drive instruction in Language Arts and to identify specific areas in further need of improvement for students in this cohort.

#### OTHER ASSESSMENTS

The school utilizes additional assessments to monitor the academic progress of our students, including authentic methodologies, standardized anecdotal protocol, performance-based and project-based rubrics. Additional formal assessments include: New Jersey Proficiency Assessment of State Standards (NJPASS), Developmental Reading Assessment (DRA) in English, and Evaluación del Desarrollo de la Lectura (EDL) in Spanish. These additional assessments assist in charting our progress and adapting instruction and services to meet the needs of all our students.

The NJPASS monitors academic achievement in the 1<sup>st</sup> and 2<sup>nd</sup> grades. Based on the results, students are assigned to differentiated groups within each classroom for Language Arts and Math. The data further assists the administration in determining whether the HoLa student population has achieved appropriate levels of academic proficiency, and drives instruction accordingly. The NJPASS is commercially available, is a valid and reliable standardized instrument, and is approved by the

*NJDOE to assess progress in Language Arts and Math. The instrument references a similar set of learning outcomes derived from the Common Core and aligned to the NJCCCS and Performance Standards. The chart below presents the scores for the past three years.*

<b>NJ-PASS 1<sup>st</sup> Grade % PASS</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Proficient & Advanced - LAL	98%	95%	98%
Advanced - LAL	86%	84%	79%
Proficient & Advanced - MATH	93%	96%	94%
Advanced - MATH	56%	73%	44%

<b>NJ-PASS 2nd Grade % PASS</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Proficient & Advanced - LAL	69%	90%	93%
Advanced - LAL	34%	52%	76%
Proficient & Advanced - MATH	78%	94%	96%
Advanced - MATH	27%	52%	87%

*HoLa students demonstrated significant achievement in Language Arts and Mathematics, notably in the category of Advanced Proficiency. These results are consistent with the research data on the implications of immersion on brain functions (Sousa, 2006; Collier & Thomas, 2009) and lend support to more recent findings that students who become bilingual and biliterate through early immersion schooling show the same cognitive boost to executive function as children who are bilingual from birth (Hermanto, Moreno & Bialystok, 2012).*

## **2.2 Is the school preparing students for college and career? (For High Schools Only)**

- a) Describe how the school evaluates and tracks whether or not students are ready for college and career. Examples may include AP test participation and results, ACT/SAT results, graduation rates and enrollment in post-secondary institutions.

*(Not applicable.)*

## **2.3 Is the school meeting its mission-specific educational goals?**

- a) State the mission of the school as it appears in your charter application.

*The Hoboken Dual Language Charter School (HoLa) will be a full-time public elementary school serving grades K through 6. HoLa will establish a strong tradition of excellence through a rigorous Spanish-English dual language curriculum that meets or exceeds the State of New Jersey Core Curriculum Content Standards, and adheres to the well-established immersion model (90-10 approach). The Spanish language will be used as a tool of instruction in delivering a challenging academic program coupled with innovative teaching strategies, including an emphasis on the arts and experiential learning; a dynamic, nurturing school community; and a multicultural perspective. Intrinsic to the Immersion model are three complementary goals: high levels of achievement in all core content areas, academic levels of bilingualism/biliteracy for all children, and an appreciation of other cultures. This approach will bring children from Spanish and non-Spanish language backgrounds together from across our diverse city to learn side by side, and from one another, as they prepare to become both global citizens and positive members of our own community. Cultural and linguistic equity are important components of immersion education, and an intrinsic element of the Hoboken Dual Language Charter School's (HoLa) mission: all cultures and languages are valued equally.*

- b) Outside of the metrics outlined in the Performance Framework, how does your school measure and track mission accomplishment? In the prescribed chart format below, provide at least 2-3 goals that have been used to measure and track mission accomplishment over multiple years.

<b>Mission-Specific Goal</b>	<i>Students will learn to read and write in Spanish language with a high level of fluency.</i>
<b>Measure/Metric</b>	<i>At least 65% of all HoLa students will score at the benchmark set for an age appropriate nationally recognized measure of L2 proficiency.</i>
<b>Target</b>	<i>HoLa will increase percentage of students reaching benchmark or above on the Evaluación del Desarrollo de Lectura (EDL) by 5% or more in 2012-13.</i>
<b>Actual Outcome</b>	<p><i>Comparison of 2011-2012 to 2012-2013 EDL results:</i></p> <ul style="list-style-type: none"> <li><i>• In 2012, 67% of K students reached benchmark or above.</i></li> <li><i>• In 2013, 97% of K students reached benchmark or above.</i></li> <li><i>• In 2012, 60% of 1<sup>st</sup> grade students reached benchmark or above.</i></li> <li><i>• In 2013, 95% of 1<sup>st</sup> grade students reached benchmark or above.</i></li> <li><i>• In 2012, 78% of 2<sup>nd</sup> grade students reached benchmark or above.</i></li> <li><i>• In 2013, 87% of 2<sup>nd</sup> grade students reached benchmark or above.</i></li> <li><i>• In 2012, 78% of 3<sup>rd</sup> grade students reached benchmark or above.</i></li> <li><i>• In 2013, 82% of 3<sup>rd</sup> grade students reached benchmark or above.</i></li> <li><i>• In 2013, 40% of 4<sup>th</sup> grade students reached benchmark or above.</i></li> </ul> <p><i>GOAL HAS BEEN MET.</i></p>

<b>Mission-Specific Goal</b>	<i>Students will exhibit high levels of oral proficiency in Spanish.</i>
<b>Measure/Metric</b>	<i>At least 70% of all HoLa students will score benchmark or above on an age-appropriate measure of L2 oral language proficiency.</i>
<b>Target</b>	<i>On a spring-to-spring interval, 80% of HoLa students will increase 1 level on the Early Language Listening &amp; Oral Proficiency (ELLOPA) and Student Oral Proficiency Assessment Rating Scale (SOPA).</i>
<b>Actual Outcome</b>	<p><i>Below are the results of the ELLOPA/SOPA:</i></p> <ul style="list-style-type: none"> <li><i>• In 2013, 78% of K students reached benchmark or above.</i></li> <li><i>• In 2013, 61% of 1<sup>st</sup> grade students reached benchmark or above.</i></li> <li><i>• In 2013, 91% of 2<sup>nd</sup> grade students reached benchmark or above.</i></li> <li><i>• In 2013, 79% of 3<sup>rd</sup> grade students reached benchmark or above.</i></li> <li><i>• In 2013, 65% of 4<sup>th</sup> grade students reached benchmark or above.</i></li> </ul> <p><i>These results serve as the baseline for annual assessment.</i></p>

- c) Provide an explanation as to whether or not your school has met its mission-specific goals and a plan/timeline as to how the school will progress towards (or maintain) goal attainment.

*All grade cohorts showed more than 5% increase or more than one year's growth in Spanish Literacy on the Evaluación de la Lectura (EDL). It is fair to conclude that changes to the instructional design, choice of instructional approaches, professional development and appropriate resources have provided positive impact in the gains achieved. Research demonstrates that HoLa's unique 90-10 dual language design has the most positive impact on academic achievement. Research indicates that students who participate in this model for 4 years or more typically outscore their monolingual English speaking peers on standardized state assessments and outperform peers who participate in other types of World Languages programs on Spanish language proficiency assessments.*

*In 2012-13, HoLa's K-4<sup>th</sup> graders were assessed for the first time using the Early Language Listening & Oral Proficiency Assessment (ELLOPA – K-1<sup>st</sup> grade) and Spanish Oral Proficiency Assessment (SOPA – 2<sup>nd</sup>-4<sup>th</sup> grades). The ELLOPA and SOPA are language proficiency assessment instruments designed to allow students to demonstrate performance in oral fluency, grammar, vocabulary and listening comprehension. This year's results will be used as baseline data for L2 future assessments. This year's initial results demonstrate that the HoLa student population has already developed a level of L2 oral proficiency beyond that typical of students in non-immersion models. Individual student growth will be measured annually, with expected movement of one level per year of program participation.*

### **III. Organizational Framework**

#### **3.1 Does the school use data to inform, guide and improve instruction and other school practices?**

- a) Provide evidence and specific examples of how your school uses data to inform, guide and improve instruction and other school practices.

*HoLa is increasingly using data to drive instruction and to inform our decisions about allocation of resources and focus. In order to inform, guide and improve instruction, the administration supports all faculty members in engaging in grade-level professional learning communities (PLCs), which meet weekly. The PLCs collect student data from multiple sources, then use the data to guide and improve the quality of instruction, and to improve student learning. In addition, this year, we have created an Instructional Leadership Dashboard (ILD) that zeroes in on the academic and school-culture results we want to excel at. Using the tenets of Paul Bambrick-Santoyo's Leverage Leadership and Driven by Data guidelines, our ILD gathers data on average growth in DRA and EDL scores, ELLOPA/SOPA, reading levels, math assessments, attendance, attrition, parent and teacher satisfaction, as well as NJASK results. Not only does the IDL keep track of and encourage the growth of these factors school-wide, the IDL breaks out these results for our at-risk population: low-income, IEP and by race / ethnicity, to ensure that we are seeing growth among students who are most in need. Our focus on these data points allows us to create our tutoring schedules based on student need and what skills need to be targeted. In addition to the IDL, we created the Culture Walkthrough Rubric, which allows us to collect data about the "tone" of the school—to ensure that students and teachers are working in an environment that is high-functioning, clean, safe, rigorous and joyful. The Director and Instructional Leader meet weekly to discuss the overarching themes, as well as to check in about any new data that has been added to the dashboard.*

#### **3.2 Are the school's admissions and enrollment practices fair and equitable?**

- a) Describe your school's admissions and enrollment practices and the actions your school has taken to ensure compliance with N.J.S.A. 18A:36A-7 and 18A:36A-8.

*(See annual report.)*

#### **3.3 Is the school protecting the rights of students with disabilities and English language learners?**

- a) Describe the process by which students with special needs are identified and evidence that the school is effective in providing the right resources and services for students with disabilities.

*Hola identifies students who may have special needs via faculty referral and demonstration of academic and/or behavioral indicators (once referral to I&RS committee and interventions have been implemented); also, students may arrive at school with an IEP or a 504. The Coordinator of Student Services (LDTC) coordinates the process and the services. HoLa has determined to provide quality instruction in the least restrictive environment (NJS Title 18A, 6 and 6A)—the mainstream classroom in*



which all students' levels of academic achievement and functional performance are addressed. Accommodations and modifications required are implemented fully, including but not limited to One-on-One Assistance and Supplementary Instructional supports. The faculty is trained in differentiated instructional strategies, learning styles, cooperative learning techniques and Gardner's Multiple Intelligences. HoLa provides speech and language services, occupational and sensory therapy, as needed. Academic and social development is monitored closely by the administration, the Coordinator of Student Services and the Behaviorist. HoLa contracts with Comprehensive School Testing (CST) to perform educational, psychological and social evaluations, and SensoryKids, to provide occupational, speech and language evaluation and services, under the guidance of the Coordinator of Student Services.

- b) Describe the process by which English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.

Although there are many bilingual students and "heritage speakers" (first or second generation with varying degrees of bilingualism and / or exposure to a home language other than English) at HoLa, there are currently no students identified per the Home Language Survey and the IPT-IDEA as truly limited in English language proficiency (i.e., even in cases of another home language or dominance in another language, all current students have some degree of academic proficiency in English). The latter is characteristic of the changing demographics of Hoboken. However, it should be noted that HoLa's chosen instructional model (dual language immersion) is designed to address the needs specific to English language learners (Title 18A, 6 and 6A). Research on language learning and the brain demonstrates that this model effectively enhances English language acquisition and development as well as increased facility in abstract reasoning, organizational skills and planning.

### 3.4 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?

- a) Fill in the following chart with the appropriate enrollment information over the last 4 years.

School Enrollment Trends									
	2009-2010		2010-2011		2011-2012		2012-2013		
	Maximum Enrollment	Final Enrollment Count	Maximum Enrollment	Final Enrollment Count	Maximum Enrollment	Final Enrollment Count	Maximum Enrollment	Final Enrollment Count	Current Waitlist
K			44	44	44	44	48	48	158
Grade 1			44	44	44	44	48	48	65
Grade 2			44	42	46	46	45	45	21
Grade 3					42	41	47	44	20
Grade 4							40	23	7
<b>Total</b>			<b>132</b>	<b>130</b>	<b>176</b>	<b>175</b>	<b>228</b>	<b>208</b>	<b>271</b>

- b) Provide information regarding the school's attrition rate over the last 4 years. Using data starting with the number of students enrolled in September, what number and percentage of students transferred out of the school by the end of the school year? How does the school both monitor and minimize attrition rates?

Year	Starting Enrollment	Transfers Out/In	Final Enrollment	Attrition Rate
2010-2011	128	3/5	130	2%
2011-2012	171	10/14	175	6%
2012-2013	208	2/2	208	1%

*The school monitors attrition over the course of the school year, and from one year to the next, by tracking all students as they register and withdraw via the online student information system (Genesis), and by maintaining a spreadsheet of mid-year transfers in/out of the school. Our primary method of minimizing attrition is to strive to have an excellent academic program that engages and addresses the needs of all students, as well as a school community that is welcoming and supportive. In addition, the school provides multiple channels of communication with parents, so that they are aware of what is happening at the school at all times, and so that they have a means by which to ask questions and express concerns. Parents receive weekly school-wide newsletters, as well as monthly classroom newsletters; their feedback is solicited through an annual survey and multiple open-forum meetings, as well as parent-teacher conferences; and the school maintains an open-door policy, both for visiting classrooms and meeting with the administration. Parents are offered frequent opportunities to participate in the school, and become personally invested. Finally, the school ensures that struggling students receive the support and services they need to thrive at HoLa: academic tutoring, intervention by the Behaviorist, Child Study Team services, physical accommodations, or a one-on-one aide, as required.*

*It should be noted that, just as our oldest cohort of students (our current 5<sup>th</sup> grade group) has been our most challenging academically because they came to HoLa in 2<sup>nd</sup> grade from a variety of other schools where many of them had previously been identified as having learning or behavioral difficulties, this same cohort has also demonstrated the greatest levels of attrition from year to year. In fact, this is the only cohort to have demonstrated significant attrition of any kind, largely (according to self-reports by parents who have transferred) due to the uncertainty of being part of the oldest cohort in a new school, with the additional prospect of no continuity for middle school. Parents who transferred from HoLa to other schools from this cohort did so when entry into an independent school with an established middle school became available (local private and charter schools that are K-8 and 5-12), because there is no clear path for Hoboken students for just 7<sup>th</sup> and 8<sup>th</sup> grades, and the chances of finding spots in those grades are slim. In addition, we lost a portion of the oldest group of students during and after the tumultuous 2011-12 school year, when we changed administrators and several teachers, amid concerns about further changes going forward. However, there has been little to no attrition in any other grade, and our current 4<sup>th</sup> and 5<sup>th</sup> grade families are eagerly waiting to find out if HoLa will expand to 8<sup>th</sup> grade so they have the security of knowing that their children have a clear path through to high school. Those few students who have left HoLa in the current K-4 cohorts have done so almost exclusively because their families have moved out of Hoboken, and in many cases out of the country, as we have had a number of international families who have returned home or transferred for work.*

*It is critical to note that in all of the subsequent cohorts (those who started HoLa in Kindergarten or 1<sup>st</sup> grade), we have lost very few students from one year to the next—including between 3<sup>rd</sup> and 4<sup>th</sup> grades from last year to this year—which confirms that the oldest “pioneer” cohort is indeed unique in terms of enrollment / attrition trends. This is to be expected, as there is a unique, intrinsic sense of risk and uncertainty associated with being part of the group of students for whom everything is new each year.*

### **3.5 Does the school’s learning environment align with its mission and program and does the school foster a culture of high expectations?**

- a) Explain how high expectations are communicated to both students and teachers and how the school’s policies foster a positive school culture that allows for the fulfillment of the school’s mission/ educational goals. Evidence may include levels of disciplinary referrals, class attendance, and participation in school events and activities.

*HoLa prides itself in both maintaining high levels of expectations for all students, and communicating those expectations clearly to teachers, parents and students alike. There is a culture of collaboration among major stakeholders, including the Board of Trustees, the administrative team, the faculty and*

parent body, and these partners work together to support student engagement and learning, and allow for fulfillment of the school's mission and goals. Parent involvement is an explicit element of our charter, and the school has encouraged active participation in multiple ways since its inception.

High expectations are communicated to teachers through: weekly staff meetings, Professional Learning Community (PLC) meetings, and professional development sessions; an emphasis on data-driven instruction, coupled with tools and strategies to effectively collect and analyze data; positive recognition of successful teacher teams; formal protocols for review of lesson plans and parent communications; the creation of the Instructional Leader role to prioritize instructional rigor, teacher development and student achievement; frequent classroom "walkthroughs" by the Instructional Leader, after which feedback is immediately delivered and action steps are implemented; and the newly instituted Culture Rubric, which is implemented bi-monthly to provide a "snapshot" of all aspects of mission alignment and school culture. Teachers expect frequent visits by administrators, parents and peers, and are always prepared to deliver their top levels of instruction – not just on formal observation days.

High expectations are communicated to students and parents at events such as Back to School Night, through a weekly school-wide newsletter, monthly classroom newsletters, feedback on classroom and homework assignments, homeroom activities and explicit discussion of high expectations coupled with positive reinforcement strategies. Students are constantly reminded to do their "best work" and any students who are struggling in Language Arts, Math or language acquisition are assigned to weekly afterschool tutoring groups. Also, as part of preparation for the NJPASS and NJASK, teachers provide an after-school "boot camp" to draw connections between classroom instruction and what students will encounter on the assessments, and help students prepare to "rock the test". The school makes every effort to be as transparent as possible, and posts all available information about the school on its website—including curriculum documents, newsletters, FAQs, the Parents Handbook and more.

A positive school culture is deliberately cultivated through a variety of means, including adherence to the Responsive Classroom approach to developing respectful, collaborative classroom communities, and the use of Teacher's College Positive Behavior Support (PBS) as the guiding philosophy underlying the school's proactive approach to classroom management and discipline. The school provides professional development to train teachers in implementing both of these approaches, and also employs a Behaviorist to assist teachers in executing PBS at the classroom level, as well as to assist with interventions for specific behavioral concerns. Students participate in developing classroom rules and learning routines at the beginning of each school year, with an emphasis on respect and accountability. The school has never had a reportable disciplinary referral, and attendance averages 95% or higher.

HoLa has an "open door" policy, and invites parents to visit the classrooms at any time. In addition, we hold Class Coffees twice a year so that parents in each grade can observe Morning Meeting together as a group; this is a great way to develop camaraderie among parents, while allowing them a glimpse into the classroom. The school has an extremely active parent body, and provides frequent opportunities to parents to attend and volunteer at school events, both during the school day and during evening performances and other activities. Parents work closely with the staff, administration and each other to make HoLa a warm, welcoming community of engaged learners and their families.

In order to ensure that our school-led efforts are effective, the school conducts an annual Parent Survey to collect feedback about parent satisfaction and perceptions about the school, and then uses the data to inform planning for the following year. The school also conducts an annual Staff Survey to the same end, so that the school can be responsive to staff feedback and create a working environment that encourages staff satisfaction and retention.

**More detailed information about some of the key elements listed above:**

**Administrative Structure:** Research demonstrates that quality of instruction and school leadership are integral to raising student achievement. In support of this, and consistent with best practices of high performing charter schools, the Board and administrative team have undertaken a gradual reorganization starting this past spring, to include an Executive Director with responsibilities focused on operations, strategic planning, mission alignment, program development and communications, and an Instructional Supervisor entirely focused on teacher supervision, coaching and development, curriculum development, and the quality of instructional delivery, to maximize student achievement. The rationale for the addition of the Instructional Supervisor role is to separate oversight of operations from instruction, so that each can be prioritized accordingly, and staff observation, coaching and instruction can be “protected” from the many operational distractions that a traditional School Principal faces on a daily basis, and which prevent him/her from working closely with teachers for maximum impact.

**Professional Development:** HoLa has incorporated professional development into the weekly schedule to support teachers’ ongoing development of their craft and to strengthen classroom practice. Teachers participate in grade-level Professional Learning Communities (PLCs)—teacher-teams that are strategically focused on meeting student needs. HoLa’s weekly schedule provides for collaborative learning, planning and working time.

Participation in intensive summer professional development workshops, as well as weekly professional development sessions, is a requirement for all teaching staff. The teachers’ day ends an hour (or more) after the regular academic day for students has ended at 2:50pm. Three days per week, teachers provide tutoring to students who have demonstrated the need for additional academic support; and two days per week, they participate in either PLC meetings or scheduled Professional Development sessions, led by the Instructional Leader or by outside experts. For example, already this school year, instructors from the Center for Innovation in Engineering and Science Education (CIESE) at Stevens Institute of Technology have provided professional development to support the integration of technology in the classroom, and our school Behaviorist provided training to support the implementation of Positive Behavior Support. Other after-school professional development workshops have included a series on Academic Rigor in a Dual Language Setting and Costa’s Levels of Questioning, as well as Doug Lemov’s compendium of classroom techniques from *Teach Like A Champion*. On days when a workshop is not scheduled, teachers work in groups on curriculum development and planning.

**Feedback From Parents and Teachers:** The Board and the administrative team gather critical information over the course of the year about parent and staff satisfaction, as well as any challenges. A teacher survey and a separate parent survey are conducted annually, in addition to several parent-teacher workshops, open forums and meetings over the course of the school year. The last survey was conducted in June, 2013 to assess the various stakeholders’ experiences and perceptions of the school. Approximately 85% of the parent body participated in the survey conducted. Of the participants, 94% expressed satisfaction with the school overall, and the quality of education in particular.

**3.6 Is the school complying with governance requirements?**

- a) Provide information regarding how the Board of Trustees effectively evaluates the administration.  
What policies and procedures are in place to evaluate the school leader on an annual basis?

The Board of Trustees evaluates the Executive Director at least once annually, as described in the administrator evaluation policy submitted to the Department of Education in July of 2013. In addition, as part of the overall emphasis on data-driven decisions, the Board has developed an Executive Director Dashboard (EDD) that is presented to the full Board once per quarter. At this time, the Board President

*meets at least once per month with the Executive Director to review the EDD and determine what action steps, if any, are appropriate. The Board is developing a similar dashboard for the School Business Administrator, which we expect to be in effect by January 2014. The EDD will incorporate dashboard elements of both the Instructional Leadership Dashboard and the SBA Dashboard.*

#### **IV. Fiscal Viability**

##### **4.1 Is the school fiscally solvent?**

- a) Present the following information regarding your school's fiscal viability over the last five years **in the spreadsheet titled, "Ratio Template Renewal Application"**. Please use audited financial information for the years 2008-2009, 2009-2010, 2010-2011, 2011-2012 and 2012-2013 (if available). *Financial ratios for the year ended 2012-2013 may not be available, as audits are not due until December 5, 2013.*
- **Current Ratio (working Capital Ratio):** Current Assets divided by Current Liabilities
  - **Unrestricted Days Cash:** Unrestricted Cash divided by (Total Expenses /365)
  - **Enrollment Variance:** Actual Enrollment divided by Enrollment Projection in Board-Approved Budget
  - Is the school in **default** of loan covenant(s) and/or delinquent with debt service payments? (Y/N) **Please explain.**
  - **Total Margin:** Net Income divided by Total Revenue
  - **Debt to Asset Ratio:** Total Liabilities divided by Total Assets
  - **Cash Flow:** Provide evidence that your school's cash flow is positive each of the last 3 years of operation.
  - **Debt Service Coverage Ratio:** (Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)
- b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings. (If necessary, evidence may be attached as clearly labeled documents in the Appendix.)

**(Please see Appendix B—Ratio Template Renewal Application, Appendix C—Audit Management Report, and Appendix D—Corrective Action Plan.)**

##### **4.2 Budget Information**

- a) **Using the spreadsheet titled, "Renewal App Budget Sum-Years 1-5,"** prepare a budget summary covering projected sources of revenue and planned expenditures for Years 1-5. If planning to expand, please provide two five-year budgets:
- Budget Summary 1 - without expansion for Years 1-5
  - Budget Summary 2 - with expansion for Years 1-5

**(Please see Appendices E and F.)**

- b) Provide a Budget Narrative for fiscal year 2014-2015. If the school is planning to expand, provide **an additional budget narrative** reflecting the expansion. For years 2015-2019, provide a detailed itemized budget narrative and rationale for budget line items that have significant changes from year to year such as planned facilities expansion, capital investments, or any change not due to cost-of-living increases.

**Budget Narrative Without Expansion:** The budget for fiscal year 2014-2015 is based on the district expanding to 6<sup>th</sup> grade per the terms of our current charter. It includes the addition of two new teachers and teaching assistants. With the exception of health benefits, all increases are based on cost-of-living increases. Enrollment assumes retention of the current student population and, based on past history, assumes full enrollment for Kindergarten each year. Line 45 includes \$50,000 for further curriculum development, and health benefits projects a savings from self-insuring (a change implemented in the current school year).

HoLa currently shares a facility with the Boys and Girls Club of Hoboken at 123 Jefferson Street in Hoboken but the final plan will be contingent on whether our expansion request is approved, and we will need additional classrooms to accommodate 7<sup>th</sup> and 8<sup>th</sup> grades. Additional rent would be calculated based on current rent—\$10,000 annually per additional classroom.

**Budget Narrative With Expansion:** The budget for fiscal year 2014-2015 with expansion to 8<sup>th</sup> grade approximates the budget without expansion, but includes the addition of two teachers and two teaching assistant in years 2015-2016 and 2016-2017, and part time employee increase for Art, Music, and Physical Education. Enrollment assumes the retention of the current student population as well as the annual increase of 44 students per grade. Our primary plan for an alternate or additional site is the proposed Hoboken Arts Center, at 10th & Madison Streets in Hoboken: HoLa has entered into a mutual Letter of Intent with the developers to lease school space specially designed for HoLa within this new building that would accommodate our expanded needs. The project is expected to be complete for the 2015-2016 school year, and HoLa has the option to lease up to 35,000 square feet, depending on our grade span and needs. Space requirements and rent will be determined upon approval of our expansion request. Preliminary negotiations include \$23-25 per square foot for rent.

- c) **Using the spreadsheet titled, “Renewal App Budget Sum-Years 1-5,”** prepare a Cash Flow Schedule for the 2014-2015 school year only.

(See Appendix G)

## **V. Five-Year Planning**

### **5.1 Projected Enrollment**

- a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

**Projected Enrollment Chart 1: Without Expansion**

Grade Level	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	44	44	44	44	44
1	44	44	44	44	44
2	48	44	44	44	44
3	49	48	44	44	44
4	44	49	48	44	44
5	41	44	49	48	44
6	18	41	44	49	48
<b>TOTAL</b>	<b>288</b>	<b>314</b>	<b>317</b>	<b>317</b>	<b>312</b>

### **Projected Enrollment Chart 2: With Expansion**

<b>Grade Level</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>K</b>	44	44	44	44	44
<b>1</b>	44	44	44	44	44
<b>2</b>	48	44	44	44	44
<b>3</b>	49	48	44	44	44
<b>4</b>	44	49	48	44	44
<b>5</b>	41	44	49	48	44
<b>6</b>	18	41	44	49	48
<b>7</b>		18	41	44	49
<b>8</b>			18	41	44
<b>TOTAL</b>	<b>288</b>	<b>332</b>	<b>376</b>	<b>402</b>	<b>405</b>

#### **5.2 What are the school's plans for the next five years of the charter?**

- a) Describe what changes and improvements the school will undertake in the next five years based on the school's examination of results and student performance outcomes.

*The Hoboken Dual Language Charter School closely examines the outcomes of its students on formal and informal, authentic assessments and utilizes the NJDOE's Performance Framework standards and metrics to inform its administration and faculty. In order to address recent findings, we have initiated the following changes and improvements that will continue to be undertaken over next five years:*

**Math:** After a review of several mathematics programs, the administration and faculty switched from Investigations to Singapore Math in Focus, which is aligned to the Common Core. The program is mastery-based and focuses on conceptual understanding. The faculty receives on-going professional development on the use of this approach, and concurs that implementing this approach has made the delivery of mathematics in the second language more meaningful, fosters active thinking processes and problem-solving. After only one year of implementation of the Singapore Math in Focus, the same student cohort that scored 61% passing with 29% Advanced Proficient on the NJASK-3 for Math in school year 2011-2012, scored 81% passing with 38% Advanced Proficient on the NJASK-4 in 2012-2013, a statistically significant performance gain.

**Language Arts:** HoLa is in the process of training faculty members in the Orton-Gillingham approach to literacy instruction: four of the ten lead teachers received training in 2012-2013, and another four staff members are scheduled for training in 2013-2014. The trained faculty members have turn-keyed the training to the rest of the staff during bi-weekly professional development sessions and have adapted the approach to the immersion setting. The approach is language-based, multisensory, cumulative, and cognitive in methodology. It facilitates the basics of word formation and it allows for the flexibility necessary as the students transfer and navigate the development of reading skills in two languages simultaneously.

*In addition, the administration and the instructional staff have undertaken the supervised use of Fast ForWord for students demonstrating challenges in language/literacy development. Fast ForWord is an online program that is aligned to the existing curriculum and the school's methodology of teaching reading in L1 and L2 and is an online brain fitness program. It is designed to help students strengthen brain processing efficiency and aids in the development and strengthening of memory, attention and processing rate for successful improvement of critical language and reading skills. This program will be used exclusively as part of targeted afterschool tutoring for students who are struggling in reading.*

**Social Studies:** In addition to the ongoing use of authentic materials, we have adopted Pearson's Social Studies / Ciencias Sociales program, and we have increased the number of periods per week that Social Studies is offered for all grades. We have also incorporated a significant amount of writing, research and presentation skills into the Social Studies curriculum, as well as current events.

**Science, Technology, Engineering and Math (STEM):** As described in more detail in a previous section, this year, we have purchased over 65 Chrome Books and 30 iPad Minis, and launched a new focus on STEM programming, with technology and technological skills integrated into the core curriculum in all grade levels, and additional explicit STEM instruction in 4<sup>th</sup> and 5<sup>th</sup> grades (to extend into 6<sup>th</sup> grade and beyond, as a critical complement to HoLa's commitment to developing 21<sup>st</sup> century citizens). STEM mini-courses for this year include Scratch (basic programming), Building Math (applied math to solve real-world engineering problems) and Online Research Projects (collaborative international student research projects focused on real-world data collection and analysis, hosted by the Center for Innovation in Engineering and Science Education at Stevens Institute of Technology). Mini-course offerings in future grades will be progressive so that students in 6<sup>th</sup> grade and beyond will build on their accumulated knowledge and skills.

**Departmentalized structure for 4<sup>th</sup> and 5<sup>th</sup> grades (and beyond):** This year, we shifted to a quasi-departmentalized approach to 4<sup>th</sup> and 5<sup>th</sup> grades, which will extend to 6<sup>th</sup> grade and beyond. This change was implemented in order to include on our staff subject specialists with deep knowledge and a passion for their respective areas of expertise. Teachers at these grade levels continue to benefit from a co-teacher in each classroom, as well as a teacher-team approach, so that all of the 4<sup>th</sup> and 5<sup>th</sup> grade subject specialists plan together, both horizontally and vertically. The departmentalized structure for these grades now includes Science, Math, English Language Arts and Spanish Language Arts daily, Social Studies four periods per week, and STEM three periods per week, in addition to daily related arts classes (PE, yoga/movement, art, music, theater, each 1-2 periods per week). The students and teachers have all responded extremely well to this new structure, and we are already seeing very positive academic outcomes as a result of the change.

**Data Driven Instruction:** While HoLa has always used data to drive instruction at the classroom level, this year we are instituting new processes and protocols school-wide to allow for better data collection and analysis, in order to inform instruction, extend best practices and produce consistently high levels of achievement for all students. Teachers are being trained in data-driven instruction as part of weekly professional development, and are provided time to input and analyze data during weekly team-level meetings. Also, new interim assessments in Language Arts have been instituted in addition to the end-of-unit math assessments, in order to better understand students' needs and to drive instruction in a targeted and systematic way during each grading period.

**Instructional Leader:** As described above, and consistent with current best practices in education, this year we have created a new administrative role, that of the Instructional Leader, in order to separate administrative responsibility and thus improve student outcomes through prioritization of instruction and teacher development. The Instructional Leader is solely focused on the development of instructional staff, curriculum development and student achievement, while the Interim Director / Executive Director will take the lead on operations, strategic planning, mission-aligned program development and communications.

**Expansion to 8<sup>th</sup> Grade:** As outlined in more detail below, we wish to extend our current educational model and offerings through 8<sup>th</sup> grade, in order to provide continuity and maximize academic achievement and linguistic development among our students as they prepare for high school and beyond.



*Our positive student outcomes, as well as significant parental demand, have led us to conclude that extending the program to 8<sup>th</sup> grade is critical for our students' continued academic and linguistic success.*

- b) Provide detailed information on the school's plan for a facility for the five years of the next charter. The plan should include an adequate and detailed financial arrangement and timeline for the facility.

*HoLa currently shares a facility with the Boys and Girls Club of Hoboken at 123 Jefferson Street in Hoboken, with exclusive use of the facility during school hours, and shared use after school. We have worked with the Club and with the City of Hoboken (the property owner) to develop the building over the past three years to accommodate our school as it grows, and will continue to do so as we add on additional grades. We have a very positive, collaborative relationship with both entities, and share the goal of working together to best serve the children of Hoboken. We are currently working with the City to evaluate our options for continuing to develop the facility going forward (we already have architectural plans drawn up for further expansion off the rear of the building), but the final plan will be contingent on whether our expansion request is approved, and we will need additional classrooms to accommodate 7<sup>th</sup> and 8<sup>th</sup> grades (additional rent would be calculated based on current rent—\$10,000 annually per additional classroom). Similarly, we have multiple options among sites being developed elsewhere in Hoboken, in terms of additional facilities, but we are unable to finalize our facilities plan until we know our grade span going forward.*

*Our primary plan for an additional site, if necessary, is the proposed Hoboken Arts Center, at 931 Madison Street in Hoboken, a state-of-the-art mixed-use facility: HoLa has entered into a mutual Letter of Intent with the developers to lease school space specially designed for HoLa within this new building that would accommodate our expanded needs. The project has passed City Council committee review, financial review, traffic and noise studies, and is in the final stages of negotiation over community use of the facility. The project is expected to be completed well in advance of the 2015-2016 school year, and HoLa has the option to lease up to 35,000 square feet, depending on our grade span and needs. (We would only lease what is required to supplement our current facilities.) Space requirements and rent will be determined upon approval of our expansion request. Preliminary negotiations include \$22-25 per square foot for rent of classroom space, plus use of the theater and common outdoor area.*

- c) Describe any significant changes the school expects to make in the following areas over the next charter term:
  - Amendments to your school's charter
  - Governance and/or Education Service Provider (ESP) structure

*The HoLa Board of Trustees and administration, supported by our staff and parent body, respectfully request an amendment to our school's charter to allow us to expand our grade-span to include 7<sup>th</sup> and 8<sup>th</sup> grades, to be implemented during the 2015-2016 school. There is strong demand within our current school community, as well as among prospective parents, for the continuity of HoLa's existing immersion program through 8<sup>th</sup> grade, which is consistent with best practices among immersion schools, as well as research on academic outcomes and linguistic development among students in immersion settings. There would be no qualitative change to our school's charter as a result of this amendment, but rather an extension of our commitment to providing academic excellence and the opportunity for our students to develop high levels of bilingual proficiency. Expansion to 8<sup>th</sup> grade would allow our students to consolidate their academic gains and linguistic development, in preparation for high school and beyond.*

- d) Provide a brief descriptive summary of the essential components of the proposed expansion. Provide a synopsis of the proposed educational program including key components of the education model and any unique or innovative features of the proposed expansion. Briefly explain

the evidence base and performance record that demonstrate the expansion model will be successful in improving academic achievement for the student population. Highlight the following in your response:

- Curricular choices
- Educational approaches
- Instructional strategies

*The requested expansion will not change HoLa's mission, goals or objectives of the charter. The additional grades will be consistent with the current structure and the approved model of dual language immersion education. Grades 7-8 would continue the 50-50 language distribution (50% of instructional time in Spanish, and 50% in English) that is already approved for grades 4-6.*

*Currently, grades 4 and 5 are quasi-departmentalized. The expansion would extend the departmentalized immersion design through 8<sup>th</sup> grade. For grades 4 through 8, the school would continue to have a lead teacher / co-teacher pair for each of the following subjects: Spanish Language Arts / Social Studies, English Language Arts / Social Studies, Math (bilingual) and Science (bilingual) to teach content for each of those core subjects. The Math and Science teachers will continue to provide STEM programming, and the bilingual Related Arts teachers and the artists-in-residence will continue to deliver instruction in fine arts, health and Physical Education.*

*The request for expansion has been fueled by a significant demand within the school community, coupled with consistent research supporting the efficacy of extended immersion education in supporting students' academic, cognitive and linguistic development. A recent Middle School Interest Survey indicated that our parents overwhelmingly want to stay at HoLa for the middle school years, and would stay in Hoboken just to attend HoLa through 8<sup>th</sup> grade. Although we have extensive waiting lists for the lower grades, the current lack of middle school grades is our number one concern among prospective parents, as there is no clear path for middle school within the city of Hoboken.*

*As detailed in our annual report and in our prior letter to the Commissioner, our students are performing well academically, and our parents report high levels of satisfaction. It is worth noting that academic achievement based on test scores is consistently higher for our student cohorts who have been in the immersion setting the longest: Our current 3<sup>rd</sup> grade cohort was the first cohort to start the program in Kindergarten, and they are excelling even beyond the older cohorts, with 93% passing (75% advanced proficient) in LAL; and 96% passing (87% advanced proficient) in Math on the NJPASS for 2<sup>nd</sup> grade last year. This is typical of immersion programs, and we expect to see similar results as this cohort takes the NJASK for the first time this school year, and going forward among subsequent cohorts.*

*This is consistent with extensive research on the subject, which consistently demonstrates that the longer a student is enrolled in a language immersion program, the greater the cognitive, academic, linguistic and socio-cultural benefits (Lindholm-Leary, 2001). The data indicates that while any exposure to language immersion is beneficial to brain development and has a positive impact on academic achievement, advanced levels of second language proficiency become consolidated and lasting after prolonged (6-8 years) participation in an immersion program (Cummins, 2009, Hermanto et al, 2012). According to Collier & Thomas (2004), leading researchers in the field, dual language programs should offer a minimum of 6-8 years for maximum benefit. The addition of 7<sup>th</sup> and 8<sup>th</sup> grades allow for even greater levels of academic achievement and second language proficiency.*

*The expansion would also allow for the continued development of the mission's promise to develop a multilingual, multicultural global citizenry. HoLa proposes to implement the International Baccalaureate Middle Years Programme (IB / MYP) interdisciplinary, project-based approach for grades 6-8. The IB / MYP program has a strong second language component that is aligned to the dual language immersion and would be a direct philosophical and logical extension. The application process for IB / MYP has been initiated with great interest by the IB organization, but is contingent on HoLa's expansion to 8<sup>th</sup> grade. At the end of 8<sup>th</sup> grade, HoLa students will be well prepared for their responsibilities as global citizens. Their linguistic competencies and their preparation in an IB / MYP aligned setting will allow them to communicate across languages and cultural borders (Myriam Met, University of Maryland, 2008) without fear and with tolerance, understanding and appreciation.*

*Finally, the other independent schools in Hoboken offer a K-8 or K-12 grade span configuration, and no other school provides a natural progression from HoLa linguistically, academically or philosophically. Not offering 7<sup>th</sup> & 8<sup>th</sup> grades at HoLa is a challenge for our parents because they don't have a natural transition for the critical middle school years, when our students should be consolidating their language proficiency and preparing to enter high school in a setting that complements their elementary and middle school education. This challenge, in turn, will make it difficult for HoLa to retain students in 5<sup>th</sup> and 6<sup>th</sup> grades, because if parents do not have a clear path for their children through 8<sup>th</sup> grade, they will be forced to consider other options when there is an earlier point of entry for admissions at other schools.*

- e) Describe the team's individual and collective qualifications for implementing the new school design successfully, including capacity in areas such as:
- School leadership, administration, and governance;
  - Staffing and recruiting;
  - Goal setting and performance management; and
  - Curriculum, instruction, and assessment.

*As described previously, the Board has commenced its administrative reorganization to include an Executive Director with responsibilities comprising operations, strategic planning, program development, communications and outreach, and an Instructional Supervisor entirely focused on staff coaching and development, curriculum and student achievement. The Instructional Supervisor will monitor, supervise and evaluate the faculty and the support staff.*

*The Instructional Supervisor was hired and began her journey with HoLa this school year, starting with extensive planning and staff professional development over the summer. Her credentials, education and experience are grounded in the dual language immersion model with 15 years of practicum and 6 years of educational consultant services. The Instructional Supervisor currently holds a Supervisor certification, and is in the process of finalizing her Principal's certification. The search, resume review and interviews for the Executive Director commenced in the spring of 2013. The process will be finalized by the end of November 2013, when our Interim Director's tenure will naturally come to an end.*

*To date, recruitment of highly qualified bilingual teachers has not been an issue, and we do not anticipate any challenge in continuing to staff our program with the addition of 7<sup>th</sup> and 8<sup>th</sup> grades. In fact, our additional needs would be minimal. Upon approval of our expansion request, the school will have to recruit one more Spanish Literacy and Social Studies teacher and one more English Literacy and Social Studies teacher. Our instructors will commence training in the spring of 2014 by the International Baccalaureate program, and the administrative team will oversee the extension of the curriculum, as well as the alignment of these two models of multilingual, multicultural education for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades.*

*HoLa students will continue to demonstrate high levels of proficiency in the formal state assessments and on the school's additional assessments. In addition, when HoLa's affiliation with the IB program is formalized, the students will be assessed by project-based performance on individual and group projects that contribute to the mission of the global citizenry, to "create a better and more peaceful world through intercultural understanding and respect."*

**Appendices:**

- A) Board Resolution
- B) Ratio Template Renewal Application
- C) Audit Management Report (excerpt)
- D) Corrective Action Plan
- E) Budget Summary 1 - without expansion for Years 1-5
- F) Budget Summary 2 - with expansion for Years 1-5
- G) Renewal App Budget Sum-Years 1-5

# Appendix A: Board Resolution

**Certified resolutions from the Hola Hoboken Dual Language Charter School minutes of September 26, 2013.**

1. Resolved that upon the recommendation of the Interim Director that the Board approve the Hoboken Dual Language Charter School Charter Renewal application for the years 2014 -2019.
- 2.
3. Resolved that upon the recommendation of the Interim Director that the e Board approve the amendment of our charter to expand to the eighth grade level.

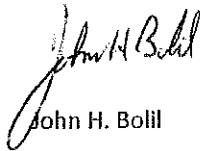
Moved by: Ms. Costomiris

Seconded by: Ms. Austin

AYES: Costomitis, Duke, Raia, Austin, Petrosino

Absent: Martinez

I certify that the aforementioned is a true and accurate copy of the resolution.



John H. Bolil

School Business Administrator

## Appendix B: Ratio Template Renewal Application

# Charter School Performance Framework Financial Performance Fiscal Ratios

Name: HOBOKEN DUAL LANGUAGE CHARTER SCHOOL

	2009	2010	2011	2012	2013	Source
	Audit	Audit	Audit	Audit	Unaudited	
Cash			11,965	18,089	185,638	Audit: Exhibit A-1
Current Assets			104,000	108,668	274,894	Audit: Exhibit A-1
Total Assets			230,645	238,688	404,914	Audit: Exhibit A-1
Current Liabilities			63,509	57,022	153,757	Audit: Exhibit A-1
Total Liabilities			63,509	57,022	153,757	Audit: Exhibit A-1
Net Assets			167,136	181,666	391,894	Audit: Exhibit A-1
Total Revenue			1,717,251	2,193,096	2,658,015	Audit: Exhibit A-2
Total Expenses			1,481,195	2,025,719	2,551,459	Audit: Exhibit A-2
Change in Net Assets			167,136	14,530	210,228	Audit: Exhibit A-2
Depreciation Expense			0			Financial Statements/Audit Workpapers
Interest Expense			7,134	1,096		Financial Statements/Audit Workpapers
Principal Payments						Financial Statements/Audit Workpapers
Interest Payments						Financial Statements/Audit Workpapers
Final Average Daily Enrollment			132.00	174.00	208.00	DOE Enrollment Reports
March 30th Budgeted Enrollment			132	176	215	Charter School Budget

## RATIOS ANALYSIS...

	2009	2010	2011	2012	2013	Source
						3 YR CUM
1a. Current Ratio	#DIV/0!	#DIV/0!	1.64	1.91	1.79	Current Assets/Current Liabilities
1b. Unrestricted Days Cash	#DIV/0!	#DIV/0!	2.95	3.26	26.56	Cash/(Total Expenses/365)
1c. Enrollment Variance	#DIV/0!	#DIV/0!	100%	99%	97%	Average Daily Enrollment/Budgeted Enrollment
1d. Default	Yes/No	Yes/No	NO	NO	NO	Audit
Sustainability Indicators						
2a. Total Margin	#DIV/0!	#DIV/0!	10%	1%	8%	Change in Net Assets/Total Revenue
2b. Debt to Asset	#DIV/0!	#DIV/0!	0.28	0.24	0.38	Total Liabilities/Total Assets
2c. ** Cash Flow		0	11,965	6,124	167,549	Net change in cash flow from prior years
2d. Debt Service Coverage Ratio	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	(Change in Net Assets+Depreciation+Interest Expense)/(Principal & Interest Payments)

\* Is school in default of loan covenant(s) and/or is delinquent with debt service payments? Yes or No NO  
 \*\* 2013 =2013 Cash - 2012 Cash; 2012 =2012 Cash-2011 Cash; 2011 =2011 Cash-2010 Cash



## Appendix C: Audit Management Report (excerpt)

## **ADMINISTRATIVE FINDINGS – FINANCIAL, COMPLIANCE AND PERFORMANCE**

### **GENERAL COMMENTS**

#### **Scope of Audit**

The audit covered the financial transactions of the Board Secretary/School Business Administrator and the Treasurer of School Moneys, the activities of the Board of Trustee's, and the records of the various funds under the auspices of the Board of Trustee's.

#### **School Purchasing Programs**

##### **Contracts and Agreements Requiring Advertisement for Bids**

N.J.S.A. 18A:18A-1 et seq. (Public School Contracts Law), the associated rules and related information on the statute, and school contracts in general is available on the website <http://www.state.nj.us/njded/pscl/index.html>.

Effective July 1, 2010 and thereafter the bid thresholds in accordance with N.J.S.A. 18A:18A-2 and 18A:18A-3(a) are \$36,000 (with a Qualified Purchasing Agent) and \$26,000 (without a Qualified Purchasing Agent), respectively. The law regulating bidding for public school student transportation contracts under N.J.S.A. 18A:39-3 is currently \$17,500.

The charter school board of trustees has the responsibility of determining whether the expenditures in any category will exceed the statutory thresholds within the contract year. Where question arises as to whether any contract or agreement might result in violation of the statute, the solicitor's opinion should be sought before a commitment is made.

Based on the results of my examination, I did not note any individual payments, contracts, or agreements made for the performance of any work or goods or services, in excess of the statutory thresholds where there had been no advertising for bids in accordance with the provision of N.J.S.A. 18A:18A-4, amended.

Resolutions were adopted authorizing the awarding of contracts or agreements for "Professional Services" per N.J.S.A. 18A:18A-5.

My review of the contracts and agreements found that the school was in compliance as to the bid advertisements and awards.

#### **Insurance**

Insurance coverage was carried in the amounts as detailed in Exhibit I-5, Insurance Schedule, as contained in the Charter School's CAFR

#### **Examination Claims (R)**

##### **Finding**

An examination of claims paid during the period under review indicated that a formal encumbrance and purchase order system as to approvals and documentation was not utilized throughout the school year.

### **Recommendation**

It is recommended that the expenditures denote the proper approvals and reflect the documentation required by the State Department of Education.

### **Payroll and Payroll Agency Accounts**

The net salaries of all employees of the school were deposited in the Payroll Account. Employees' payroll deductions and employer's share of fringe benefits were deposited in the Payroll Agency Account.

Salary withholdings were promptly remitted to the proper agencies.

All payrolls were approved by the designer in the charter school they were certified by the Chairperson of the Board.

### **Reserve for Encumbrances, Liability (Current) for Accounts Payable (R)**

A review of outstanding issued purchase orders was made as of June 30, 2012, for goods not yet received or services not yet rendered and it was determined that no blanket purchase orders were included in the balance of the reserves for encumbrances. Also, unpaid purchase orders included in the balance of accounts payable were reviewed for propriety and to determine that goods were received and services were rendered, as of June 30, 2012.

### **Finding**

The school did not utilize a formal encumbrance process throughout the year.

### **Recommendation**

It is recommended that the school utilize a formal encumbrance accounting system throughout the year.

### **T.P.A.F. Reimbursement**

My audit procedures included a test of the bi-weekly reimbursement filed with the Department of Education for charter school employees who are members of the Teachers Pension and Annuity Fund. No exceptions were noted.

### **Unemployment Compensation Insurance Trust Fund**

The school utilizes the State of New Jersey Unemployment System for unemployment compensation.

### **School Food Service**

The financial transactions and statistical records of the School Food Services Fund were maintained in satisfactory condition. The financial accounts, meal count record and eligibility applications were reviewed on a test-check basis. The number of meals claimed for reimbursement was verified against meal count records. There were no modifications noted. Reimbursement vouchers were properly computed and timely filed.

Applications for free and reduced price meals were reviewed for completeness and accuracy. The number of free and reduced price meals claimed did not exceed the number of valid applications on file times the number of operating days. The free and reduced priced meal policy is uniformly administered throughout the school. The required verification procedures for free and reduced price applications were available for review. Exceptions were noted.

Expenditures were separately recorded as food, labor and other costs. Vendor invoices were reviewed and costs verified. Inventory records on food supply items were currently maintained and properly applied in determining the costs of food and supplies used.

The school utilized an outside service to prepare and serve the meals. The outside service was paid based upon a per diem rate.

The cash disbursement records reflected expenditures for program related goods and services. The appropriate revenue and expenditure records were maintained in order to substantiate the nonprofit status of the school food service. Net cash resources did not exceed three months average expenditures. (See Exhibit F-1).

Exhibits reflecting Child Nutrition Operations are included in Section F of the Audit.

#### **Finding**

It was noted that a total of six errors were noted on classifications of Free and Reduced Meal applications. Several applications could not be located, which are reflected as exceptions.

#### **Recommendations**

The school should perform a timely review and comparison of applications on file to the students claimed on the Charter School Enrollment system. The school should also prepare a Master Eligibility list for all students.

#### **Board Secretary's Records**

Generally the records of the Secretary of the Board were maintained in satisfactory condition.

Generally the bids received were summarized in the minutes (NJSA 18A:18A-21).

Acknowledgements of the School's receipt of the Board Secretary's monthly financial reports were all included in the minutes.

#### **Bank Reconciliations**

##### **Finding**

It was noted that the bank accounts were reconciled monthly. However, they were not reconciled to the books and records on a monthly basis.

##### **Recommendation**

It is recommended that the books and records be maintained on a monthly basis and reconciled to the bank accounts monthly.

#### **Enrollment Counts and Submissions to the Department**

My audit procedures included test of information reported on October 15, 2011, and the last day of school for on-roll, special education, bilingual and low-income. One exception was noted.

The Charter School maintained work papers on the prescribed state forms or their equivalent.

### **Finding**

It was noted one classified special education student was not claimed on the Charter School Enrollment system.

### **Recommendations**

The school should perform a timely review and comparison of special education students on file to the students claimed on the Charter School Enrollment system.

### **Finding**

It was noted that the school did not have written procedures for the recording of student enrollment data.

### **Recommendation**

The school should prepare and adhere to the written procedures. I have been informed by the school they are in the process of drafting procedures.

### **Tuition Charges**

A review of the financial statements indicated that the Charter School charged no tuition for any student attending the Charter School.

### **Elementary and Secondary Education Act (E.S.E.A.)/Improving America's Schools Act (IASA) as reauthorized by the No Child Left Behind Act of 2001**

The E.S.E.A. financial exhibits are contained within the Special Revenue Section of the CAFR. This section of the CAFR documents the financial position pertaining to the projects under Titles I and VI of the Elementary and Secondary Education Act as amended.

The study of compliance E.S.E.A. indicated no areas of noncompliance and/or questionable costs.

### **Other Special Federal and /or State Projects (R)**

The charter school's Special Projects were approved as listed on Schedule A and Schedule B located in the CAFR.

My audit of the federal and state funds on a test basis indicated that obligations and expenditures were incurred during the fiscal year or project period for which the project was approved.

The financial exhibits are contained within the Special Revenue Section of the CAFR. This section of the CAFR documents the financial position pertaining to the aforementioned special projects.

### **Finding**

The minutes did not reflect the application or acceptance of NCLB funding, and the denotation of the teacher who was charged to the NCLB Title I program.

### **Recommendation**

It is recommended that the minutes be maintained to document all special revenue funding acceptances and approvals as required by the grant applications.

### **Classification of Expenditures**

The coding of expenditures was tested for proper classification in accordance with the *N.J.A.C. 6A:23-2.2(f)* and line item details as described in the Budget Summary Key as part of my test of transactions of randomly selected expenditure items. I also reviewed the coding of all expenditures included in my compliance and single audit testing procedures. As a result of the procedures performed, a transaction error rate of 0% was noted and no additional procedures were deemed necessary to test the propriety of expenditure classification.

### **Follow-up on Prior Year Findings**

In accordance with government auditing standards, my procedures included a review of all prior year recommendations. Correct action had not been taken on all prior year findings. These are indicated by (R) next to the finding.

### **ACKNOWLEDGEMENT**

I received the complete cooperation of all the officials of the school and I greatly appreciate the courtesies extended to me.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Scott J. Loeffler" with a stylized flourish at the end.

Scott J. Loeffler  
Licensed Public School Accountant No. 870

## Appendix D: Corrective Action Plan

**NEW JERSEY DEPARTMENT OF EDUCATION  
OFFICE OF FISCAL ACCOUNTABILITY AND COMPLIANCE  
EARLY CHILDHOOD PRESCHOOL EDUCATION FISCAL REVIEW RESPONSE  
CORRECTIVE ACTION PLAN**

CAP# \_\_\_\_\_

NAME OF SCHOOL DISTRICT: HOBOKEN DUAL LANGUAGE CHARTER SCHOOL COUNTY: HUDSON

TYPE OF EXAMINATION: CAFR

DATE OF BOARD MEETING: FEBRUARY 1, 2013

OFAC Case # \_\_\_\_\_

PROVIDER CONTACT INFORMATION: PROVIDER: JOHN H. BOLIL

DIRECTOR: ELIZABETH WILLAUM

ADDRESS: 123 JEFFERSON STREET, HOBOKEN, NJ 07030

TELEPHONE: 201-427-1458 X211 FAX \_\_\_\_\_

FINDING/ RECOMMENDATION NUMBER	FINDING	CORRECTIVE ACTION	METHOD OF IMPLEMENTATION	INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
1.	A formal encumbrance and purchase order system as to approvals and documentation was not utilized throughout the school year.	All P.O.'s will be processed through CDK. Purchasing manual will be reissued to all staff.	Systems and review.	Business Office	ASAP
2.	A formal encumbrance process was not utilized throughout the year.	All P.O.'s will be process through CDK. Purchasing manual will be reissued to all staff.	Systems and review	Business Office	ASAP

Chief School Administrator

Date

Board Secretary/Business Administrator

Date

Fiscal Specialist

Date

Provider

Date



**NEW JERSEY DEPARTMENT OF EDUCATION  
CORRECTIVE ACTION PLAN**

CAP# \_\_\_\_\_

COUNTY: HUDSON

NAME OF SCHOOL DISTRICT: HOBOKEN DUAL LANGUAGE CHARTER SCHOOL

TYPE OF EXAMINATION: CAFR

OFAC Case # \_\_\_\_\_

Report of Examination (Date) 6/30/12  
DATE OF BOARD MEETING: FEBRUARY 1, 2013

PROVIDER CONTACT INFORMATION: PROVIDER: JOHN H. BOLIL DIRECTOR: ELIZABETH WILLAUM  
ADDRESS: 123 JEFFERSON STREET, HOBOKEN, NJ 07030  
TELEPHONE: 201-427-1458 X211 FAX \_\_\_\_\_

FINDING/ RECOMMENDATION NUMBER	FINDING	CORRECTIVE ACTION	METHOD OF IMPLEMENTATION	INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
3.	Six errors were noted on classifications of Free and Reduced meal applications. Several applications could not be located, which are reflected as exceptions.	Lost applications are due to Storm Sandy damages. Effective September 2012 a copy of the application will be housed in the Business Office and in the individual student's file.	Photocopying.	Business Office, Director's Office	ASAP
4.	Bank accounts were reconciled monthly; however, they were not reconciled to the books and records on a monthly basis.	For the new calendar year books and records will be reconciled within 45 days of the statement date.	Input and reconciliation	Business Office	March 1, 2013

Chief School Administrator

Date

Board Secretary/Business Administrator

Date

Fiscal Specialist

Date

Provider

Date

**NEW JERSEY DEPARTMENT OF EDUCATION  
CORRECTIVE ACTION PLAN**

CAP# \_\_\_\_\_

NAME OF SCHOOL DISTRICT : HOBOKEN DUAL LANGUAGE CHARTER SCHOOL COUNTY: HUDSON

TYPE OF EXAMINATION: CAFR

Report of Examination (Date) 6/30/12  
DATE OF BOARD MEETING: FEBRUARY 1, 2013 OFAC Case # \_\_\_\_\_

PROVIDER CONTACT INFORMATION: PROVIDER: JOHN H. BOLIL DIRECTOR: ELIZABETH WILLAUM  
ADDRESS : 123 JEFFERSON STREET, HOBOKEN, NJ 07030  
TELEPHONE: 201-427-1458 X211 FAX \_\_\_\_\_

FINDING/ RECOMMENDATION NUMBER	FINDING	CORRECTIVE ACTION	METHOD OF IMPLEMENTATION	INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
5.	One classified special education student was not claimed on the charter school enrollment system.	As of October 2012 special education students on file were reconciled to the Charter School Enrollment system.	Systems and review. Business Office and Director's Office will compare and reconcile reports for accuracy.	Business Office and Director's Office	October 2012
6.	Due to Storm Sandy damage the written procedures for the recording of student enrollment data could not be located.	New procedures have been written to reflect the steps taken in October 2012.	Write new procedures	Business Office	January 2013

Chief School Administrator \_\_\_\_\_ Date \_\_\_\_\_ Board Secretary/Business Administrator \_\_\_\_\_ Date \_\_\_\_\_

Fiscal Specialist \_\_\_\_\_ Date \_\_\_\_\_ Provider \_\_\_\_\_ Date \_\_\_\_\_

**NEW JERSEY DEPARTMENT OF EDUCATION  
CORRECTIVE ACTION PLAN**

CAP# \_\_\_\_\_

NAME OF SCHOOL DISTRICT : HOBOKEN DUAL LANGUAGE CHARTER SCHOOL

COUNTY: HUDSON

TYPE OF EXAMINATION: CAFR

Report of Examination (Date) 6/30/12

OFAC Case # \_\_\_\_\_

DATE OF BOARD MEETING: FEBRUARY 1, 2013

PROVIDER CONTACT INFORMATION: PROVIDER: JOHN H. BOLIL

DIRECTOR: ELIZABETH WILLAUM

ADDRESS : 123 JEFFERSON STREET, HOBOKEN, NJ 07030

TELEPHONE: 201-427-1458 X211

FAX \_\_\_\_\_

FINDING/ RECOMMENDATION NUMBER	FINDING	CORRECTIVE ACTION	METHOD OF IMPLEMENTATION	INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
7.	Minutes did not reflect the application or acceptance of NCLB funding, and the denotation of the teacher who was charged to the NCLB Title I program.	Minutes will document special revenue funding acceptances and approvals as well as staff charged to grant.	Systems and review.	Business Office	ASAP

**SUPPORTING DOCUMENTATION MUST BE SUBMITTED ALONG WITH THE CORRECTIVE ACTION PLAN**

Chief School Administrator

Date

Board Secretary/Business Administrator

Date

Fiscal Specialist

Date

Provider

Date

June 30, 2010

SECTION III - REPORTING  
CHAPTER 7 - SYNOPSIS AND CORRECTIVE ACTION PLAN

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[SAMPLE] CERTIFICATION OF IMPLEMENTATION OF CORRECTIVE ACTION PLAN


For the Fiscal Year ended June 30, 2012

Name of Charter School: Hoboken Dual Language Charter School County: Hudson

I hereby certify that all corrective actions listed on the charter's Corrective Action Plan (CAP)  
for the fiscal year indicated above have been fully implemented with the following exceptions:

CAP  
Recommendation  
Number

4 Reconciliation process is running at 60 days versus 45 days.

  
\_\_\_\_\_  
Board Secretary/Business Administrator

8/7/13  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chief School Administrator/Lead Person

7/20/13  
\_\_\_\_\_  
Date

Submit by June 30, 2013 to:

NJ Department of Education  
Office of Charter Schools  
Attn: Kathy Ambrosio  
P.O. Box 500  
Trenton, NJ 08625-0500

## Appendix E: Budget Summary 1 (without expansion)

Budget Summary		FOR RENEWAL USE ONLY				
Charter School Name: <u>HoLa! Hoboken Dual Language Charter School</u>						
w/o Expansion						
Line		Fiscal Year 2014-2015	Fiscal Year 2015-2016	Fiscal Year 2016-2017	Fiscal Year 2017-2018	Fiscal Year 2018-2019
1	Enrollments					
2	District of Residence	256	288	296	301	304
3	Non-Resident District	32	26	21	16	8
4	Total Enrollments	288	314	317	317	312
5						
6	Beginning Fund Balance		15,000	161,456	244,061	220,355
7						
8	Revenues					
9	General Fund					
10						
11	Equalization/Local Levy Aid - Local Share	3,074,439	3,423,538	3,473,606	3,490,143	3,460,719
12	Equalization/Local Levy Aid - State Share					
13	Total Equalization/Local Levy Aid (Lines 11,12)	3,074,439	3,423,538	3,473,606	3,490,143	3,460,719
14	Categorical Aid					
15	Categorical Special Education Aid	48,500	51,714	52,471	52,720	52,276
16	Categorical Security Aid	47,476	50,623	51,363	51,608	51,173
17	Total Categorical Aid (Lines 15 and 16)	95,976	102,337	103,834	104,328	103,449
18	Other State Revenue					
19	First Year Nonpublic Student Aid					
20	Adjustment Aid					
21	Other State Revenue					
22	Total Other State Aid (Lines 19 through 21)					
23	Other Revenue - FUND BALANCE					
24	Total General Fund (Lines 13, 17, 22, 23)	3,170,415	3,525,875	3,577,440	3,594,472	3,564,168
25	Restricted - Special Revenue Fund					
26	Revenue from State Sources:					
27	Source:					
28	Other:					
29	Total State Projects (Lines 27, 28):					
30	Revenue from Federal Sources:					
31	Source:	30,000	30,000	30,000	30,000	30,000
32	Other:					
33	Total Federal Projects (Lines 31, 32):	30,000	30,000	30,000	30,000	30,000
34	Revenues from Other Restricted Sources					
35	Source:					
36	Source:					
37	Other:					
38	Total Other Sources (Lines 35, 36, 37):					
39	Total Special Revenue Fund (Lines 29, 33, 38)	30,000	30,000	30,000	30,000	30,000
40	Total Revenues (Lines 24,39)	3,200,415	3,555,875	3,607,440	3,624,472	3,594,168
41	Expenditures-General Fund					
42	Instruction					
43	Salaries of Teachers	802,392	818,440	834,809	851,505	868,535
44	Other Salaries for Instruction	366,916	374,254	381,739	389,374	397,161
45	Purchased Professional/Technical Services	109,016	100,000	110,000	110,000	120,000
46	Other Purchased Services	6,851	7,536	8,289	9,118	10,030
47	General Supplies	70,584	74,810	75,524	75,524	74,333
48	Textbooks	125,115	132,606	133,873	133,873	131,761
49	Miscellaneous Expense	8,852	9,382	9,472	9,472	9,323
50	Total Instructional Expense	1,489,726	1,517,028	1,553,707	1,578,867	1,611,144
51	Administrative					
52	Salaries - Administration	328,885	335,463	342,172	349,016	355,996
53	Salaries of Secretarial/Clerical Assistants	58,834	60,010	61,210	62,435	63,683
54	Total Benefit Costs	535,144	626,315	671,792	735,888	760,843
55	Purch. Professional/Tech. Serv.(Consultants)	82,390	90,629	99,692	109,661	120,627
56	Other Purchased Services	20,185	22,204	24,424	26,866	29,553
57	Communications/Telephone	12,320	13,552	14,907	16,398	18,038
58	Supplies and Materials	6,710	7,381	8,119	8,931	9,824
59	Judgments Against Charter Schools					
60	Interest on Current Loans					
61	Interest for Lease Purchase Agreements					
62	Mortgage Payments-Interest					
63	Miscellaneous Expense	5,000				
64	Total Administrative Expense	1,049,468	1,155,553	1,222,317	1,309,194	1,358,564
65	Support Services					
66	Salaries	113,220	115,484	117,794	120,150	122,553
67	Purch. Professional/Tech. Serv.(Consultants)	106,582	113,088	114,168	114,168	112,368
68	Other Purchased Services	25,377	26,896	27,153	27,153	26,725
69	Rental of Land and Buildings	278,200	350,000	350,000	350,000	350,000
70	Insurance for property, liability and fidelity	68,457	75,303	82,833	91,117	100,228
71	Supplies and Materials	19,664	21,062	21,810	22,476	22,969
72	Transportation - Other than to/from school	4,721	5,004	5,052	5,052	4,972
73	Reserved for future use					
74	Energy Costs (Heat and Electricity)					
75	Miscellaneous Expense					
76	Total Support Services Expense	616,221	706,838	718,811	730,116	739,815
77	Capital Outlay					
78	Instructional Equipment					
79	Noninstructional Equipment					
80	Purchase of Land/Improvements					

[illegible]

**Appendix F: Budget Summary 2 (with expansion)**



Budget Summary			FOR RENEWAL USE ONLY									
Charter School Name: HoLa! Hoboken Dual Language Charter School												
With Expansion to Include 7th and 8th grade												
			Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year	
			2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
			6th		7th		8th		8th		8th	
1	Enrollments											
2	District of Residence		256		300		344		375			383
3	Non-Resident District		32		32		32		27			22
4	Total Enrollments		288		332		376		402			405
5												
6	Beginning Fund Balance				15,000		30,000		45,000			135,134
7												
8	Revenues											
9	General Fund											
10												
11	Equalization/Local Levy Aid - Local Share		3,074,439		3,551,254		4,028,068		4,317,092			4,356,872
12	Equalization/Local Levy Aid - State Share											
13	Total Equalization/Local Levy Aid (Lines 11,12)		3,074,439		3,551,254		4,028,068		4,317,092			4,356,872
14	Categorical Aid											
15	Categorical Special Education Aid		48,500		56,022		63,544		68,103			68,730
16	Categorical Security Aid		47,476		54,839		62,202		66,665			67,280
17	Total Categorical Aid (Lines 15 and 16)		95,976		110,861		125,746		134,768			136,010
18	Other State Revenue											
19	First Year Nonpublic Student Aid											
20	Adjustment Aid											
21	Other State Revenue											
22	Total Other State Aid (Lines 19 through 21)											
23	Other Revenue											
24	Total General Fund (Lines 13, 17, 22, 23)		3,170,415		3,662,114		4,153,814		4,451,860			4,492,882
25	Restricted - Special Revenue Fund											
26	Revenue from State Sources:											
27	Source:											
28	Other:											
29	Total State Projects (Lines 27, 28):											
30	Revenue from Federal Sources:											
31	Source:		30,000		30,000		30,000		30,000			30,000
32	Other:											
33	Total Federal Projects (Lines 31, 32):		30,000		30,000		30,000		30,000			30,000
34	Revenues from Other Restricted Sources											
35	Source:											
36	Source:											
37	Other:											
38	Total Other Sources (Lines 35, 36, 37):											
39	Total Special Revenue Fund (Lines 29, 33, 38)		30,000		30,000		30,000		30,000			30,000
40	Total Revenues (Lines 24,39)		3,200,415		3,692,114		4,183,814		4,481,860			4,522,882
41	Expenditures-General Fund											
42	Instruction											
43	Salaries of Teachers		802,392		991,440		1,119,269		1,141,654			1,164,488
44	Other Salaries for Instruction		366,916		428,254		492,819		502,676			512,729
45	Purchased Professional/Technical Services		109,016		68,033		77,049		82,377			82,992
46	Other Purchased Services		6,851		7,536		8,289		9,118			10,030
47	General Supplies		70,584		81,367		92,151		98,523			99,258
48	Textbooks		125,115		144,230		163,344		174,639			175,943
49	Miscellaneous Expense		8,852		10,205		11,557		12,357			12,449
50	Total Instructional Expense		1,489,726		1,731,065		1,964,479		2,021,344			2,057,888
51	Administrative											
52	Salaries - Administration		328,885		335,463		342,172		349,016			355,996
53	Salaries of Secretarial/Clerical Assistants		58,834		60,010		61,210		62,435			63,683
54	Total Benefit Costs		535,144		630,827		713,577		782,935			859,229
55	Purch. Professional/Tech. Serv.(Consultants)		82,390		90,629		99,692		109,661			120,627
56	Other Purchased Services		20,185		22,204		24,424		26,866			29,553
57	Communications/Telephone		12,320		13,552		14,907		16,398			18,038
58	Supplies and Materials		6,710		7,381		8,119		8,931			9,824
59	Judgments Against Charter Schools											
60	Interest on Current Loans				5,000		5,000		5,000			5,000
61	Interest for Lease Purchase Agreements											
62	Mortgage Payments-Interest											
63	Miscellaneous Expense		5,000									
64	Total Administrative Expense		1,049,468		1,165,065		1,269,102		1,361,242			1,461,950
65	Support Services											
66	Salaries		113,220		115,484		117,794		120,150			122,553
67	Purch. Professional/Tech. Serv.(Consultants)		106,582		122,865		139,149		148,771			149,881
68	Other Purchased Services		25,377		29,254		33,131		35,422			35,686
69	Rental of Land and Buildings		278,200		380,257		501,014		550,000			590,220
70	Insurance for property, liability and fidelity		68,457		75,303		82,833		91,117			100,228
71	Supplies and Materials		19,664		22,378		25,147		27,091			27,971
72	Transportation - Other than to/from school		4,721		5,443		6,164		6,590			6,639
73	Reserved for future use											
74	Energy Costs (Heat and Electricity)											
75	Miscellaneous Expense											
76	Total Support Services Expense		616,221		750,984		905,232		979,140			1,033,178
77	Capital Outlay											
78	Instructional Equipment											
79	Noninstructional Equipment											
80	Purchase of Land/Improvements											
81	Lease Purchase Agreements-Principal											
82	Mortgage Payments-Principal											
83	Building Purchase other than Lease Purchase											
84	Miscellaneous Expense											
85	Total Capital Outlay											
86	Total General Fund (Lines 50, 64, 76, 85)		3,155,415		3,647,114		4,138,813		4,361,726			4,553,016
87	Expenditures-Special Revenue Fund											
88	Restricted /Special Revenues Programs											
89												
90	State Projects:											

[illegible]

## Appendix G: Renewal App Budget Summary (cash flow)

## Charter School Cash Flow Schedule

### Cash Flow Schedule

**FOR RENEWAL USE ONLY**

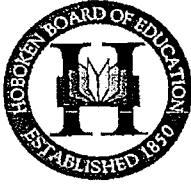
Charter School Name: "HoLa! Hoboken Dual Language Charter School"														
w/o Expansion	Budget	July	August	September	October	November	December	January	February	March	April	May	June	TOTALS
Beginning Cash Balances			\$99,456	\$197,433	\$45,051	\$45,136	\$45,736	\$46,336	\$12,480	\$13,080	\$13,681	\$13,994	\$14,531	
Receipts														
Local Share	3,074,439	\$356,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$3,074,439
State Share														
Categorical Aids	95,976													
Other Revenue				\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$95,976
Loans														
Total Receipts	\$3,170,415	\$256,203	\$256,203	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$3,170,415
Disbursements														
Instruction														
Salaries of Teachers	802,392			\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$802,392
Other Salaries for Instruction	366,916			\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$366,916
Purchased Professional/Technical Services	109,016	\$8,000	\$9,000	\$9,200	\$9,200	\$9,200	\$9,200	\$9,200	\$9,200	\$9,200	\$9,200	\$9,216	\$9,200	\$109,016
Other Purchased Services	6,851	\$451	\$400	600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$6,851
General Supplies	70,584	\$5,000	\$5,283	33,000	\$3,300	\$3,001	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$70,584
Textbooks	125,115	\$12,500	\$12,500	90,000	\$1,315	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100	\$125,115
Miscellaneous Expense	8,852	\$715	\$750	750	\$750	\$750	\$750	\$750	\$750	\$750	\$737	\$700	\$700	\$8,852
Total Instructional Expense	1,489,726	26,666	27,933	230,481	132,096	131,582	131,581	131,581	131,581	131,581	131,568	131,545	131,531	\$1,489,726
Administrative														
Salaries - Administration	328,385	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,408	\$328,385
Salaries of Secretarial/Clerical Assistants	58,834	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$58,834
Total Benefit Costs	535,144	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$535,144
Purchased Professional/Technical Services	82,390	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$82,390
Other Purchased Services	20,185	\$1,700	\$1,700	\$1,685	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,600	\$20,185
Communications/Telephone	12,320	\$1,000	\$1,000	\$1,050	\$1,030	\$1,030	\$1,030	\$1,030	\$1,030	\$1,030	\$1,030	\$1,030	\$1,030	\$12,320
Supplies and Materials	6,710	\$355	\$355	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$6,710
Judgments Against Charter School														
Interest on Current Loans														
Interest for Lease Purchase Agreements														
Mortgage Payments-Interest														
Miscellaneous Expense	5,000													
Total Administrative Expense	1,049,468	86,826	86,826	87,606	87,601	87,601	87,601	87,601	87,601	87,601	87,601	87,501	87,502	\$1,049,468
Support Services														
Salaries	113,220	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$113,220
Purchased Professional/Technical Services	106,582	\$5,337	\$3,245	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$106,582
Other Purchased Services	25,377	\$2,500	\$2,800	\$2,077	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$25,377
Rental of Land and Buildings	278,200	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$278,200
Insurance for property, liability and fidelity	68,457	\$34,000		\$34,000				\$34,457						\$68,457
Supplies and Materials	19,664	\$4,800	\$4,804	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,060	\$19,664
Transportation-Other than to/from school	4,721			\$401	\$400	\$400	\$400	\$400	\$400	\$400	\$700	\$600	\$620	\$4,721
Reserved for future use														
Energy Costs (Heat and Electricity)														
Miscellaneous Expense														
Total Support Services Expense	616,221	43,255	43,467	80,096	46,018	46,018	46,018	80,475	46,018	46,018	46,318	46,218	46,298	\$616,221
Capital Outlay														
Instructional Equipment														
Noninstructional Equipment														
Purchase of Land/Improvements														
Lease Purchase Agreements- Principal														
Mortgage Payments-Interest														
Building Purchase other than - Lease Purchase														
Miscellaneous Expense														
Total Capital Outlay														
Total General Fund	\$3,155,415	\$156,747	\$158,226	\$418,183	\$265,715	\$265,201	\$265,200	\$299,657	\$265,200	\$265,200	\$265,487	\$265,264	\$265,331	\$3,155,415
Restricted Expense														
Total Expenditures	\$3,155,415	\$156,747	\$158,226	\$418,183	\$265,715	\$265,201	\$265,200	\$299,657	\$265,200	\$265,200	\$265,487	\$265,264	\$265,331	\$3,155,415
Loan Payback														
Ending Cash Balances	\$15,000	\$99,456	\$197,433	\$45,051	\$45,136	\$45,736	\$46,336	\$12,480	\$13,080	\$13,681	\$13,994	\$14,531	\$15,000	\$15,000
Reserve Account Reserve	\$15,000													\$15,000

### Charter School Cash Flow Schedule

**FOR RENEWAL USE ONLY**

Charter Sch.	ame:	jHOLA Hoboken Dual Language Charter School												
With Expansion to include 7th and 8th grade														
Budget	July	August	September	October	November	December	January	February	March	April	May	June	TOTALS	
Beginning Cash Balances			\$197,433	\$45,045	\$45,131	\$45,730	\$46,331	\$12,474	\$13,075	\$13,660	\$13,974	\$14,510		
Receipts														
Local Share	3,074,439	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$256,203	\$3,074,439	
State Share														
Categorical Aids														
Other Revenue	95,976		\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$9,598	\$95,976	
Restricted Revenue														
Loans														
Total Receipts	\$3,170,415	\$256,203	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$265,801	\$3,170,415	
Disbursements														
Instruction														
Salaries of Teachers	802,392		\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$80,239	\$802,392	
Other Salaries for Instruction	366,916		\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$36,692	\$366,916	
Purchased Professional/Technical Services	109,016	\$8,000	\$9,200	\$9,200	\$9,200	\$9,200	\$9,200	\$9,200	\$9,200	\$9,200	\$9,216	\$9,200	\$109,016	
Other Purchased Services	6,851	\$451	\$400	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$6,851	
General Supplies	70,584	\$5,000	\$5,283	\$3,000	\$3,000	\$3,001	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$70,584	
Textbooks	125,115	\$12,500	\$12,500	\$90,000	\$1,315	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100	\$125,115	
Miscellaneous Expense	8,852	\$715	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$700	\$700	\$8,852	
Total Instructional Expense	1,489,726	26,666	27,933	250,481	132,096	131,582	131,581	131,581	131,581	131,568	131,545	131,531	\$1,489,726	
Administrative														
Salaries - Administration	328,885	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$27,407	\$328,885	
Salaries of Secretarial/Clerical Assistants	58,834	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$4,903	\$58,834	
Total Benefit Costs	535,144	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$44,595	\$535,144	
Purchased Professional/Technical Services	82,390	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$6,866	\$82,390	
Other Purchased Services	20,185	\$1,700	\$1,700	\$1,685	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,600	\$1,600	\$20,185	
Communications/Telephone	12,320	\$1,000	\$1,000	\$1,030	\$1,030	\$1,030	\$1,030	\$1,030	\$1,030	\$1,030	\$1,030	\$1,030	\$12,320	
Supplies and Materials	6,710	\$355	\$355	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$6,710	
Judgments Against Charter School														
Interest on Current Loans														
Interest for Lease Purchase Agreements														
Mortgage Payments-Interest														
Miscellaneous Expense														
Total Administrative Expense	5,009	86,826	87,606	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000	
Support Services														
Salaries	113,220	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$9,435	\$113,220	
Purchased Professional/Technical Services	106,582	\$3,337	\$3,245	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$106,582	
Other Purchased Services	25,377	\$2,500	\$2,800	\$2,077	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$25,377	
Rental of Land and Buildings	278,200	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$23,183	\$278,200	
Insurance for property, liability and fidelity	68,457		\$34,000				\$34,457						\$68,457	
Supplies and Materials	19,664	\$4,800	\$4,804	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,060	\$19,664	
Transportation-Other than to/ from school	4,721			\$406	\$400	\$400	\$400	\$400	\$415	\$700	\$600	\$600	\$4,721	
Reserved for future use														
Energy Costs (Heat and Electricity)														
Miscellaneous Expense														
Total Support Services Expense	616,221	43,255	43,467	80,101	46,018	46,018	80,475	46,018	46,033	46,318	46,218	46,278	\$616,221	
Capital Outlay														
Instructional Equipment														
Noninstructional Equipment														
Purchase of Land/ Improvements														
Lease Purchase Agreements- Principal														
Mortgage Payments-Interest														
Building Purchase other than - Lease Purchase														
Miscellaneous Expense														
Total Capital Outlay														
Total General Fund	\$3,155,415	\$156,748	\$158,226	\$418,188	\$265,715	\$265,201	\$265,200	\$265,657	\$265,215	\$265,487	\$265,264	\$265,311	\$3,155,415	
Restricted Expense														
Total Expenditures	\$3,155,415	\$156,748	\$158,226	\$418,188	\$265,715	\$265,201	\$265,200	\$265,657	\$265,215	\$265,487	\$265,264	\$265,311	\$3,155,415	
Loan Payback														
Ending Cash Balances	\$15,000	\$99,456	\$197,433	\$45,045	\$45,131	\$45,730	\$46,331	\$12,474	\$13,075	\$13,660	\$13,974	\$14,510	\$15,000	
Escrow Account Reserve	\$15,000												\$15,000	

# **EXHIBIT B**



# Hoboken Public Schools

## OFFICE OF THE SUPERINTENDENT

158 4th Street ❖ Hoboken, NJ 07030 ❖ (201) 356-3601 ❖ Fax: (201) 356-3641

Dr. Mark Toback  
Superintendent of Schools  
mtoback@hoboken.k12.nj.us

December 10, 2013

Mr. Christopher Cerf  
Commissioner of Education  
New Jersey Department of Education  
100 River View Plaza  
PO Box 500  
Trenton, NJ 08625

Dear Commissioner Cerf,

A few years ago, Andy Smarick worked with you as Assistant Commissioner. I am not sure what happened to Mr. Smarick, but an article he wrote in 2008 left an impression with me when I was familiarizing myself with your leadership team. Mr. Smarick wrote an article about how charter schools should replace traditional public schools in urban communities. In his article, he provided readers with detailed directions for how his vision could be achieved and he identified communities he believed were primed for a charter takeover. Mr. Smarick's *Wave of the Future* (Attachment A) was of great concern to me at the time, and it is of greater concern to me now.

While his article includes many debatable points, I am sure you can understand why I would be concerned when you view the article from my position as the leader of a public school system operating alongside three charter schools and with Mr. Smarick appointed as a state level leader in education. Since I read his article, I have sometimes wondered if the Hoboken Public School District is a part of some inevitable plan because at this point, the stage has been set and many of the strategies that Mr. Smarick described for breaking down traditional public schools in favor of charters are working as he predicted.

I am not writing to question or debate the work of a former Assistant Commissioner. Rather, Mr. Smarick's article is helpful in framing our situation in Hoboken. I am writing to you in response to a renewal application from the HoLa Dual Language Charter School. They have proposed adding seventh and eighth grades with their application to renew their charter.

During the public portion of our November meeting, the Hoboken Board of Education heard from many HoLa students, parents and staff in response to an earlier version of this letter. Clearly, they are a close and committed school community, and out-spoken in their pride for their school and its program, as well as their need for their school to

expand. I make no judgment about the quality of instruction, nor that school community's sincere desire to continue the educational experience for its students through eighth grade. I remain impressed by their heartfelt concerns and commitment to a dual language program. On the other hand, my obligation is to protect and advance the interests of the students attending the traditional public schools. This being the case, I must express my very serious concerns: 1) about the impact of the expansion on the Hoboken public school district and the effect it will have on my ability to serve the needs of its non-charter students, 2) about the feasibility of the expansion given recent statistical trends in Hoboken, and 3) a larger issue concerning the ability of the taxpayers of Hoboken to effectively sustain what is, in essence, four separate school districts (three charter schools and one traditional public school system) under the current funding formula and the way by which funding is distributed.

Please understand that I fully support HoLa with its currently approved configuration as a K-6 dual language school. However, I am asking you to deny any further expansion for HoLa until such time that an extensive study is completed. I believe that looking closely at the facts particular to this community is warranted because the results might heavily influence decisions made about future chartering in Hoboken and elsewhere. As the charter movement matures in New Jersey, it would make sense to study the impact of this reform model in the community that has one of the longest charter histories in New Jersey. I believe that studying the effect of charter policy over time would be a great help to many other charter communities with a less mature charter presence. The study may also influence the work of legislators as changes to charter laws are considered in the near future. Another reason to study Hoboken is due to the unique nature of the community.

Hoboken is a unique public education environment for a variety of reasons. We may be the only city in America with four public school districts operating in one square mile. Other issues like transient student populations, the loss of students in a short time period, a charter lottery system that consistently leads to the unintended segregation of children, unique funding issues, a politically charged environment, facility needs, significant population growth at the lower grade levels, and the fact that the traditional public district has the only publicly elected board creates a challenging environment that probably does not exist anywhere else. Combined, these issues are leading us to a breaking point.

#### **Changing a Regular Operating School District**

Another reason why I bring up the idea of a study is that such work is typical in other situations where school districts are created, eliminated, or significantly modified. The study serves a good purpose in regular operating districts by insuring that the change allows for a thorough and efficient program while not disrupting racial balance. The addition of a charter school is a significant change that has long-term implications. Ultimately, the NJDOE is the only authorizer of charters so I believe it is incumbent to conduct studies for chartering similar to studies conducted in other situations when there are proposals to change school districts. That kind of work cannot be done through the charter application.



Under the current system, the NJDOE relies on the charter application documents and the input of a handful of especially brave superintendents, board members, and parents who are willing to stand up to express their concerns about how chartering will affect the traditional public school system. It also leaves community members and charter advocates with the impression that those of us who do express concerns are simply "charter haters" or that we somehow favor an old-fashioned and inefficient way of educating students.

It should not be left to local school boards, superintendents, and parents to argue why another school district should or should not be established in any community. Our most recent Hoboken Board of Education meeting is an example of the unfair nature of the current process. While the opportunity for input is important, it does not make sense to continue a process where residents are pitted against one another to fight for the education of their children.

### **Testing Some Basic Assumptions in Hoboken**

As a school leader, I am proud of the accomplishments and the effort put forth by our students and teachers and we have shown good progress in many areas. However, I am sometimes frustrated because I encounter residents who truly believe that the charter schools in Hoboken offer a better education than what we provide.

One regular assumption made about charters is that they are innovative schools that will somehow lead to increased student performance. In turn, assumptions are made that charters will impart new teaching methods to public school employees and we will strive to perform as well as the charters due to competition for students. While that may be true in some cases, this is not how things have played out in Hoboken. We use many of the same learning materials such as Math in Focus and Foss Science. We are all required to follow the Common Core State Standards. With the exception of demographics, the differences between our public and charter schools are not as great as many believe.

Student populations vary greatly in Hoboken and I thank the NJDOE for considering that issue with the newest student performance reports. Considering the mix of students is an important step in evaluating school effectiveness and is a vast improvement over the district factor grouping comparison. With the establishment of peer schools and rankings, it is clear that all of the Hoboken schools, public and charter, are achieving similar results. In fact, it is possible that differences in school level standardized test performance may be attributable to demographic differences. There is certainly ample evidence to support that possibility due to published NJDOE peer school performance reports.

The latest NJDOE report with peer rankings shows that Hoboken Charter School is outperformed by 97% of the comparable schools within their group. It is important to note that the results appear to be connected to their high school program and that these results were obtained before the school suffered from a fire that forced the relocation of their elementary school students. On the other end of the peer-ranking spectrum, Elysian Charter School is outperformed by 35% of their peer group. Rounding out the charters,

the HoLa Dual Language Charter School is outperformed by 69% of its peers. As far as traditional public schools, Wallace School is outperformed by 84% of its peers; Calabro is outperformed by 53% of its peers while Connors School is outperformed by 48% of its peers. It is interesting to note that the school generally perceived in the community as the lowest-performing school (Connors Elementary) actually ranks second among charter and public elementary schools when peer school methodology is used.

Peer rankings lead to many questions about school effectiveness and the benefits that exist under the current school structure we have in Hoboken. Peer ranking also brings back a point I made to the NJDOE in a prior letter regarding the formation of a new charter school. That is, the charter schools enroll a different demographic and thus the peer schools used for comparison for the Hoboken charters are very different from our peer schools. Peer ranking certainly dispels many beliefs about school performance gaps between the public and charter schools and also demonstrates that in communities such as Hoboken, a fair lottery process does not yield the intended results. Taken together, this information certainly warrants further study and analysis, especially considering the fact that the problem of major demographic differences will weaken the entire charter school movement.

#### **Funding Follows the Student**

Another assumption that exists under the current system is that funding "follows" the student. As noted, Hoboken is a unique community and that leads to a number of situations where money does not follow the student. In the case of a number of private school students who are selected for charter schools, the district simply loses funding. In the case of students attending our schools who are at some point selected for charter schools, we end up with smaller class sizes. Typically, these drops in class size are not enough to allow for consolidation. Even if student reductions allowed for some consolidation, the impact of terminating the employment of a teacher with a class full of students in the middle of the school year does not serve anyone well. In most cases, we simply lose funding and yet we have needs due to enrollment growth at the lower grade levels.

#### **More About Funding**

While I am certain the new Jersey Department of Education somehow tracks funding differences in charter school communities, I thought it would be helpful to call your attention to our multi-year trend when it comes to our charter allocation.

07/08	08/09	09/10	10/11	11/12	12/13	13/14
<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Unaudited</i>	<i>Anticipated</i>
\$2,807,009	\$3,933,329	\$4,180,880	\$4,987,989	\$5,973,346	\$7,254,646	\$7,807,674
Increase%	40.1%	6.3%	19.3%	19.8%	21.5%	7.6%

As you can see, the allocation has nearly tripled in only a few short years and I hope you understand my concern that this pattern is not sustainable, especially given our enrollment increases at the lower grade levels coupled with a 2% tax cap. If you carry this pattern out to 2018 with the total requested expansion of HoLa to 405 students (an

increase of almost 100 students) you can see how our traditional public district would fall into a state of crisis. I do not believe that such a result is the intent of the charter movement and I know that such a result does not allow for a thorough and efficient education for all children in this community.

### **Facility Problems Abound**

I would really enjoy showing you around the school district so that you can see our many facility challenges. The facility problems exist for both public schools and charter schools. The only project that we have lined up is the repair of an SDA repair project that did not work out well at Brandt School. We have needs for classroom space and despite years of SCC/SDA planning meetings, submitting plans for new schools, and hoping for upgrades and renovation of our schools, we have no funding and no capacity to move forward. The one school that was renovated was Calabro School. Although the end product is a beautiful school, it is inefficient. Calabro School, before the SDA renovations housed, 250 students. It now houses about 130 students. Until recently, the district used four trailers parked outside of Wallace School to house seventh grade students. The trailers are past their useful lifespan and are being used by a local daycare facility in the wake of Hurricane Sandy. Trailers are generally a temporary fix. In our schools, the trailers have been in full use for almost 15 years.

As far as the charter schools, Elysian Charter School is spread out on multiple floors in multiple buildings and HoLa houses some of its students in two trailers. Hoboken Charter School was forced from Demarest School to allow for swing space for students that we expected to move for an approved SDA renovation of Connors School. The construction never occurred and as a result, the Hoboken Charter students were needlessly displaced. After opening their new building on Washington Street, Hoboken Charter School was displaced for another year due to an unfortunate fire. All of these situations disrupt the education of children.

While many of the former Abbott school districts have received funding for major improvements and new school construction, Hoboken received comparatively minimal amounts of facility funding. The lack of progress with SDA work is now having a bearing on any future plans that we have, and indirectly, any future plans that the charter schools have.

### **Skyrocketing Costs and a No-Win Budgeting Process**

Mr. Smarick wrote, "As chartering increases its market share in a city, the district will come under growing financial pressure. The district, despite educating fewer and fewer students, will still require a large administrative staff to process payroll and benefits, administer federal programs, and oversee special education. With a lopsided adult-to-student ratio, the district's per-pupil costs will skyrocket." He went on to write that this financial crisis (cost per pupil) would become a political crisis leading to demands for change favoring charter school expansion.

Mr. Smarick was correct. Our cost per pupil is a financial issue that has become a political issue and has been used against our elected board of education members for

many years (Attachments C, D). Not all taxpayers know there is a two percent tax cap, and few understand that the New Jersey Department of Education developed a minimum tax levy figure that limits budget reductions. Taxpayers also do not understand that the cost of expanded charter operations goes well beyond the two percent tax cap and budget cuts made are for public schools and not charter schools.

Even with tax increases, the district must make cuts to services and programs for our students to support charter expansion. We were able to survive due to breakage generated by large numbers of retirements and some other strategies, but that time is over. The Interdistrict School Choice Program has many benefits and one of them was that it helped to offset funding losses due to charter expansion. But with new limits on the school choice program, we have less opportunity to offset losses.

In terms of administrative costs, the case in Hoboken is almost the opposite of what Mr. Smarick predicted. We have reduced our administrative staffing and costs significantly when compared to a few years ago. However, operating four school districts in the same small city leads to an overall increase in administrative costs, duplication of services, unfair scrutiny, and misperceptions. We have four school district leaders in one square mile, four business administrators, four separate payrolls, four separate boards of education and a host of required services that are duplicated. NJDOE statistics produced in the latest *Taxpayer's Guide to Education Spending* provide compelling information regarding administrative costs in Hoboken.

School System	Total Administrative Cost Per Pupil 12-13 Budgetary	Total Administrative Cost as Percentage of Budgetary Cost Per Pupil 12-13
Hoboken Public	\$1,914	8.5%
Hoboken Charter	\$3,596	21.7%
HoLa Dual Language	\$2,380	22%
Elysian	\$1,713	12.9%

Mr. Smarick also noted costs for special education would skyrocket in school districts with significant charter expansion, thus amplifying the political cost per pupil issue. In Hoboken, his prediction is accurate. HoLa does enroll a few special needs children, and the other two charters enroll about the same percentage of special needs students as our district. But it must be noted that the charter schools do not enroll students with significant disabilities. It is the public district that enrolls the most significantly disabled children and pays for private out-of-district placements. This concentrates an expensive undertaking in the public schools, thus raising our per-pupil costs and reducing per-pupil costs in charter schools. While I am very happy that we offer some excellent programs

for our special needs students and we provide appropriate placements, the taxpayers in many cases do not understand this reality and it all contributes to the political cost-per-pupil issue.

Attachment B demonstrates how Mr. Smarick was correct with regard to how special education costs will be used as a political tool against public school systems to drive the cost-per-pupil issue. The author, Dr. Anthony Petrosino, is a current member of the HoLa Board of Trustees. He worked previously as the Assistant to the former Superintendent in the Hoboken Public Schools and Professor at the University of Texas. His article about the placement of additional children with special needs into private schools is both typical and unfortunate. He does not account for the simple fact that we have significantly disabled children who have moved to the community and he ignores the fact that we have developed programs to keep a number of special needs students in district. Clearly, there is intent with Petrosino's message in line with Mr. Smarick's prediction.

Further exacerbating Petrosino's political cost-per-pupil issue by way of special needs is the incentive that exists statewide for charter schools to place students in out-of-district placements. After speaking with charter school leaders over the past few weeks, I learned that the lack of charter school funding creates many budget pressures and limits the development of new programs, including new programs that might accommodate special needs students. By code, the cost for charter students placed out of district does not go to the charter school, but back to the traditional public school system. As a result, a financial incentive is created for charter schools to place significantly disabled students in out-of-district placements as opposed to educating the students. Even more perplexing is the fact that we have very little input about those placements. Despite the fact that the traditional district is responsible to pay for the out-of-district educational programs plus transportation costs, extended school year programs, and other costs, the charter school case managers remain responsible for carrying out the IEP. This situation does not aid with meeting requirements for students to be placed in the least restrictive environment, thus hindering the ability for schools to carry out IDEA. This is an important issue that should be addressed with any legislative changes in the near future.

### **No-Win Politics**

Because Hoboken Board of Education trustees are publicly elected and charter trustees are not, there are some significant issues that are created. Because we have four school districts and because three of those districts (charters) are a potential voting block, there are serious and unfair implications for our board members. They must pursue the interests of the students in the public schools while always under pressure to provide for the charter schools. Which group of students are the members of the Hoboken Board of Education supposed to advocate for and support when the interests of the public school students are at odds with the charter community?

One example of a no-win situation that the board members will be facing is the result of a facility and space issue. We need to occupy more classrooms in the one-hundred-year-old Demarest School due to expanded enrollment at our lower grade levels. The problem

is that two charter schools and the district offices already occupy a significant part of the building. Please keep in mind that a few years ago, the SDA removed Demarest from any consideration of renovation and yet this is our only option to expand. Demarest School still requires much more work.

With continued increases in enrollment, we are left with a number of bad options. We must ponder moving charter students out of Demarest or move office spaces and pay high Hoboken rental rates in order to allow the charter programs to remain intact at a well-below-market rental rate. There would be significant political implications if a charter lease were not renewed even though the board would simply be acting to use our own space for district students and employees in the most cost-effective manner. Adding more to the unusual nature of this issue is the fact that most of the charter students housed in Demarest are not residents of Hoboken.

#### **New Junior Senior High School**

This year, seventh grade students were moved to Hoboken High School and Hoboken Junior Senior High School was formed. This exciting change is the result of extensive work and a variety of new classes and programs that are exciting for the students and parents. The program exists and is efficient because we have adequate enrollment.

The new junior senior high program offers many wonderful learning opportunities and we would welcome the students from HoLa. I believe this would be an important step in bringing the schools and the community together. I also see this as an opportunity to create efficiency.

Hoboken has a history of transient student populations, especially as students reach the middle and upper grades. The reason commonly given is that families seeking larger apartments for growing children are driven out of town by the prohibitive cost of real estate. And like all of the schools in Hoboken, HoLa enrollment demonstrates a significant loss of students in its fifth grade: forty-four students in fourth grade down to eighteen students in fifth grade. Even if HoLa follows the recruitment model of the other charters and supplements its enrollment with non-resident students, those seats will be difficult to fill because any new student entering the school without years of prerequisite dual language immersion will struggle. Given this, HoLa cannot possibly retain the dual language model in the upper grade levels as they claim.

#### **Model City for Education**

Hoboken is a very dynamic city and the residents are committed to a variety of causes. I believe that the will of the people is to have a model educational program. The community has the resources and the drive to create a model urban district that includes a mix of charter, private, and traditional public schools. Unfortunately, that will never happen if we continue down our current path. We cannot continue to lose huge amounts of funding in our budget to support charters, especially at a time when we have an increasing enrollment. Our students require space and funding and our parents, students, and community leaders should not be pitted against one another in a fight over those

issues. I know that the charters in Hoboken are starved for funding and they have their own share of financial issues. The current system is not working well.

The most important thing that the NJDOE can do now is to fix the lottery process to allow charters to meet enrollment requirements and to create a corrective action plan or other intervention that will allow for more immediate action to balance enrollment. N.J.S.A. 18A:36A-8 states: "The admission policy of the charter school shall, to the maximum extent practicable, seek the enrollment of a cross section of the community's school age population including racial and academic factors." I believe that the charter enrollment policies are fair in theory, but lead to unintended results. It seems hard to believe forty years after the civil rights movement that I would be writing about the need to integrate public schools. The charter populations do not reflect our overall diversity and immediate intervention is needed from the NJDOE.

I believe a comprehensive study of chartering in Hoboken in advance of any approval to expand is a fair request given the circumstances. I would be happy to assist in any way I can with these issues and I thank you for considering my concerns. I also appreciate the past consideration you demonstrated with a prior request to form a fourth charter school in Hoboken.

Sincerely,

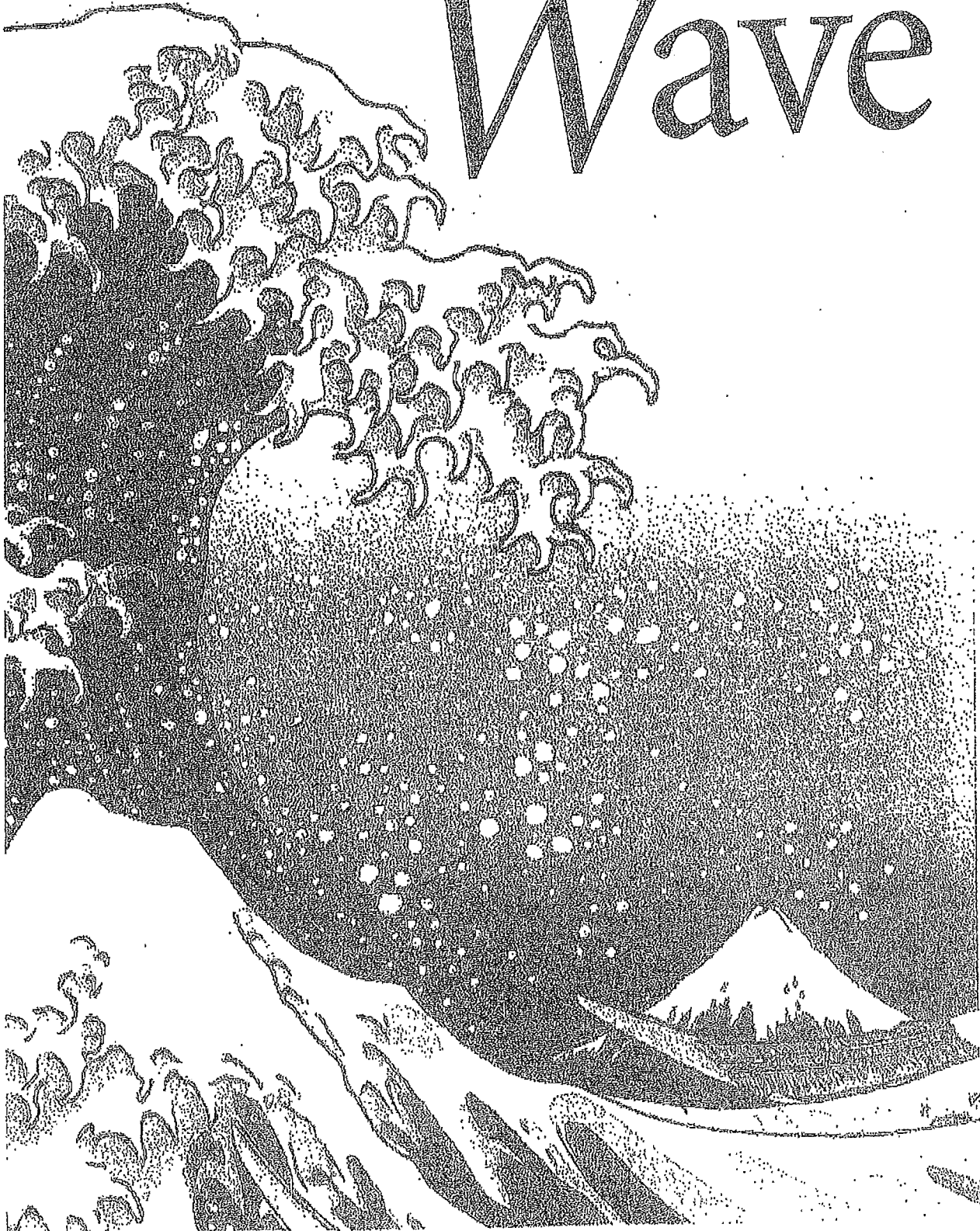
A handwritten signature in black ink, appearing to read "Mark Toback", written over a horizontal line.

Mark Toback  
Superintendent  
Hoboken, NJ

C: Monica Tone, Executive County Superintendent  
Joseph Ramos, Educational Specialist

Attachment A

# Wave





feature

of the

Why charter  
schools should  
replace failing  
urban schools

# FUTURE

BY ANDY SMARICK

In a decade and a half, the charter school movement has gone from a glimmer in the eyes of a few Minnesota reformers to a maturing sector of America's public education system. Now, like all 15-year-olds, chartering must find its own place in the world.

First, advocates must answer a fundamental question: What type of relationship should the nascent charter sector have with the long-dominant district sector? The tension between the two is at the heart of every political, policy, and philosophical tangle faced by the charter movement.

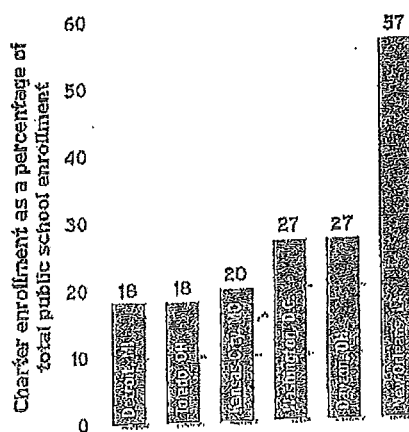
But charter supporters lack a consistent vision. This motley crew includes civil rights activists, free market economists, career public-school educators, and voucher proponents. They have varied aspirations for the movement and feelings toward the traditional system. Such differences are part of the movement's DNA: a National Alliance for Public Charter Schools (NAPCS) study found that the nation's charter laws cite at least 18 different goals, including spurring competition, increasing professional opportunities for teachers, and encouraging greater use of technology.

Because of its uniqueness, chartering is unable to look to previous reform efforts for guidance. No K-12 reform has so fundamentally questioned the basic assumptions—school assignments

## Gaining Strength (Figure 1)

Although charter schools educate only 2 percent of America's public school students, in some urban areas the charter presence is considerably larger.

Charter School Enrollment in  
Selected Urban Districts (2006-07)



SOURCES: National Alliance for Public Charter Schools

based on residence, centralized administrative control, schools lasting in perpetuity—underlying the district model of public education. Even the sweeping standards and assessments movement of the last 20 years, culminating in No Child Left Behind, takes for granted and makes use of the district sector.

Though few charter advocates have openly wrestled with this issue, two camps have organically emerged. The first sees chartering as an education system operating alongside traditional districts. This camp contends that the movement can provide more options and improved opportunities, particularly to disadvantaged students, by simply continuing to grow and serve more families.

The second group sees chartering as a tool to help the traditional sector improve. Chartering, the argument goes, can spur district improvement through a blend of gentle competitive nudging and neighborly information sharing.

Both camps are deeply mistaken. For numerous policy and political reasons, without a radical change in tactics the movement won't be able to sustain even its current growth rate. And neither decades of sharing best practices nor the

introduction of charter competition has caused districts to markedly improve their performance.

Both camps have accepted an exceptionally limited view of what this sector might accomplish. Chartering's potential extends far beyond the role of stepchild or assistant to districts. The only course that is sustainable, for both chartering and urban education, embraces a third, more expansive view of the movement's future: replace the district-based system in America's large cities with fluid, self-improving systems of charter schools.

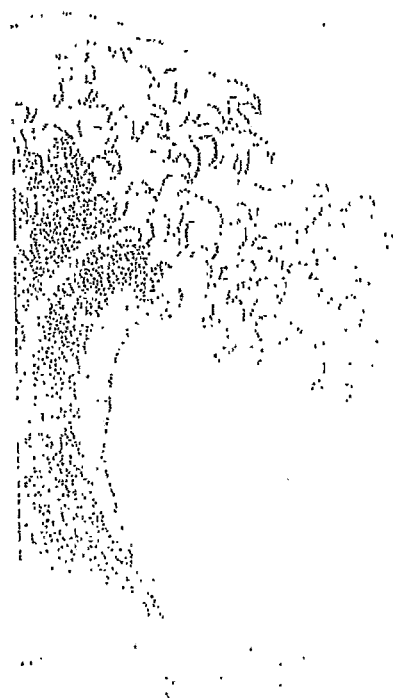
### A Parallel System

Charter advocates are rightfully proud of their achievements. As of spring 2007, 4,046 charter schools were serving more than 1.1 million children across 40 states and the District of Columbia. In a number of cities, charters educate a significant proportion of public school students (see Figure 1). But when compared to the expanse of the traditional district-based system and the educational needs of low-income families, the movement's accomplishments are modest.

Nationwide, only 2 percent of public school students attend charters. Over the last five years, an average of 335 new charters started annually. At this rate, it would take until 2020 for chartering to corner just 5 percent of the national market. Even these humble figures inflate the movement's true national standing. In 2007 nearly two-thirds of charter schools were in only seven states. Today, 24 states have less than 1 percent of their students in charter schools. Though strong expansion continues in places like California and Florida, the 2006–07 school year saw 26 states open five or fewer new schools, while 5 states—because of closures—began the school year with fewer charters than they had the year before.

None of this, however, should be taken as an assault on charters' popularity or effectiveness. In New York, 12,000 students are on charter wait lists; in Massachusetts 19,000; in Pennsylvania 27,000. Students on all of the nation's charter wait lists would fill an estimated 1,121 new charter schools.

Research on student achievement in charters is encouraging. A recent analysis of the charter school studies since 2001 that measured student or school performance over time—the ideal way to measure a school's "value added"—reported that 29 of 33 studies found charters performing as well as or better than traditional public schools. The *New York Times Magazine* spotlighted charter networks KIPP, Uncommon Schools, and



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feature  
CHARTERS SMARICK

Achievement First in a major feature on how to close the achievement gap. Yet despite these successes, chartering's current status and growth trajectory won't enable it to become a parallel system large enough to serve the millions of needy students across the country within the foreseeable future.

Some might respond, "Then just accelerate growth." But the forces that have held chartering back over the last 15 years aren't going away. Worse, even today's growth levels may be in danger.

Twenty-five states have imposed some type of cap on charter expansion; and in eight states those limits currently constrain growth. The battle against caps must be fought state by state by under-resourced, overextended charter advocates against entrenched opponents. In New York, an expensive and sophisticated multiyear effort by charter advocates that was supported by the governor and New York City's mayor and schools chancellor finally resulted in legislation that raised the cap, but only by 100 schools. The new limit will be reached in just a few years.

Unequal financing is another obstacle. A Fordham Institute study found that on average charters receive \$1,800 less per student than traditional public schools, despite serving more disadvantaged students. This discourages educators from starting new charters and traditional schools from converting. It also inhibits existing charters from growing enrollment or expanding to new campuses. Facilities are a major piece of this puzzle. While traditional public schools are provided a building, charters still must find, secure, and pay for a roof and walls. Only 13 states and Washington, D.C., provide some sort of facilities assistance.

The greatest impediment to growth is the wide array of political, legal, and administrative attacks. Institutional players—teachers unions, school boards, and state and district administrators—frequently petition state leaders for charter caps and reduced charter funding and vigorously oppose alternative authorizers and facilities aid. The nationwide Democratic landslide in the 2006 elections left many state governments less charter-friendly. For example, Ted Strickland, Ohio's new Democratic governor, made a moratorium on new charters one of his top priorities.

In a number of states, most recently Ohio and Michigan, coalitions have attacked chartering through the courts. Though these challenges have been beaten back so far, even one loss could force the closure of hundreds of schools. A 2006 Florida Supreme Court decision was foreboding. Striking down the state's voucher plan for contravening the state constitution's requirement of a "uniform" public education system, the court opened the door to challenges to the state's 350 charters, which, by definition, are not uniform.

Finally, chartering is held back by its administrative arrangements. Ninety percent of authorizers are local school districts, many of which view charters as an administrative

inconvenience, competitive nuisance, or worse. In a NAPCS survey of charter school leaders, nearly two-thirds said working with the district was a problem. This summer, a high-performing KIPP charter school in Annapolis, Maryland, was forced to close because it couldn't find a permanent facility, even though the school district, according to its own study, had 900 empty seats in a nearby, underutilized school. Responding to the school's pleas for help, the district's superintendent told the local newspaper, "It's not my responsibility. It's not my school."

The "parallel system" approach to chartering's future rests on two mistaken assumptions: first, that by simply creating new schools and not purposely antagonizing the traditional system, chartering wouldn't attract the ire of defenders of the status quo; and second, that if chartering proved successful and popular, the sky was the limit on growth. As it turned out, district stakeholders have fought charters tooth and nail from the beginning, and they have erected policy obstacles that have severed the link between charter demand and supply.

### The District Partner

The second camp envisions a vastly improved *traditional* school system, achieved through charter cooperation. This group believes that consistent collaboration between the two sectors would enable charters to experiment and then share lessons learned so all students, the vast majority of whom still attend traditional public schools, could benefit. "I believe that districts and charters will benefit by building more collaborative relationships," says Tom Hutton, a staff attorney for the National School Boards Association and a former board member of the Thurgood Marshall Charter School in Washington, D.C.

Like Hutton, many in this camp are veterans of the traditional system who recognize the value of chartering. But they assume district immortality—districts have been the sole delivery system of public education for generations—and believe a collaborative relationship to be wise, pragmatic, and ultimately necessary. The late Appleton, Wisconsin, superintendent Tom Scullen supported charters within his district but cautioned, "Charter schooling will fail if it tries to become a second track of public education. There isn't enough money to support two systems." Deborah McGriff, executive vice president of Edison Schools and former Detroit superintendent, agrees: "Charters need to start thinking about how we move from suspicion and competition with districts to collaboration and cooperation."

This collaborative relationship is becoming institutionalized. The federal Charter School Program, which provides charter start-up funds, requires that states disseminate charters' best practices to districts. KIPP has an open-door policy for local teachers and principals; they are welcome to

visit and take away whatever lessons they can. Funders in particular are buying into this strategy. NewSchools Venture Fund, whose goal is to improve school districts, invests in charter entrepreneurs in the hope that they can "spark broader transformation in the public school system." One of the Boston Foundation's high priorities in its education giving is supporting the sharing of effective practices between chartered and traditional schools.

Though the move toward greater cooperation has emotional appeal, to embrace it you have to believe that districts, including major urban districts, are both willing and able to change and significantly improve student achievement at scale. Sadly, there is *prima facie* evidence that they are not. The achievement gap has been well documented for 40 years: in the Coleman Report, NABP data, SAT scores, and state assessments. Given the threefold increase in per-pupil spending and countless policy changes, blue-ribbon panel recommendations, and foundation initiatives in the intervening years, it is undeniable that districts have already tried, or have been forced to try, to shape up.

NewSchools  
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Diane Ravitch recently reported in the *Education Gadfly* (June 7, 2007) on the disappointing achievement scores from New York City, whose much-heralded schools leader, Joel Klein, has implemented some of the nation's most aggressive reforms. Ravitch found that during Klein's five-year tenure academic gains have been smaller than during the previous five years and that the reading scores of cohorts of students are actually declining as they progress through the system. New York's inability to improve despite major interventions is far from unique. NABP's Trial Urban District Assessment, which measured the performance of 11 large urban systems in 2005, provides compelling evidence of the futility of district-based reforms: even the highest-performing district studied (Charlotte) had only 29 percent of its 8th graders at or above proficient in reading.

It is unreasonable to believe that charter collaboration will significantly alter these stubbornly disappointing district results. High-performing low-income schools, though too rare, have been documented for decades, and yet their lessons have never been translated into comprehensive district improvement. This is despite major efforts to spread best practices widely, including the work of education schools and \$15 billion spent annually on teacher professional development. All in all, the uncomfortable but unavoidable question for collaboration advocates becomes, why should chartering invest in a strategy—helping major urban districts solve the achievement gap—that has consistently failed for 40 years when pursued by others?

Many strong believers in school choice, myself included, were convinced that the competitive pressure exerted by charters would lead to a renaissance in the traditional system. The vast district improvements we expected never materialized. The clearest evidence comes from Dayton, Ohio, and Washington, D.C., two cities with significant charter sectors.

In the nation's capital, 26 percent of students attend one of the city's 71 charter schools. The city's charter sector is remarkably innovative and energetic, including such standouts as KIPP KEY Academy, the SERD School, and DC Prep. Nevertheless, the District's traditional system remains among the very worst in the nation. Of the 11 cities participating in the NABP Trial Urban District Assessment in 2005, Washington, D.C., had the lowest scores in math and reading in both grades tested. Among its 8th-grade students, only 12 percent reached proficiency in reading and 7 percent in math. A Progressive Policy Institute study of D.C.'s charter experience summarized the situation perfectly: "There is no

## feature CHARTERS SMARICK

clear evidence that charter schools have had a direct impact on student achievement in DCPS schools or otherwise driven systemic reform."

Charters educate 28 percent of Dayton's students. Last year, the district reached only one of 25 state indicators and failed to make AYP. Seventy and 56 percent of its 8th graders failed to reach proficiency in math and reading, respectively. Residents are understandably frustrated: a 2005 Fordham Foundation survey found that 69 percent of Dayton residents are in favor of either major change from the district or an entirely new education system.

Some studies, like those by Hoxby (see "Rising Tide," *research*, Winter 2001) and by Holmes, Desimone, and Rupp (see "Friendly Competition," *research*, Winter 2006) have found a small bump in a district's achievement when it faces charter competition. Bifulco and Ladd (see "Results from the Tar Heel State," *research*, Fall 2005) and Buddin and Zimmer, however, found none. There are legitimate disagreements about the influence of additional factors in these studies, such as the amount of competition, the policy environment, and the type of test data used. But when this research is considered alongside our other experience, the only fair conclusion is that competition hasn't dramatically altered district performance for the better.

Charter competition has caused one unexpected and fascinating phenomenon. When facing a growing number of charters, districts turn to advertising. In January 2006, the Boston Teachers Union and the district were in negotiations to spend \$100,000 to promote the virtues of traditional public schools to families choosing charters. Also in early 2006, the Cincinnati district sent letters and held information sessions designed to have charter families reenroll in traditional public schools. In May 2007, the St. Louis district awarded a no-bid contract to a marketing firm to "drive the message of the negative impact of charter schools." Seemingly unable to improve results, districts rely on public relations to stem the migration of students to other schools.

Why is it that major urban school districts are unable to improve student learning at scale? A compelling argument, and a roadmap for charter schooling's future, can be found in Ted Kolderie's excellent and underappreciated book, *Creating the Capacity for Change*. Kolderie applies to K-12 education the lessons Harvard economist Clayton Christensen has drawn

### Watching New Orleans

In the wake of Hurricane Katrina, New Orleans decided to rebuild its decimated public education system largely as a system of charter schools. The conditions were ideal for this groundbreaking shift: a citywide consensus that the old system had failed; a once-in-a-lifetime opportunity to build a new system from scratch; the availability of federal school start-up funds; and the keen interest of education entrepreneurs, foundations, and support organizations in seeing this bold reform succeed.

Two years into the rebuilding effort, the Crescent City has what might be thought of as a chartered system in the making. First, 60 percent of students are in charters. Second, there is significant diversity in the types of school available, and parents are exercising choice. Third, and most interesting, there is diversity in the suppliers of K-12 public education: the Orleans Parish School board oversees a number of traditional public schools and charters; the state board of education authorizes several charters; and the Recovery School District (an entity created before Katrina to assume control of failing city schools) manages both charters and traditional public schools.

Two questions will determine whether New Orleans will continue moving toward the nation's first fully chartered system. As the city stabilizes, will leaders resist the urge to consolidate power into a single district, instead allowing permanent diversity in schools and school suppliers? Will the city be willing to consistently close poor-performing schools and open new highly accountable, choice-driven institutions so a true market of public education can emerge?

from the private sector. Christensen, studying how industries evolve and improve over time, found that critical advancements don't come from old firms changing their ways. They come from new firms (or independent subsidiaries) entering the market, introducing new products and systems, and responding nimbly to the demands of consumers.

When an industry experiences a major change, existing firms find themselves unable to adjust to navigate the new world. Every aspect of its identity—culture, staffing, practices, priorities—was geared toward succeeding in the old environment. When the environment changes, it's impossible for the horse and carriage to transform into a steam locomotive.

The implications for public education are profound. For 150 years, public schooling has been a one-factory town: a board- and superintendent-led district manages, staffs, and oversees an area's entire portfolio of public schools. But in this time, the world has become a radically different place and the expectations of schools have changed even more. As Kolderie points out, if private firms, which are built to respond to competition, are unable to make this kind of leap, we can't expect gigantic, byzantine school systems, which are insulated from competition, shackled by union contracts, and constrained by a sticky web of regulations, to do so.

The system is the issue. The solution isn't an improved traditional district; it's an entirely different delivery system for public education: systems of chartered schools.

### A Transformed System

Charter advocates should strive to have every urban public school be a charter. That is, each school should have significant control over its curriculum, methods, budget, staff, and calendar. Each school should have a contract that spells out its mission and measurable objectives, including guaranteeing that all students achieve proficiency in basic skills. Each school should be held accountable by an approved public body.

"Charter" will no longer be seen as an adjective, a way to describe a type of school, but as a verb, an orderly and sensible process for developing, replicating, operating, overseeing, and closing schools. The system would be fluid, self-improving, and driven by parents and public authority, ensuring the system uses the best of market and government forces. Schools that couldn't attract families would close, as would those that ran afoul of authorizers for academic, financial, or management failures. School start-ups, both the number and their characteristics, would reflect the needs of communities and the interests of students, but would also be tightly regulated to generate a high probability of school success.

So, while the government's role would still be significant, it would no longer operate the city's entire portfolio of public schools. Instead, it would take on a role similar to the FAA's role in monitoring the airline industry or a health department's monitoring of restaurants. Today, we take airline safety for granted and make our choices based on service, connections, and so on. Similarly, we know all restaurants have fire exits and meet food safety standards, so we choose based on our tastes and schedules. A well-regulated chartered school system could guarantee that all public schools were providing a safe, high-quality education and properly managing operations, thereby allowing families to choose a school based on other criteria.

The government's substantial oversight role in guaranteeing safety and quality would differentiate a charter system from a universal voucher program. To many, a voucher system would undesirably blur the lines between church and state, add the profit motive to schooling, remove the "public" from K-12 education, and leave too much to the vicissitudes of the market. By contrast, in a chartered system, public schools would be nonreligious, managed by nonprofits, overseen by a public authority, and held to clear performance standards.

But a chartered system would capitalize on market forces largely absent from district systems, such as constant innovation, competition, and replication. Replication is arguably the most valuable. Chartering has not only created some of America's finest schools, it has enabled their leaders to identify the characteristics that made those schools so remarkable and then develop systems for creating additional, equally successful schools. In addition to well-known charter management

organizations like KIPP, Achievement First, and Uncommon Schools, new ones continue to emerge: Green Dot, High Tech High, Aspire, Noble Street, IDBA, and more. Major funders like the Charter School Growth Fund and NewSchools Venture Fund are helping other high-performing charters expand as well.

So how do we transform today's urban district systems into chartered systems? Absent political realities, the shift could be quite simple. Any district could decide tomorrow to relinquish day-to-day control of its schools and develop performance contracts with each. Every school could develop its own governing board and acquire control of its budget, staffing, and curriculum. The district could then change from a central operator to an authorizer, monitoring schools, closing them when necessary, and allowing new ones to open. The "every school a charter school" idea is not new; others, most prominently Paul Hill of the Center on Reinventing Public Education, have been writing variations on this theme for some time.

Unfortunately, for reasons having more to do with power than student learning, this scenario is highly unlikely. Most districts assiduously avoid the loss of one school, let alone all schools. When one of Washington, D.C.'s highest-performing traditional public schools pursued plans to convert to a charter in 2006, the district agreed to several of its demands in exchange for the school's agreement to stop flitting with charter status. This spring, after faculty at Locke High School in Los Angeles signed petitions to convert into a Green Dot charter, district officials scrambled to put together a counterproposal and convinced some teachers to rescind their signatures.

No government entity likes to lose control of any of its components and the budget and prestige that go with them, especially when the loss suggests a failure by the organization. But shifting from an operator into an authorizer would mean cutting hundreds of central office jobs as well: since charters handle their own transportation, facilities, staffing, and more, district employees filling those responsibilities would become redundant. Such a shift, then, would be vigorously opposed by district staff and those who represent them. Countless powerful organizations, like unions, book publishers, and service providers, would also be adversely affected by a decentralized system of schools.

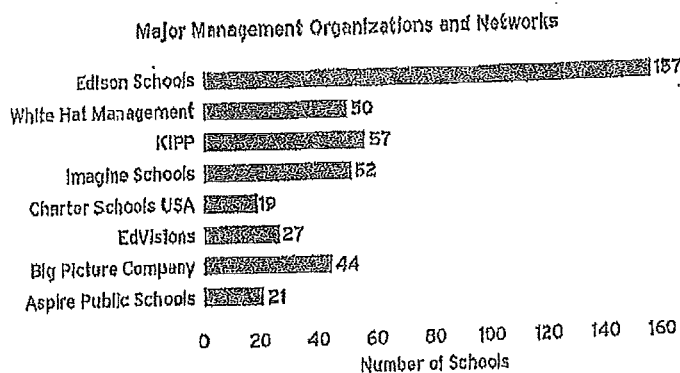
Clearly we can't expect the political process to swiftly bring about charter districts in all of America's big cities. However, if charter advocates carefully target specific systems with an exacting strategy, the current policy environment will allow them to create examples of a new, high-performing system of public education in urban America.

Here, in short, is one roadmap for chartering's way forward: First, commit to drastically increasing the charter market share in a few select communities until it is the

## feature CHARTERS SMARICK

### Replicating Charter Success (Figure 2)

*A number of organizations are reporting that chartering can be brought to scale by sharing services and practices among networks of independent schools.*



SOURCE: Organization websites, accessed October 1, 2007

dominant system and the district is reduced to a secondary provider. The target should be 75 percent. Second, choose the target communities wisely. Each should begin with a solid charter base (at least 5 percent market share), a policy environment that will enable growth (fair funding, nondistrict authorizers, and no legislated caps), and a favorable political environment (friendly elected officials and editorial boards, a positive experience with charters to date, and unorganized opposition). For example, in New York a concerted effort could be made to site in Albany or Buffalo a large percentage of the 100 new charters allowed under the raised cap. Other potentially fertile districts include Denver, Detroit, Kansas City, Milwaukee, Minneapolis, New Orleans, Oakland, and Washington, D.C.

Third, secure proven operators to open new schools. To the greatest extent possible, growth should be driven by replicating successful local charters and recruiting high-performing operators from other areas (see Figure 2). Fourth, engage key allies like Teach For America, New Leaders for New Schools, and national and local foundations to ensure the effort has the human and financial capital needed. Last, commit to rigorously assessing charter performance in each community and working with authorizers to close the charters that fail to significantly improve student achievement.

In total, these strategies should lead to rapid, high-quality charter growth and the development of a public school marketplace marked by parental choice, the regular start-up of new schools, the improvement of middling schools,

the replication of high-performing schools, and the shuttering of low-performing schools.

As chartering increases its market share in a city, the district will come under growing financial pressure. The district, despite educating fewer and fewer students, will still require a large administrative staff to process payroll and benefits, administer federal programs, and oversee special education. With a lopsided adult-to-student ratio, the district's per-pupil costs will skyrocket.

At some point along the district's path from monopoly provider to financially unsustainable marginal player, the city's investors and stakeholders—taxpayers, foundations, business leaders, elected officials, and editorial boards—are likely to demand fundamental change. That is, eventually the financial crisis will

become a political crisis. If the district has progressive leadership, one of two best-case scenarios may result. The district could voluntarily begin the shift to an authorizer, developing a new relationship with its schools and reworking its administrative structure to meet the new conditions. Or, believing the organization is unable to make this change, the district could gradually transfer its schools to an established authorizer.

A more probable district reaction to the mounting pressure would be an aggressive political response. Its leadership team might fight for a charter moratorium or seek protection from the courts. Failing that, they might lobby for additional funding so the district could maintain its administrative structure despite the vast loss of students. Reformers should expect and prepare for this phase of the transition process.

In many ways, replacing the district system seems inconceivable, almost heretical. Districts have existed for generations, and in many minds, the traditional system is synonymous with public education. However, the history of urban districts' inability to provide a high-quality education to their low-income students is nearly as long. It's clear that we need a new type of system for urban public education, one that is able to respond nimbly to great school success, chronic school failure, and everything in between. A chartered system could do precisely that.

*Andy Smarick is former congressional aide and charter school founder. Until recently, he served as chief operating officer of the National Alliance for Public Charter Schools.*

Attachment B

# Dr. Petrosino's Education Project

PREVIOUSLY KNOWN AS "THE HOBOKEN CURRICULUM PROJECT", THIS BLOG WILL PROVIDE A FORUM FOR THOSE INTERESTED IN DR. PETROSINO'S PERSPECTIVE ON EDUCATION AT THE LOCAL, STATE AND NATIONAL LEVELS. AT ALL TIMES, THE BASIC PREMISE IS THAT THE ROLE OF LEADERSHIP IS TO CREATE MORE LEADERS, NOT MORE FOLLOWERS.

SATURDAY, JUNE 8, 2013

Statistical Analysis Shows Out of District Placements in Hoboken City Schools Under Kids First/Carter/Toback Leadership is Much Higher Than Years Before

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Hoboken Board of Education

Hoboken Dual Language Charter School (HoLa)

Project Based Instruction in STEM Ed Blog

NJ.COM Hudson County News

The Hoboken Reporter

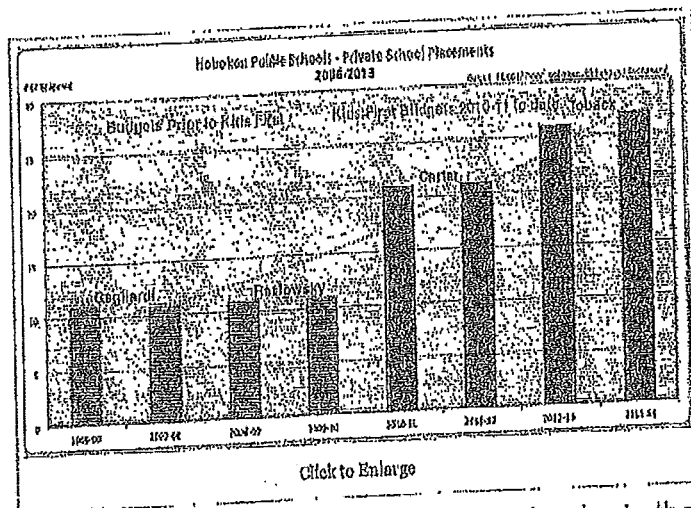
UTeach Institute

EDUCATION IN THE NEWS

Style, Emphasis Separate Mayoral

WBUR

BOSTON — City Councilor John



New Jersey's standing as the nation's leader in the number of students with disabilities who are sent to out-of-district schools continues to generate debate over the costs and benefits. However, the point is not to pit out-of-district against in-district programs. New Jersey provides a lot of services, and that is what is needed, getting the services to the children when they need them.

However, the arguments over in-district and out-of-district placements is not going away in New Jersey, especially considering that New Jersey has the highest rate in the country, with close to 8 percent of all students **classified with**



Connolly and state Rep. Marty Walsh, finalists in the Boston mayoral race, do not differ sharply on the basic questions of education policy. Both want to expand early childhood education. Both say the state should lift the ...

#### Colorado bill vows education

Christian Science Monitor

It has attracted national attention and support from teachers unions, the US education secretary, the Bill and Melinda Gates Foundation, and New York Mayor Michael Bloomberg, as well as vocal opposition from Colorado Republicans and some groups who ...

#### Related Articles »

#### Teachers 'walk-in' for education

Durham Herald Sun

Dozens of teachers and public education supporters rallied in front of the Durham School of the Arts on Monday to protest state budget cuts that they contend harm the state's children. The rally was part of a teacher "walk in" taking place at several ...

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#### DC education agency pays Chicago

Washington Post

A D.C. government agency paid a Chicago consulting firm \$89,995 for one day of work at a recent city education conference, a fee that included a half-hour keynote speech, three 45-minute parent workshops and hundreds of copies of parenting books.

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## disabilities in outside placements.

*Research shows that, for most students, being educated in the regular classroom with students who do not have disabilities has the best academic and social outcomes. Indeed, numerous studies indicate that students with disabilities who are educated in classes with their typical peers are more successful than those educated in non-inclusive settings.*

*Furthermore, students in these placements spend many hours being transported to and from their out-of-district placement and have little or no opportunity to interact with students who do not have disabilities. They also do not learn how to navigate their home community and do not develop friendships or relationships that will allow them to have a meaningful, productive employment and social life after high school. For student with disabilities as well as typical students, the benefits of inclusion include gains in social competence, increased tolerance, acceptance, and respect for diversity. Finally, integrated classes are also more cost effective.*

While it appears that research shows that the private special-ed schools are at least working for the students they serve, the costs are especially high. Which brings us to the case of Hoboken...

A look at the graph will show the steady increase in out-of-district placements that have occurred in Hoboken even as the district has created in district autism center and student population has certainly not increased proportionally. What is more interesting is that the rise coincides with the leadership of the Kids First political group (see

#### BLOG ARCHIVE

##### ▼ 2013 (86)

► November (1)

► October (12)

► September (9)

► August (7)

► July (7)

##### ▼ June (10)

Charters Not Outperforming

Nation's Traditional Pu...

Agenda: Hoboken Board of

Education Meeting- June  
2...

American Academy of Arts  
and Sciences Releases  
New...

Republican-led House  
committee passes new  
federal ...

NJ Department of Education  
Censures Another Batch ...

Exercise and Academic  
Performance for K-12  
Student...

June 11, 2013 Hoboken Board  
of Education Meeting

Statistical Analysis Shows Out  
of District Placeme...

Moving for a Better Mind -  
Research shows a link b...

Special Mid Week Noontime  
Hoboken Board of  
Educati...

► May (12)

► April (7)

► March (11)

► February (5)

► January (5)

► 2012 (75)

► 2011 (84)

► 2010 (168)

► 2009 (242)

► 2008 (132)

► 2007 (21)

ABOUT ME



DR. ANTHONY PETROSINO  
HOBOKEN, NJ

picture).



Some of the members of the political group known as "Kids First" who have been in control of the Hoboken City Schools for the past 4 years and have overseen an unprecedented decline in quality of education (objectively measured by the State of New Jersey and the Federal Government) as well as an increase in district costs from \$59.1 million to \$64 million.

At a yearly rate of \$30,000-\$100,000+ per student, it would be informative to know what exactly is going on. Why is the school district unable to provide fair and equitable education for these students? With almost 30 out of district placements, would it not be cost effective to provide services in district? Are ALL these cases beyond the expertise of district resources and expertise? (if so fine, but its worth an explanation). Are these placements permanent out-of-district placements or temporary placements? Are the families being granted out of district placements representative of the school district population? Or are placements being over-represented by certain sub groups? Has there been a change in district policy concerning out of district placements?

Is this increase in out-of-district placements occurring by chance? One way to determine whether this is occurring by chance is to do a statistical test. In this instance, I ran a fairly standard Student's t-test making the proper assumptions of the two samples.

Dr. Petrosino is a graduate of Columbia University's Teachers College (MA, 1990) and received his PhD from Vanderbilt University (1998). He completed a post-doc at the University of Wisconsin where he was a member of the National Center for Improving Student Learning and Achievement in Mathematics and Science (NCISLA). In 1999 he accepted a Professorship at the University of Texas and received tenure in 2004. He holds the Elizabeth G. Gibbs Endowed Fellowship in Mathematics Education. Dr. Petrosino has published over 20 peer reviewed journal articles, made over 100 national and international conference presentations and has supervised a dozen doctoral dissertations. He has received over 30 million dollars in grants from the National Science Foundation, the Department of Education and the McDonnell Foundation for Cognitive Studies. He is a founding professor of the nationally recognized UTeach Natural Sciences preservice teacher education program. From July 2007 to August 2009 he served as the Assistant to the Superintendent in the Hoboken School District.

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Here are the results:

#### P value and statistical significance:

The two-tailed P value equals 0.0003

By conventional criteria, this difference is considered to be extreme

#### Confidence Interval:

The mean of Prior to Kids First minus Kids First equals -13.00

95% confidence interval of this difference: From -17.85 to -8.85

#### Intermediate values used in calculations:

$t = 7.3054$

$df = 6$

standard error of difference = 1.780

Group	Prior to Kids First	Kids First
Mean	11.00	24.00
SD	0.00	3.58
SEM	0.00	1.78
N	4	4

The data shows there is a statistically significant difference between private placements under Kids First and that there is less than a 1/1000 chance that this difference is due to randomness.

Clearly, there are situations and circumstances where the decision for out-of-district placement is correct and appropriate. But this sharp increase over the past 4 years is not occurring due to chance and at least warrants a discussion and explanation for what is actually going on concerning out-of-district placements.

Correlations do not necessarily mean causation and there are certainly multiple factors at play. Nonetheless, there has been little to no discussion on the circumstances leading to the relatively rapid rise of out of district placements and possible policies or circumstances underlying the increase.

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POSTED BY DR. ANTHONY PETROSINO AT SATURDAY, JUNE 08, 2018



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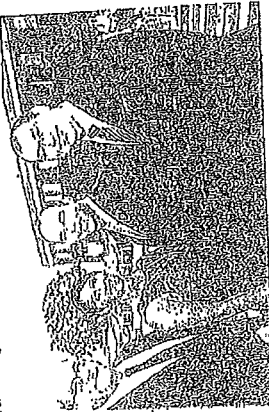
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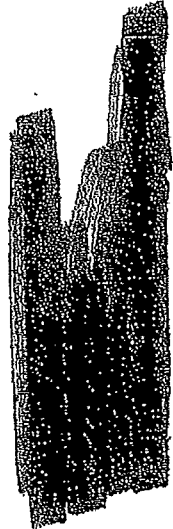


**TIM OCCHIPINTI 1J**  
for Mayor

**FRANK RAIA 5K**  
for City Council

**PETER BIANCAMANO 6K**  
for City Council

**BRITNEY MONTGOMERY-COOK 7K**  
for City Council



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OneHoboken.com Email: OneHoboken@gmail.com

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**Hoboken schools spend about \$30,000 yearly per student.  
That's more expensive than a year at Notre Dame University!**



Yet, the Wall Street Journal ranks the Hoboken schools as the "least desirable" in America.

We urgently need better school board members!

Eject the ONE HOBOKEN MOVING FORWARD School Board Slate.



**James Gilbarty 1I**



**Natalie Rivera 4J**

Hoboken Schools cost as much  
as a Notre Dame education

Attachment  
C

**We pay some of the highest school taxes in New Jersey, yet the Hoboken Schools rank "least desired" in America.**

**Let's elect school board members who know what they are doing.**

**We pay \$64 million for only 2000 students.**

- Hoboken Schools were designated as a "District in Need of Improvement" by the N.J. Department of Education.
- There has never been a time of lower test scores.
- The Hoboken School District has been ranked "least desirable" in the nation by the Wall Street Journal.

**Dawn Zimmer's "Kids First" School Board may have started out with good intentions, but they've failed our children, and they've failed taxpayers.**

**The ONE HOBOKEN Team for Mayor and City Council endorses the ONE HOBOKEN MOVING FORWARD candidates for School Board... Because we need a School Board that knows what it's doing!**

Attachment D



**State of New Jersey**

DEPARTMENT OF EDUCATION

PO BOX 500

TRUSTON, NJ 08625-0500

CHRIS CHRISTIE  
Governor

KIM GUADAGNO  
Lt. Governor

CHRISTOPHER D. CERF  
Commissioner

March 5, 2014

Ms. Barbara Martinez, President  
Board of Trustees  
Hoboken Dual Language Charter School  
123 Jefferson Street  
Hoboken, NJ 07030

Dear Ms. Martinez:

Hoboken Dual Language Charter School opened in 2010 and is currently in its 4<sup>th</sup> year of operation. The school submitted its renewal application on October 15, 2013 and has been evaluated by the Department of Education on its academic performance, fiscal viability, and operational stability. Pursuant to N.J.A.C 6A:11-2.3, the New Jersey Department of Education has completed a comprehensive review of Hoboken Dual Language Charter School including the evaluation of the school's renewal application, annual reports, student performance on state assessments, site visit results, public comments, and other information in order to make a renewal decision.

A major goal of the Department of Education is to ensure that all New Jersey charter schools are serving students with a high-quality public education. The Department must ensure that the state's charter schools are achieving strong academic outcomes and being held accountable for results. No charter school is automatically granted a renewal of its charter. Rather, a school must demonstrate both a high level of achievement and the capacity to continue to increase student learning in order to be granted renewal.

The Department evaluates schools based on the academic standards within the Performance Framework including absolute, growth, and comparative measures. Below are the results for Hoboken Dual Language Charter School:

Indicators	Performance	
1. Student Achievement (Absolute)	Year	
NJASK Schoolwide	2011-12	2012-13
# Tested LAL	41	67
% Proficient & Advanced - LAL	71%	82%
# Tested Math	41	67
% Proficient & Advanced - Math	61%	91%
% Advanced Proficient - LAL	12%	10%
% Advanced Proficient - Math	29%	51%
2. Comparative Performance	Year	
NJASK Schoolwide vs. District Avg.	2011-12	2012-13
Dist Comp - LAL (% Prof & Adv vs. Dist)	+25%	+33%
Dist Comp - Math (% Prof & Adv vs. Dist)	+6%	+39%
Peer Rank (Academic Achievement)	31	99
3. Student Progress Over Time (Growth)	Year	
NJASK Schoolwide Median SGP	2011-12	2012-13
Schoolwide Median SGP LAL		56
Schoolwide Median SGP Math		66



Through the renewal process, it has been determined that the school is providing a high-quality education to its students. Based on this determination, and following a review of all public correspondence and comments, it is my pleasure to inform you that I am renewing Hoboken Dual Language Charter School for a period of five years through June 30, 2019. I confirm the school's maximum approved enrollment is in accordance with the following configuration:

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
K	44	44	44	44	44
Grade 1	44	44	44	44	44
Grade 2	48	44	44	44	44
Grade 3	49	48	44	44	44
Grade 4	44	49	48	44	44
Grade 5	41	44	49	48	44
Grade 6	30	41	44	49	48
Grade 7		30	41	44	49
Grade 8			30	41	44
Total	300	344	388	402	405

I congratulate you on the school's accomplishments and support the efforts you have undertaken to strengthen Hoboken Dual Language Charter School's academic program in order to improve student learning and outcomes. My best wishes are extended to you as you continue to serve the students of New Jersey and contribute to our overall efforts to improve the public education system.

Sincerely,



Evo Popoff  
Chief Innovation Officer

EP/AR/HL/S:2013-14 Renewals/ Renewal Letters/ Hoboken Dual Language CS 2014 Renewal Letter  
c: Commissioner Cerf

Amy Ruck  
Yut'se Thomas  
Monica Tone  
Mark Toback

# **EXHIBIT C**

### OVERVIEW

#### CHARTERS

HOLA HOBOKEN DUAL LANG CS

GRADE SPAN KG-05

HOBOKEN DUAL LANGUAGE CHARTER SCHOOL

123 JEFFERSON STREET

HOBOKEN, NEW JERSEY 07030

This school's academic performance **is high when compared** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **is very high when compared** to schools across the state. Additionally, its college and career readiness **is very high when compared** to its peers. This school's student growth performance **is very high when compared** to schools across the state. Additionally, its student growth performance **is very high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	99	77	100%
College and Career Readiness	97	94	100%
Student Growth	86	80	100%

#### Improvement Status

N/A

#### Rationale

N/A

**Very High Performance** is defined as being **equal to or above the 80th percentile**.

**High Performance** is defined as being **between the 60th and 79.9th percentiles**.

**Average Performance** is defined as being **between the 40th and 59.9th percentiles**.

**Lagging Performance** is defined as being **between the 20th and 39.9th percentiles**.

**Significantly Lagging Performance** is defined as being **equal to or below the 19.9th percentile**.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

#### Academic Achievement

This school outperforms **77%** of schools statewide as noted by its statewide percentile and **99%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

#### College and Career Readiness

This school outperforms **94%** of schools statewide as noted by its statewide percentile and **97%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

#### Student Growth

This school outperforms **80%** of schools statewide as noted by its statewide percentile and **86%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

### DEMOGRAPHIC INFORMATION

#### CHARTERS

HOLA HOBOKEN DUAL LANG CS

GRADE SPAN KG-05

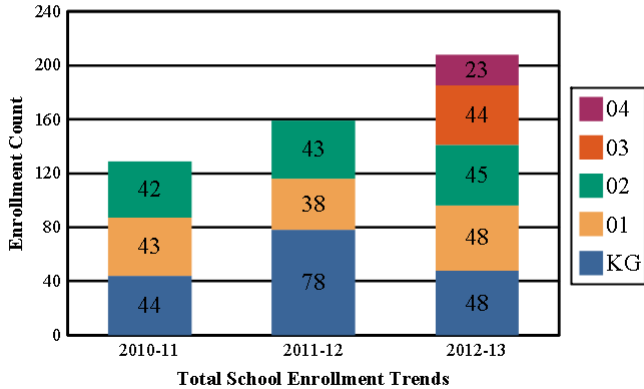
HOBOKEN DUAL LANGUAGE CHARTER SCHOOL

123 JEFFERSON STREET

HOBOKEN, NEW JERSEY 07030

#### Enrollment by Grade, in Full Time Equivalent

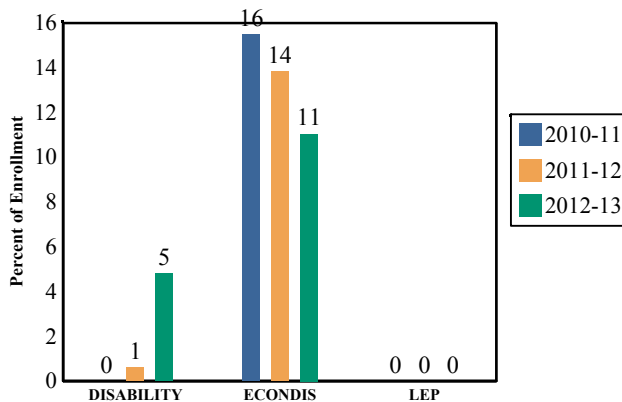
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

Total School Enrollment in Full Time Equivalent	
2011-12	159
2012-13	208

#### Enrollment Trends by Program Participation



#### Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	10	5%
Economically Disadvantaged Students	23	11%
Limited English Proficient Students	0	0%

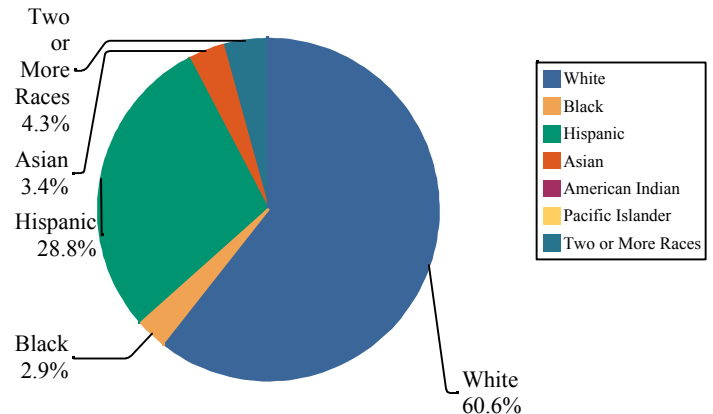
#### Language Diversity

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

2012-13	Percent
English	100.0%

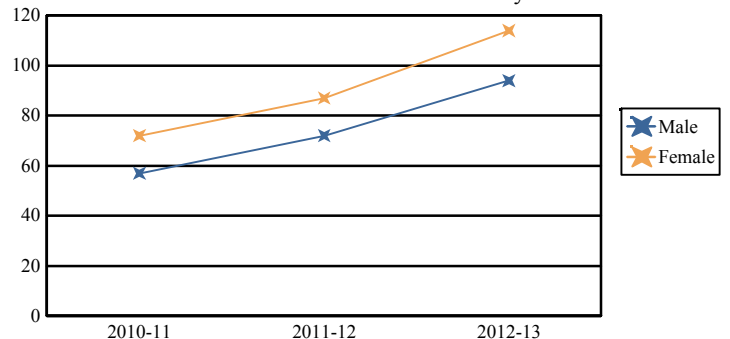
#### Enrollment by Ethnic/Racial Subgroup

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



#### Enrollment by Gender

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



	Male	Female
2010-11	57	72
2011-12	72	87
2012-13	94	114

### ACADEMIC ACHIEVEMENT

#### CHARTERS

HOLA HOBOKEN DUAL LANG CS

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	82%	100	80	100%
NJASK Math Proficiency and above	91%	97	74	100%
<b>SUMMARY - Academic Achievement</b>		99	77	100%

#### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

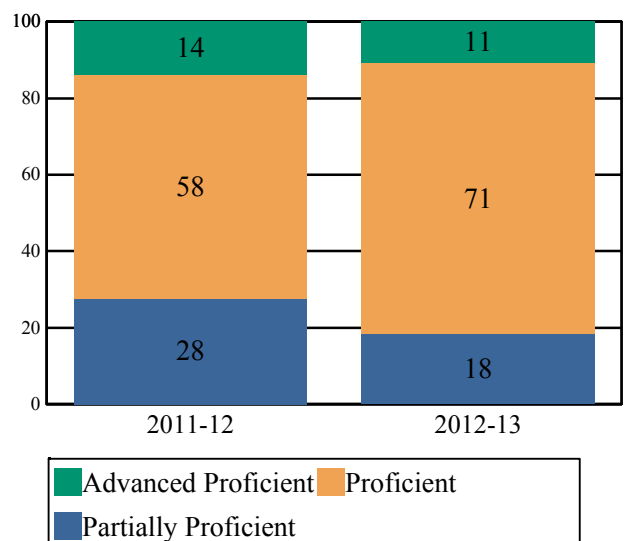
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	65	81.6	83.1	YES*
White	42	92.9	90	YES
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

**YES\* = Met Progress Target(Confidence Interval Applied)**

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

#### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



### ACADEMIC ACHIEVEMENT

#### CHARTERS

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#### NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

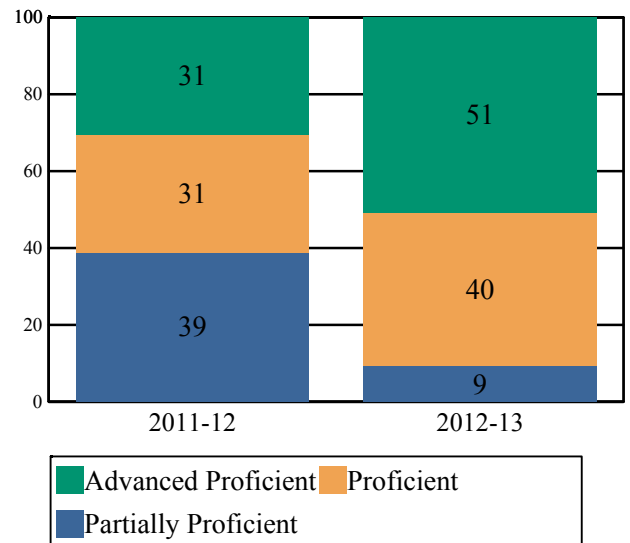
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	65	90.8	90	YES
White	42	95.3	90	YES
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

YES\* = Met Progress Target(Confidence Interval Applied)

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

#### Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



### ACADEMIC ACHIEVEMENT

#### CHARTERS

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#### NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	83%	12%
White	7%	89%	4%
Black	-	-	-
Hispanic	0%	67%	33%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - Language Arts Literacy Grade Level - 04

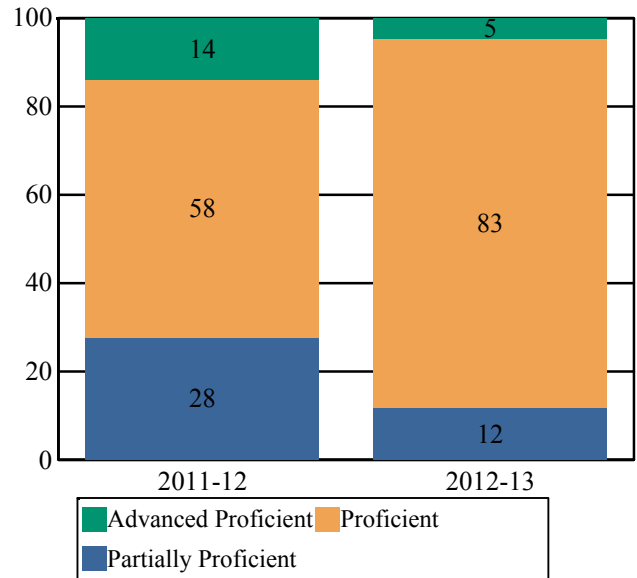
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	22%	48%	30%
White	29%	57%	14%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

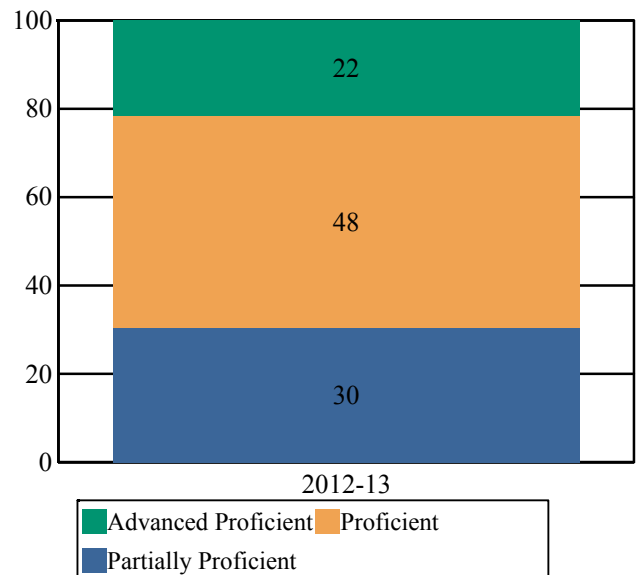
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### ACADEMIC ACHIEVEMENT

#### CHARTERS

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### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4



### ACADEMIC ACHIEVEMENT

#### CHARTERS

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#### NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	52%	43%	5%
White	61%	36%	4%
Black	-	-	-
Hispanic	42%	50%	8%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - MATH Grade Level - 04

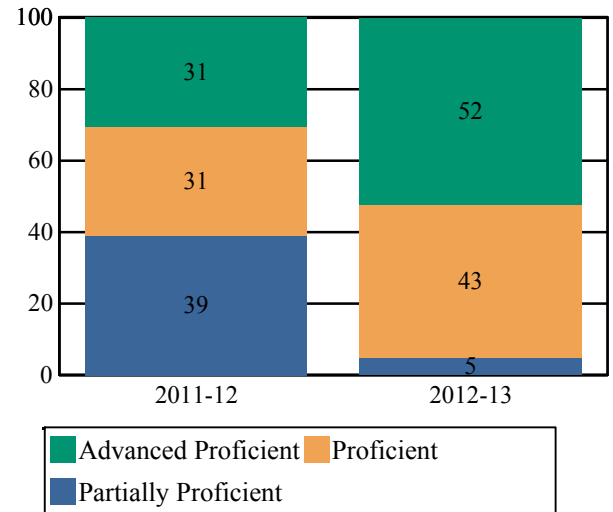
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	48%	35%	17%
White	71%	21%	7%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

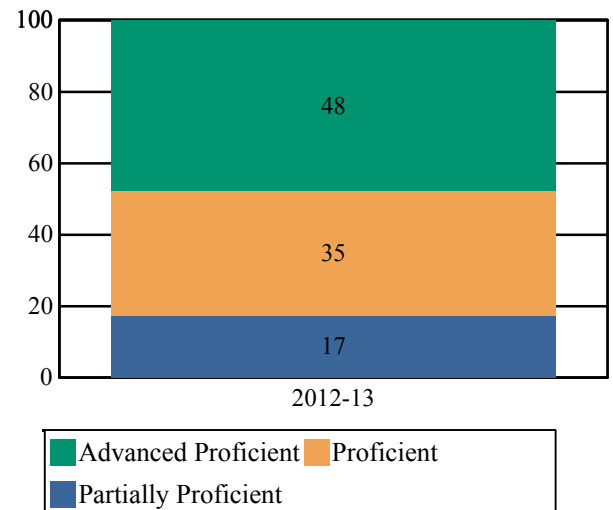
#### NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**ACADEMIC ACHIEVEMENT**

**CHARTERS**

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**2013 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

<b>Grade 4 Math</b>	<b>State/Nation</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

**2013 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

<b>Grade 8 Math</b>	<b>State/Nation</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

### ACADEMIC ACHIEVEMENT

#### CHARTERS

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#### NJASK Results - Science Grade Level - 04

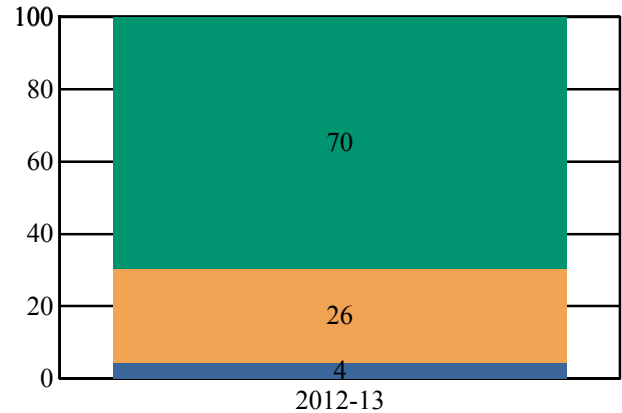
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	70%	26%	4%
White	86%	14%	0%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

### COLLEGE AND CAREER READINESS

#### CHARTERS

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GRADE SPAN KG-05

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

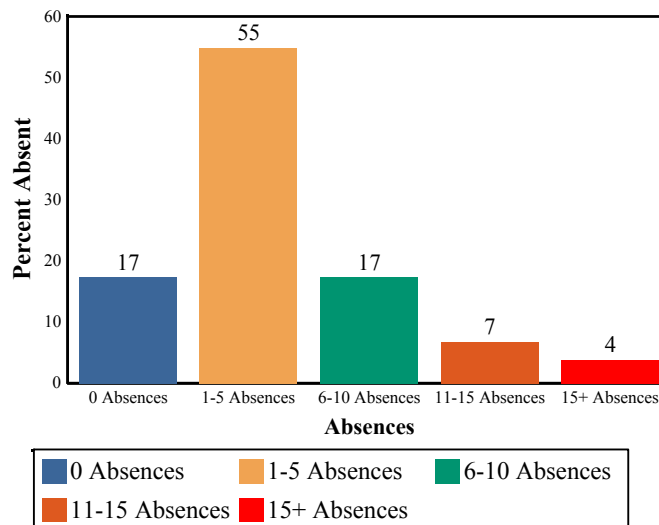
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	2%	97	94	6%	YES
Summary					100%

**Chronic Absenteeism** - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

#### CHARTERS

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	56	79	69	35	YES
Student Growth on Math	66	93	90	35	YES
		86	80		100%

### Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

#### Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	23%	5%	0%
Proficient	9%	18%	23%
Advanced Proficient	0%	0%	23%

#### Math

	GROWTH		
	Low	Typical	High
Partially Proficient	9%	5%	0%
Proficient	9%	14%	14%
Advanced Proficient	0%	14%	36%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

#### CHARTERS

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

#### Grade Level - 03

##### NJ ASK Language Arts 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	250	300
75th	230	221
50th	216	204
25th	207	191
0th	163	100

	Scale Score Gap - School	Scale Score Gap - State
--	--------------------------	-------------------------

25th vs 75th Gap

23

30

#### Grade Level - 04

##### NJ ASK Language Arts 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	292	300
75th	243	225
50th	213	206
25th	196	183
0th	168	100

	Scale Score Gap - School	Scale Score Gap - State
--	--------------------------	-------------------------

25th vs 75th Gap

47

42

#### Grade Level - 03

##### NJ ASK Math 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	276	264
50th	251	235
25th	227	201
0th	180	100

	Scale Score Gap - School	Scale Score Gap - State
--	--------------------------	-------------------------

25th vs 75th Gap

49

63

#### Grade Level - 04

##### NJ ASK Math 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	285	260
50th	237	229
25th	210	201
0th	156	100

	Scale Score Gap - School	Scale Score Gap - State
--	--------------------------	-------------------------

25th vs 75th Gap

75

59

**SCHOOL CLIMATE**

**CHARTERS**

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GRADE SPAN KG-05

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**Length of School Day**

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

	School
2012-13	7 Hrs. 0 Mins.

**Student Suspension Rate**

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

	School
2012-13	0.0%

**Instructional Time**

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

2012-13	School
Full Time	6 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2012-13	0

**Student to Staff Ratio**

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

2012-13	School
Faculty	208
Administrators	0

**SCHOOL PEER GROUP****Hoboken Dual Language Charter School****80-6036-921**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	LYNDHURST TWP	FRANKLIN SCHOOL	03-2860-070	KG-03	16.9%	1.3%	6.3%
BERGEN	NORTH ARLINGTON BORO	JEFFERSON ELEMENTARY SCHOOL	03-3600-060	KG-05	26.2%	10.7%	4.2%
BURLINGTON	DELRAN TWP	DELRAN INTERMEDIATE SCHOOL	05-1060-015	03-05	26.8%	1.8%	19.9%
CAMDEN	CHERRY HILL TWP	JAMES JOHNSON ELEMENTARY SCHOOL	07-0800-085	KG-05	29.2%	4.9%	17.0%
CAMDEN	COLLINGSWOOD BORO	ZANE NORTH ELEMENTARY SCHOOL	07-0940-090	PK-05	20.2%	0.0%	14.0%
CHARTERS	HOLA HOBOKEN DUAL LANG CS	HOBOKEN DUAL LANGUAGE CHARTER SCHOOL	80-6036-921	KG-05	11.1%	0.0%	0.0%
ESSEX	MONTCLAIR TOWN	HILLSIDE ELEMENTARY SCHOOL	13-3310-123	03-05	19.4%	0.0%	12.8%
GLOUCESTER	MANTUA TWP	SEWELL ELEMENTARY SCHOOL	15-2990-050	KG-03	14.3%	0.0%	6.2%
GLOUCESTER	MONROE TWP	RADIX ELEMENTARY	15-3280-095	PK-04	19.7%	0.0%	11.1%
GLOUCESTER	PITMAN BORO	MEMORIAL ELEMENTARY SCHOOL	15-4140-065	PK-05	28.1%	0.0%	22.5%
GLOUCESTER	WEST DEPTFORD TWP	GREEN-FIELDS ELEMENTARY SCHOOL	15-5620-070	KG-04	29.1%	1.3%	22.3%
HUDSON	SECAUCUS TOWN	CLARENDON NO 4	17-4730-065	PK-06	23.6%	3.1%	11.5%
MERCER	EAST WINDSOR REGIONAL	WALTER C. BLACK ELEMENTARY SCHOOL	21-1245-080	KG-05	25.5%	6.1%	8.5%
MERCER	HAMILTON TWP	MERCERVILLE ELEMENTARY SCHOOL	21-1950-210	KG-05	24.4%	1.7%	15.5%
MERCER	HAMILTON TWP	YARDVILLE HEIGHTS ELEMENTARY SCHOOL	21-1950-270	KG-05	23.5%	0.8%	16.9%
MIDDLESEX	EDISON TWP	JAMES MONROE ELEMENTARY SCHOOL	23-1290-093	KG-05	18.3%	0.0%	8.0%
MIDDLESEX	OLD BRIDGE TWP	SOUTHWOOD ELEMENTARY SCHOOL	23-3845-150	KG-05	23.5%	0.0%	15.6%
MIDDLESEX	WOODBRIIDGE TWP	MAWBIEY STREET ELEMENTARY SCHOOL	23-5850-220	KG-05	20.1%	0.0%	12.4%
MIDDLESEX	WOODBRIIDGE TWP	ROBERT MASCENICK ELEMENTARY SCHOOL	23-5850-110	KG-05	16.0%	0.0%	4.6%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	RAVINE DRIVE ELEMENTARY SCHOOL	25-3040-075	KG-03	22.6%	3.8%	9.5%
OCEAN	JACKSON TWP	CRAWFORD-RODRIGUEZ ELEMENTARY SCHOOL	29-2360-030	PK-05	24.3%	2.7%	11.9%
OCEAN	JACKSON TWP	SWITLIK ELEMENTARY SCHOOL	29-2360-050	KG-05	20.0%	0.0%	11.4%
OCEAN	TOMS RIVER REGIONAL	BEACHWOOD ELEMENTARY SCHOOL	29-5190-064	KG-05	21.8%	0.0%	13.4%
OCEAN	TOMS RIVER REGIONAL	PINE BEACH ELEMENTARY SCHOOL	29-5190-090	KG-05	25.3%	5.1%	10.7%
PASSAIC	CLIFTON CITY	SCHOOL #9	31-0900-150	KG-05	27.1%	0.0%	23.3%
PASSAIC	HAWTHORNE BORO	ROOSEVELT ELEMENTARY SCHOOL	31-2100-080	KG-05	20.0%	0.0%	13.1%
SOMERSET	FRANKLIN TWP	FRANKLIN PARK SCHOOL	35-1610-080	PK-04	22.1%	3.2%	11.0%
SUSSEX	VERNON TWP	ROLLING HILLS PRIMARY SCHOOL	37-5360-040	02-04	25.4%	1.7%	17.1%
UNION	KENILWORTH BORO	WARREN G. HARDING ELEMENTARY SCHOOL	39-2420-050	KG-06	26.1%	5.1%	13.5%
UNION	LINDEN CITY	NUMBER 9	39-2660-160	PK-05	29.9%	12.7%	6.1%
UNION	UNION TWP	BATTLE HILL	39-5290-080	PK-04	29.1%	1.6%	19.6%



### OVERVIEW

#### CHARTERS

ELYSIAN CS OF HOBOKEN

GRADE SPAN KG-08

ELYSIAN CHARTER SCHOOL

301 GARDEN STREET

HOBOKEN, NEW JERSEY 07030

This school's academic performance **is high when compared** to schools across the state. Additionally, its academic performance **lags in comparison** to its peers. This school's college and career readiness **is very high when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **lags in comparison** to schools across the state. Additionally, its student growth performance **significantly lags in comparison** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	38	61	50%
College and Career Readiness	78	84	100%
Student Growth	17	26	100%

#### Improvement Status

N/A

#### Rationale

N/A

**Very High Performance** is defined as being **equal to or above the 80th percentile**.

**High Performance** is defined as being **between the 60th and 79.9th percentiles**.

**Average Performance** is defined as being **between the 40th and 59.9th percentiles**.

**Lagging Performance** is defined as being **between the 20th and 39.9th percentiles**.

**Significantly Lagging Performance** is defined as being **equal to or below the 19.9th percentile**.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

#### Academic Achievement

This school outperforms **61%** of schools statewide as noted by its statewide percentile and **38%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **50%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

#### College and Career Readiness

This school outperforms **84%** of schools statewide as noted by its statewide percentile and **78%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

#### Student Growth

This school outperforms **26%** of schools statewide as noted by its statewide percentile and **17%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

### DEMOGRAPHIC INFORMATION

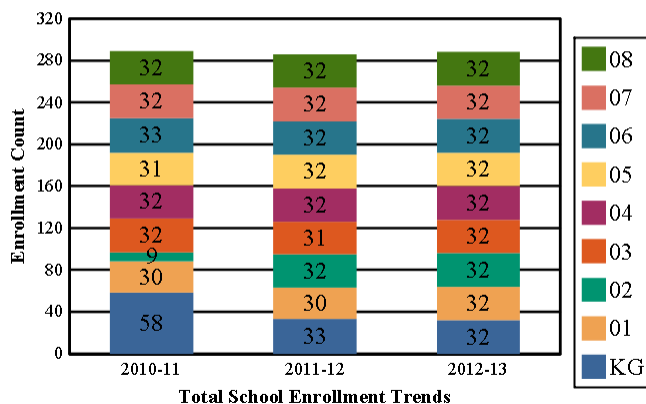
#### CHARTERS

ELYSIAN CS OF HOBOKEN

GRADE SPAN KG-08

#### Enrollment by Grade, in Full Time Equivalent

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



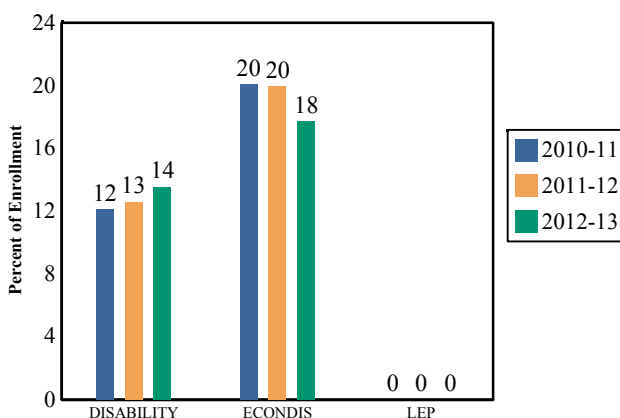
Total School Enrollment Trends

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

#### Total School Enrollment in Full Time Equivalent

2011-12	286
2012-13	288

#### Enrollment Trends by Program Participation



#### Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	39	14%
Economically Disadvantaged Students	51	17.7%
Limited English Proficient Students	0	0.0%

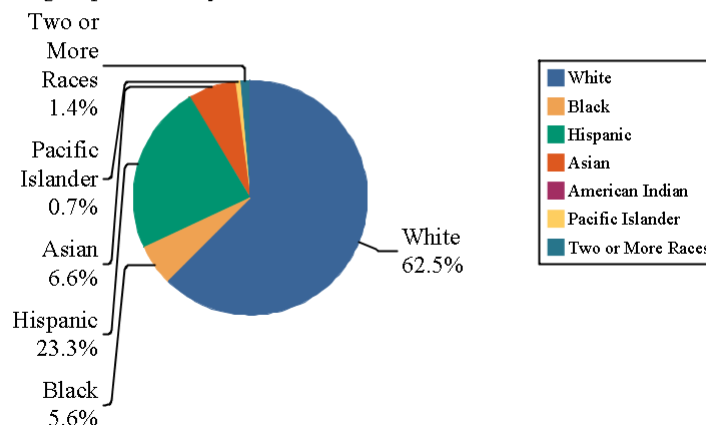
#### Language Diversity

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

2012-13	Percent
English	99.7%
Japanese	0.4%

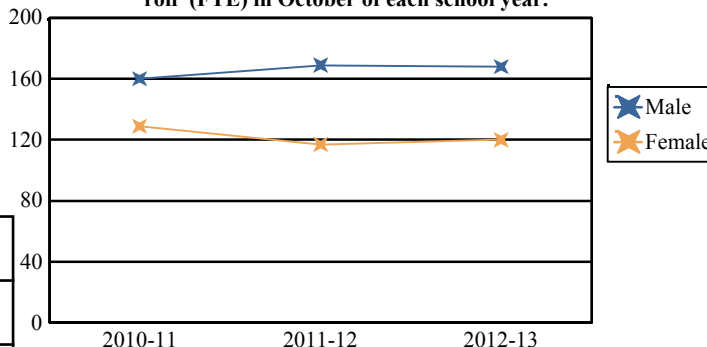
#### Enrollment by Ethnic/Racial Subgroup

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



#### Enrollment by Gender

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



	Male	Female
2010-11	160	129
2011-12	169	117
2012-13	168	120

### ACADEMIC ACHIEVEMENT

#### CHARTERS

#### ELYSIAN CS OF HOBOKEN

#### GRADE SPAN KG-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	72%	13	52	40%
NJASK Math Proficiency and above	81%	62	69	60%
<b>SUMMARY - Academic Achievement</b>		<b>38</b>	<b>61</b>	<b>50%</b>

#### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

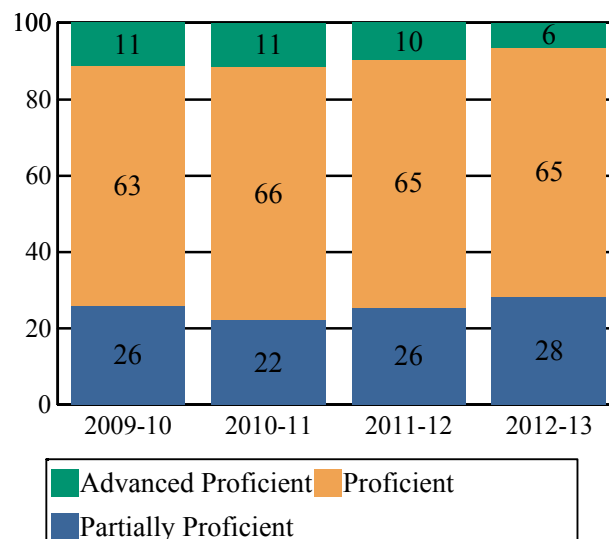
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	173	71.7	81.7	NO
White	104	81.8	90	NO
Black	-	-		--
Hispanic	45	53.3	60.8	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	37	40.5	38.7	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	35	42.8	62.3	NO

**YES\* = Met Progress Target(Confidence Interval Applied)**

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

#### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



### ACADEMIC ACHIEVEMENT

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### NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

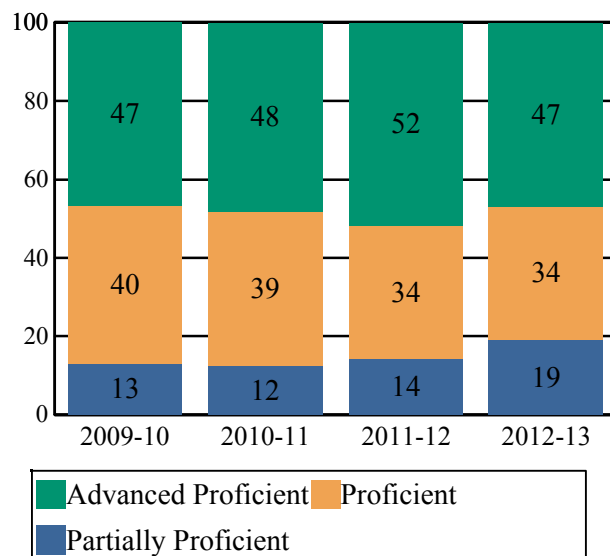
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	173	80.9	89.6	NO
White	104	90.4	90	YES
Black	-	-		--
Hispanic	45	66.7	78.7	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	37	43.2	70.7	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	35	65.7	76.3	YES*

**YES\* = Met Progress Target(Confidence Interval Applied)**

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

### Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



#### ACADEMIC ACHIEVEMENT

#### CHARTERS

#### ELYSIAN CS OF HOBOKEN

#### GRADE SPAN KG-08

#### NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	64%	36%
White	0%	65%	35%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - Language Arts Literacy Grade Level - 04

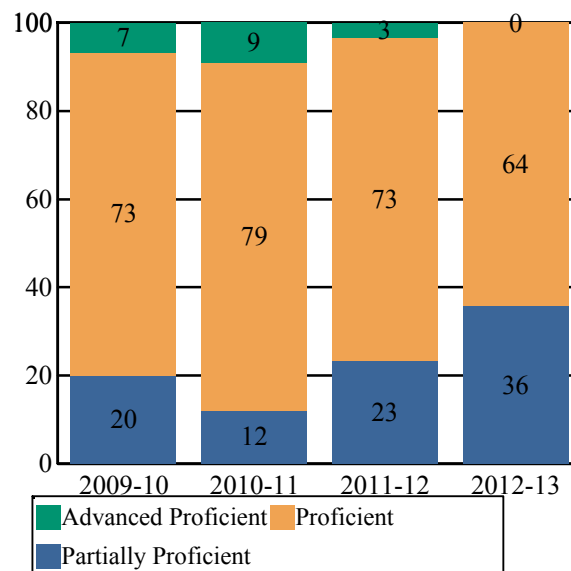
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	59%	34%
White	5%	71%	24%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

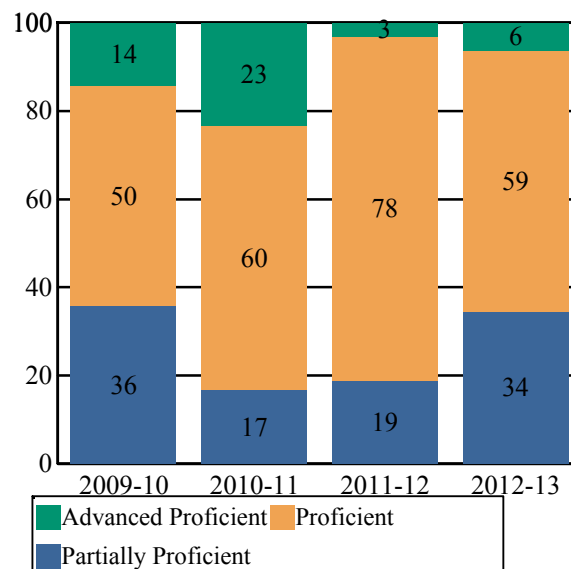
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### ACADEMIC ACHIEVEMENT

#### CHARTERS

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#### NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	63%	23%
White	18%	73%	9%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - Language Arts Literacy Grade Level - 06

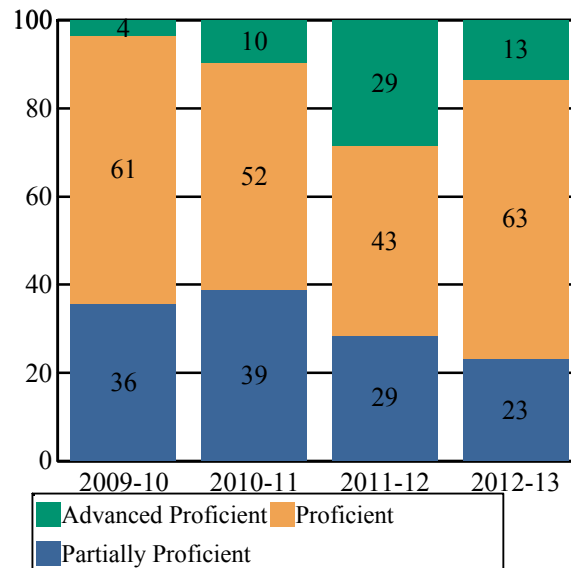
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	63%	26%
White	14%	71%	14%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

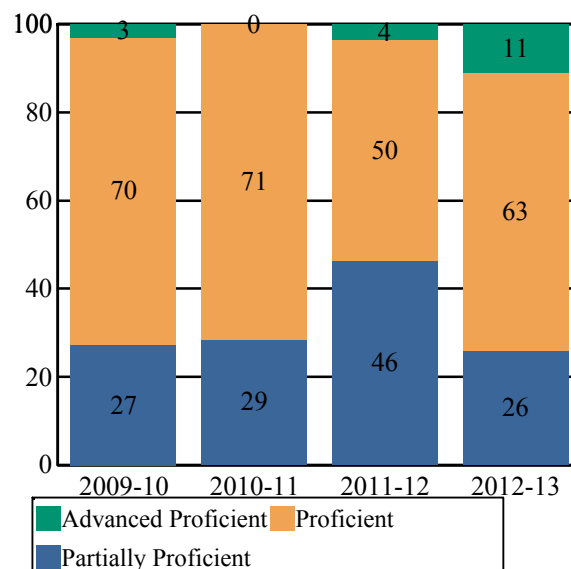
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### ACADEMIC ACHIEVEMENT

#### CHARTERS

ELYSIAN CS OF HOBOKEN

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#### NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	54%	39%
White	8%	67%	25%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - Language Arts Literacy Grade Level - 08

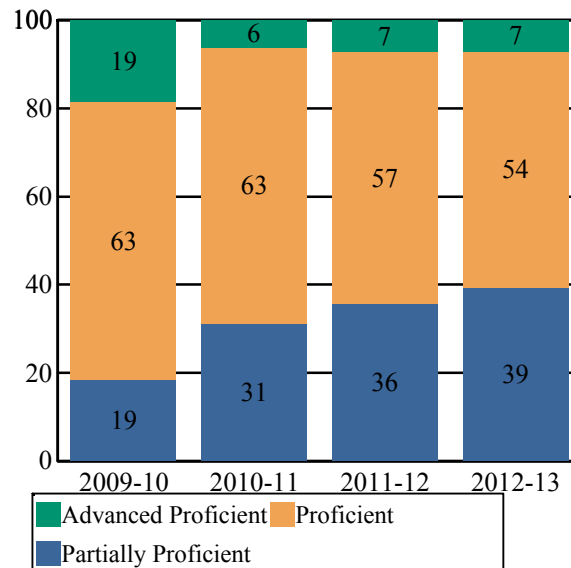
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	89%	11%
White	0%	100%	0%
Black	-	-	-
Hispanic	0%	83%	17%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	73%	27%

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

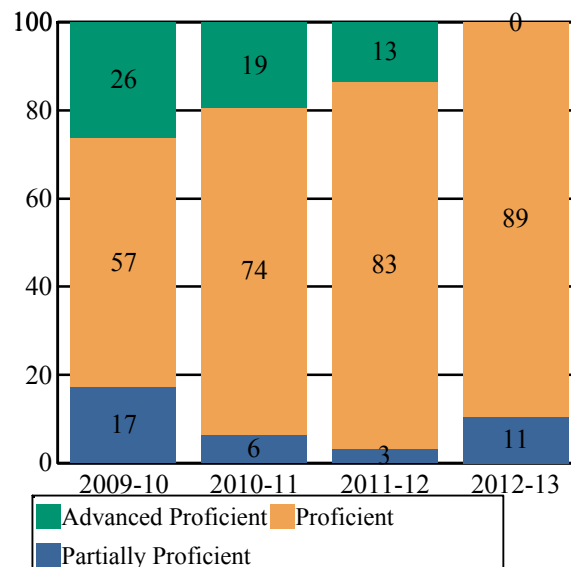
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





### ACADEMIC ACHIEVEMENT

#### CHARTERS

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GRADE SPAN KG-08

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### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4



### ACADEMIC ACHIEVEMENT

#### CHARTERS

ELYSIAN CS OF HOBOKEN

GRADE SPAN KG-08

ELYSIAN CHARTER SCHOOL

301 GARDEN STREET

HOBOKEN, NEW JERSEY 07030

#### NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	61%	32%	7%
White	65%	29%	6%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - MATH Grade Level - 04

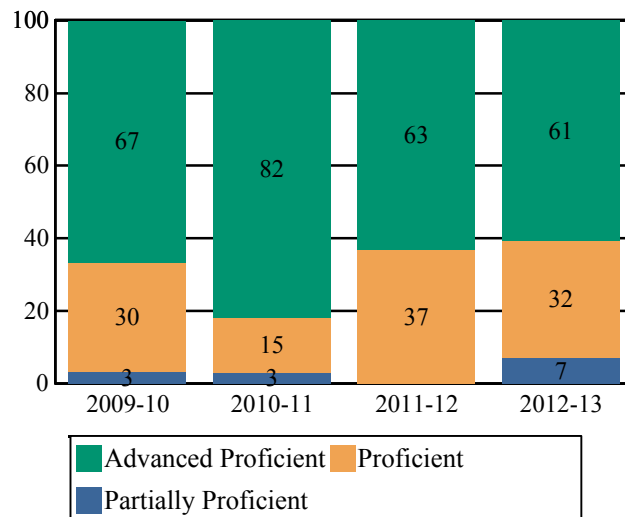
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	53%	34%	13%
White	62%	29%	10%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

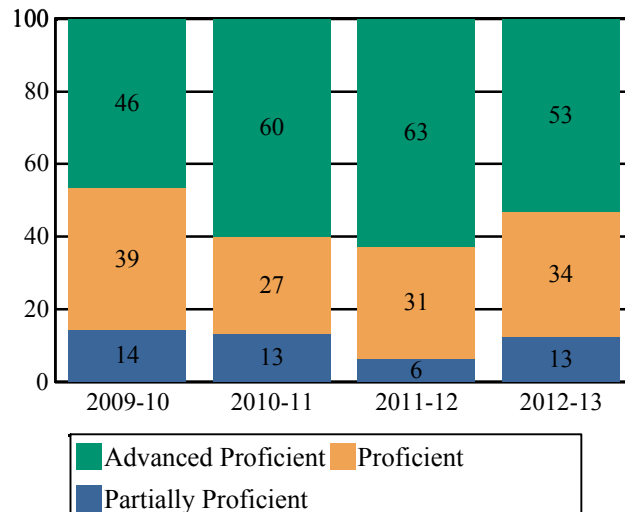
#### NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### ACADEMIC ACHIEVEMENT

#### CHARTERS

#### ELYSIAN CS OF HOBOKEN

#### GRADE SPAN KG-08

#### NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	63%	27%	10%
White	82%	14%	5%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - MATH Grade Level - 06

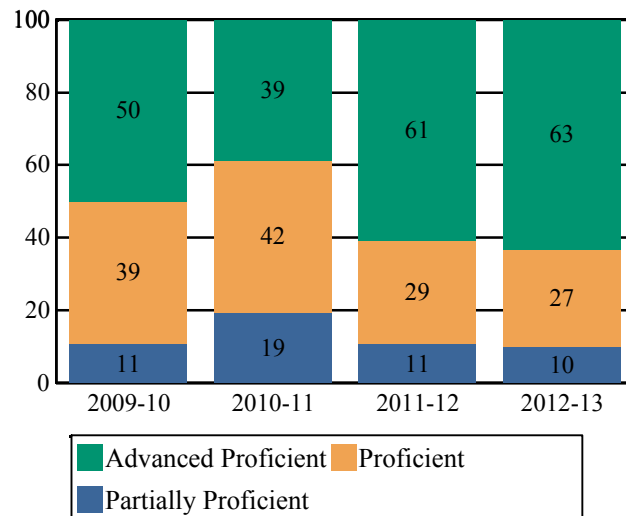
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	44%	30%	26%
White	52%	33%	14%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

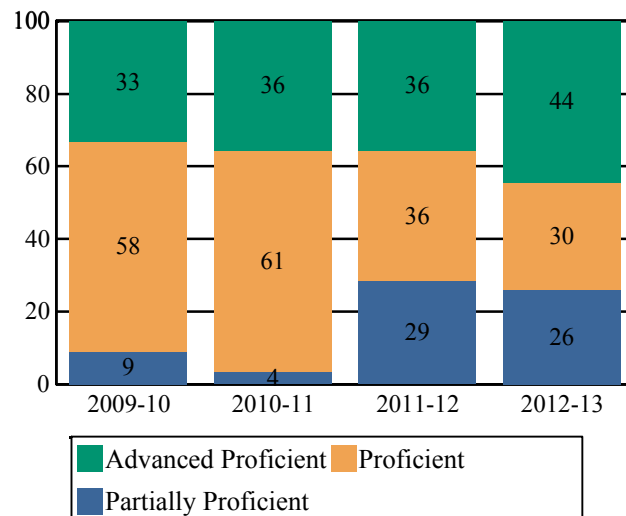
#### NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### ACADEMIC ACHIEVEMENT

#### CHARTERS

#### ELYSIAN CS OF HOBOKEN

#### GRADE SPAN KG-08

#### NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	21%	46%	32%
White	33%	50%	17%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - MATH Grade Level - 08

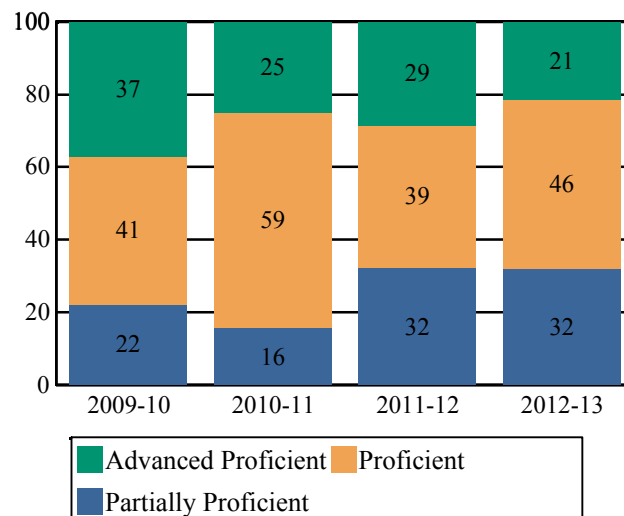
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	36%	36%	29%
White	55%	36%	9%
Black	-	-	-
Hispanic	17%	50%	33%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	9%	64%	27%

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

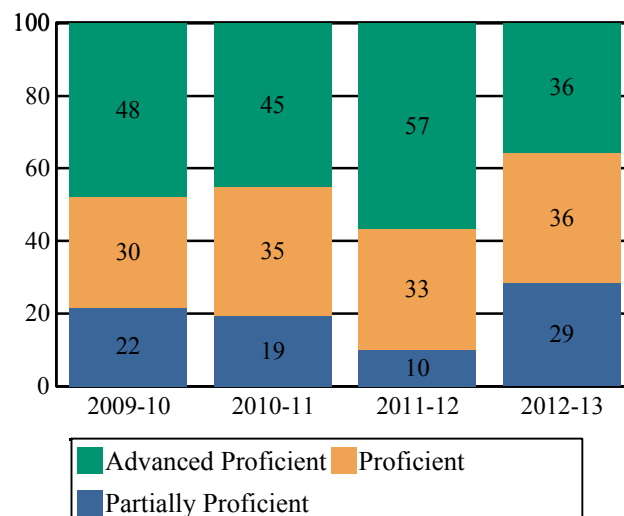
#### NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### ACADEMIC ACHIEVEMENT

#### CHARTERS

ELYSIAN CS OF HOBOKEN

GRADE SPAN KG-08

ELYSIAN CHARTER SCHOOL

301 GARDEN STREET

HOBOKEN, NEW JERSEY 07030

### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

### ACADEMIC ACHIEVEMENT

#### CHARTERS

#### ELYSIAN CS OF HOBOKEN

#### GRADE SPAN KG-08

#### NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	53%	44%	3%
White	67%	29%	5%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - Science Grade Level - 08

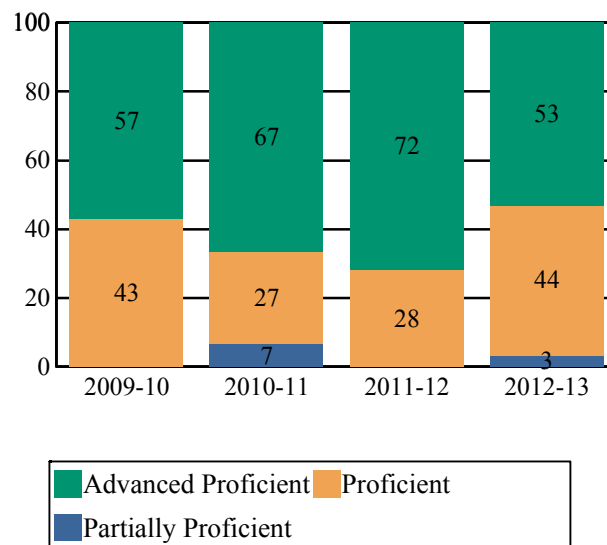
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	39%	54%	7%
White	55%	36%	9%
Black	-	-	-
Hispanic	33%	67%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	18%	73%	9%

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

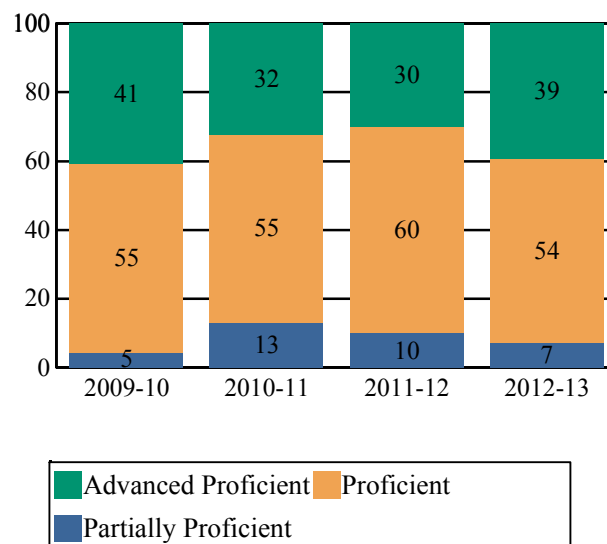
#### NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### COLLEGE AND CAREER READINESS

CHARTERS

ELYSIAN CS OF HOBOKEN

GRADE SPAN KG-08

ELYSIAN CHARTER SCHOOL

301 GARDEN STREET

HOBOKEN, NEW JERSEY 07030

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	53%	71	79	20%	YES
Chronic Absenteeism (%)	3%	84	89	6%	YES
Summary		78	84		100%

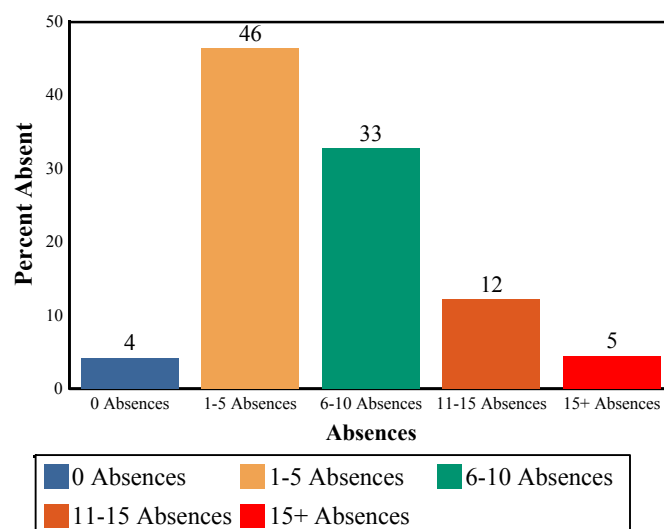
### Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2012-13	School
Students taking Algebra I	53%
Algebra grade (C or better)	100%

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

#### CHARTERS

#### ELYSIAN CS OF HOBOKEN

#### GRADE SPAN KG-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	41	7	22	35	YES
Student Growth on Math	44	26	30	35	YES
		17	26		100%

### Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

#### Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	14%	8%	5%
Proficient	27%	14%	26%
Advanced Proficient	0%	2%	5%

#### Math

	GROWTH		
	Low	Typical	High
Partially Proficient	12%	8%	1%
Proficient	16%	5%	15%
Advanced Proficient	10%	12%	21%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

#### CHARTERS

ELYSIAN CS OF HOBOKEN

GRADE SPAN KG-08

ELYSIAN CHARTER SCHOOL

301 GARDEN STREET

HOBOKEN, NEW JERSEY 07030

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

#### Grade Level - 03

##### NJ ASK Language Arts 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	241	300
75th	212	221
50th	204	204
25th	191	191
0th	171	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	21	30

#### Grade Level - 04

##### NJ ASK Language Arts 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	257	300
75th	222	225
50th	211	206
25th	188	183
0th	159	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

#### Grade Level - 03

##### NJ ASK Math 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	280	264
50th	259	235
25th	233	201
0th	153	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	63

#### Grade Level - 04

##### NJ ASK Math 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	285	260
50th	260	229
25th	217	201
0th	165	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	68	59



### WITHIN SCHOOL ACHIEVEMENT GAP

#### CHARTERS

ELYSIAN CS OF HOBOKEN

GRADE SPAN KG-08

ELYSIAN CHARTER SCHOOL

301 GARDEN STREET

HOBOKEN, NEW JERSEY 07030

#### Grade Level - 05

#### Grade Level - 05

##### NJ ASK Language Arts 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	271	300
75th	235	224
50th	216	205
25th	200	187
0th	172	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	37

##### NJ ASK Math 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	287	268
50th	271	237
25th	229	205
0th	161	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	63

#### Grade Level - 06

#### Grade Level - 06

##### NJ ASK Language Arts 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	268	300
75th	229	225
50th	215	209
25th	198	191
0th	148	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	34

##### NJ ASK Math 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	280	252
50th	236	225
25th	198	201
0th	156	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	82	51

### WITHIN SCHOOL ACHIEVEMENT GAP

#### CHARTERS

ELYSIAN CS OF HOBOKEN

GRADE SPAN KG-08

ELYSIAN CHARTER SCHOOL

301 GARDEN STREET

HOBOKEN, NEW JERSEY 07030

#### Grade Level - 07

#### Grade Level - 07

##### NJ ASK Language Arts 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	262	300
75th	217	231
50th	200	211
25th	182	189
0th	153	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	42

##### NJ ASK Math 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	263	300
75th	235	250
50th	205	213
25th	187	183
0th	141	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	67

#### Grade Level - 08

#### Grade Level - 08

##### NJ ASK Language Arts 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	241	300
75th	234	236
50th	220	220
25th	205	205
0th	189	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	31

##### NJ ASK Math 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	299	300
75th	255	255
50th	224	219
25th	190	188
0th	159	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	65	67

**SCHOOL CLIMATE**

**CHARTERS**

**ELYSIAN CS OF HOBOKEN**

**GRADE SPAN KG-08**

**ELYSIAN CHARTER SCHOOL**

**301 GARDEN STREET**

**HOBOKEN, NEW JERSEY 07030**

**Length of School Day**

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

	School
<b>2012-13</b>	6 Hrs. 35 Mins.

**Instructional Time**

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

<b>2012-13</b>	School
<b>Full Time</b>	5 Hrs. 45 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Suspension Rate**

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

	School
<b>2012-13</b>	0.0%

**Student Expulsions**

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

	School
<b>2012-13</b>	0

**Student to Staff Ratio**

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

<b>2012-13</b>	School
<b>Faculty</b>	13
<b>Administrators</b>	144

**SCHOOL PEER GROUP****Elysian Charter School****80-6420-925**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	HASBROUCK HEIGHTS BORO	HASBROUCK HEIGHTS MIDDLE SCHOOL	03-2080-055	06-08	16.2%	0.5%	12.2%
BERGEN	MAHWAH TWP	RAMAPO RIDGE	03-2900-076	06-08	11.0%	0.6%	13.4%
BURLINGTON	LUMBERTON TWP	LUMBERTON MIDDLE SCHOOL	05-2850-060	06-08	18.9%	0.5%	18.1%
BURLINGTON	MOUNT LAUREL TWP	T. E. HARRINGTON MIDDLE SCHOOL	05-3440-060	07-08	14.4%	0.3%	14.5%
BURLINGTON	RIVERTON	RIVERTON SCHOOL	05-4460-050	KG-08	17.2%	0.0%	13.4%
CAMDEN	CHERRY HILL TWP	HENRY C. BECK MIDDLE SCHOOL	07-0800-073	05-08	12.9%	1.0%	18.5%
CAMDEN	GIBBSBORO BORO	GIBBSBORO ELEMENTARY SCHOOL	07-1720-020	PK-08	13.9%	0.0%	12.8%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP MIDDLE SCHOOL	09-5340-030	06-08	13.7%	0.0%	9.7%
<b>CHARTERS</b>	<b>ELYSIAN CS OF HOBOKEN</b>	<b>ELYSIAN CHARTER SCHOOL</b>	<b>80-6420-925</b>	<b>KG-08</b>	<b>17.7%</b>	<b>0.0%</b>	<b>13.2%</b>
ESSEX	SOUTH ORANGE-MAPLEWOOD	SOUTH ORANGE MIDDLE SCHOOL	13-4900-050	06-08	18.3%	0.0%	14.1%
GLOUCESTER	WASHINGTON TWP	ORCHARD VALLEY MIDDLE SCHOOL	15-5500-050	06-08	25.6%	0.0%	18.2%
GLOUCESTER	WEST DEPTFORD TWP	WEST DEPTFORD MIDDLE SCHOOL	15-5620-130	05-08	27.3%	0.2%	18.7%
HUNTERDON	CLINTON TOWN	CLINTON PUBLIC SCHOOL	19-0910-030	PK-08	11.4%	1.2%	16.4%
HUNTERDON	FRENCHTOWN BORO	FRENCHTOWN ELEMENTARY	19-1680-050	PK-08	18.8%	0.0%	13.2%
HUNTERDON	MILFORD BORO	MILFORD SCHOOL	19-3180-050	PK-08	12.0%	0.0%	12.0%
MIDDLESEX	EDISON TWP	HERBERT HOOVER MIDDLE SCHOOL	23-1290-057	06-08	24.2%	0.0%	13.9%
MIDDLESEX	EDISON TWP	JOHN ADAMS MIDDLE SCHOOL	23-1290-055	06-08	14.1%	0.0%	10.0%
MIDDLESEX	OLD BRIDGE TWP	JONAS SALK MIDDLE SCHOOL	23-3845-110	06-08	22.3%	0.2%	15.3%
MIDDLESEX	SOUTH BRUNSWICK TWP	CROSSROADS NORTH MIDDLE SCHOOL	23-4860-150	06-08	11.2%	0.6%	12.6%
MIDDLESEX	SPOTSWOOD BORO	SPOTSWOOD MEMORIAL MIDDLE SCHOOL	23-4970-090	06-08	14.9%	0.0%	12.9%
MORRIS	MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	27-3450-040	06-08	13.4%	1.1%	16.7%
MORRIS	ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	27-4490-015	06-08	13.4%	1.2%	17.8%
OCEAN	BRICK TWP	VETERANS MEMORIAL MIDDLE SCHOOL	29-0530-090	06-08	24.4%	0.0%	18.8%
OCEAN	PLUMSTED TWP	NEW EGYPT MIDDLE SCHOOL	29-4190-080	06-08	16.6%	0.7%	15.0%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL EAST	29-5190-060	06-08	21.0%	0.0%	15.4%
PASSAIC	POMPTON LAKES BORO	LAKESIDE SCHOOL	31-4230-055	06-08	22.9%	0.5%	18.3%
UNION	GARWOOD BORO	LINCOLN	39-1710-050	PK-08	15.2%	0.8%	16.5%
UNION	SPRINGFIELD TWP	FLORENCE M. GAUDINEER MIDDLE SCHOOL	39-5000-060	06-08	12.1%	0.7%	14.5%
WARREN	HOPE TWP	HOPE TOWNSHIP SCHOOL	41-2250-050	PK-08	15.3%	0.0%	12.6%
WARREN	LOPATCONG TWP	LOPATCONG TOWNSHIP MIDDLE SCHOOL	41-2790-060	05-08	12.9%	0.0%	11.2%
WARREN	WARREN HILLS REGIONAL	WARREN HILLS REGIONAL MIDDLE SCHOOL	41-5465-060	07-08	22.7%	0.8%	19.0%

This school's academic performance **significantly lags in comparison** to schools across the state. Additionally, its academic performance **significantly lags in comparison** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's graduation and post-secondary performance **is about average when compared** to schools across the state. Additionally, its graduation and post-secondary readiness **lags in comparison** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	3	18	100%
College & Career Readiness	47	48	40%
Graduation and Post-Secondary	39	45	100%

**Improvement Status**

N/A

**Rationale**

N/A

**Very High Performance** is defined as being **equal to or above the 80th percentile**.

**High Performance** is defined as being **between the 60th and 79.9th percentiles**.

**Average Performance** is defined as being **between the 40th and 59.9th percentiles**.

**Lagging Performance** is defined as being **between the 20th and 39.9th percentiles**.

**Significantly Lagging Performance** is defined as being **equal to or below the 19.9th percentile**.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

**Academic Achievement**

This school outperforms **18%** of schools statewide as noted by its statewide percentile and **3%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

**College and Career Readiness**

This school outperforms **48%** of schools statewide as noted by its statewide percentile and **47%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **40%** of its performance targets in the area of College and Career Readiness.



College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

**Graduation and Post-Secondary**

This school outperforms **45%** of schools statewide as noted by its statewide percentile and **39%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting **100%** of its performance targets in the area of Graduation and Post-Secondary.



Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

### DEMOGRAPHIC INFORMATION

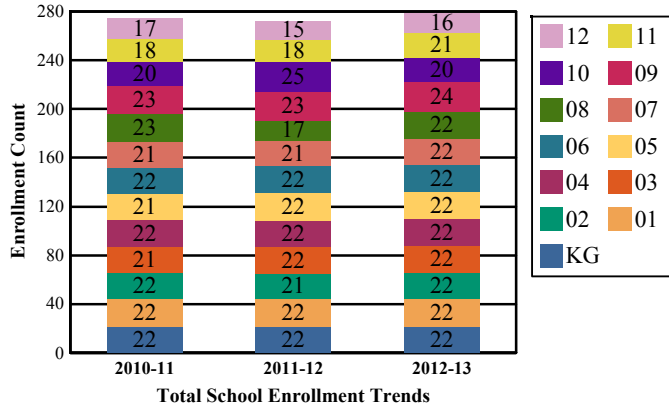
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#### Enrollment by Grade, in Full Time Equivalent

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

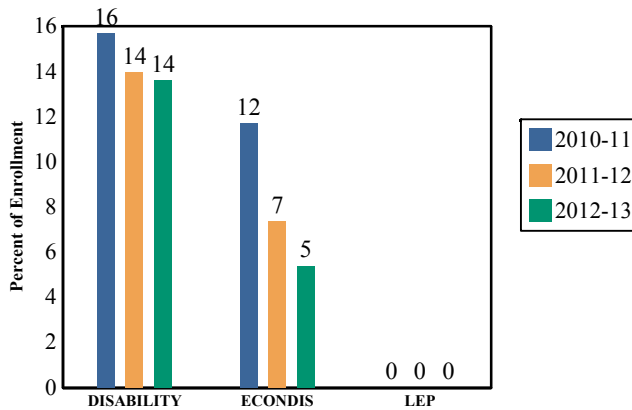


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

#### Total School Enrollment in Full Time Equivalent

2011-12	272
2012-13	279

#### Enrollment Trends by Program Participation



#### Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	38	14%
Economically Disadvantaged Students	15	5.4%
Limited English Proficient Students	0	0.0%

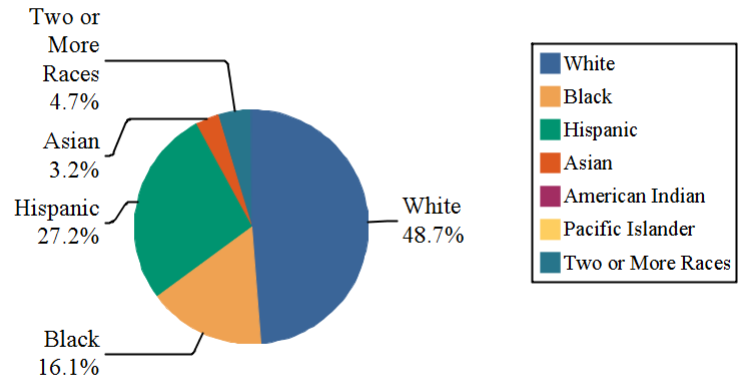
#### Language Diversity

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

2012-13	Percent
English	100.0%

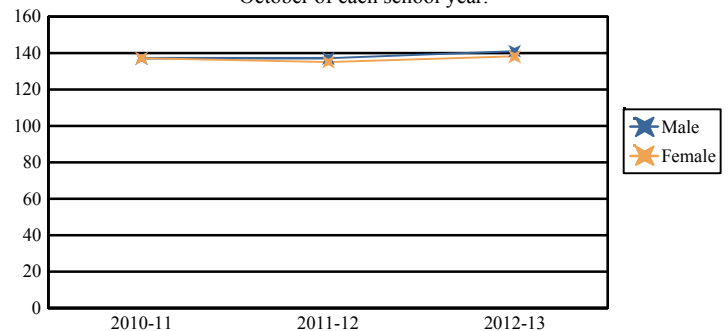
#### Enrollment by Ethnic/Racial Subgroup

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



#### Enrollment by Gender

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



	Male	Female
2010-11	137	137
2011-12	137	135
2012-13	141	138

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Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
HSPA Language Arts Proficiency and above	89%	3	20	100%
HSPA Math Proficiency and above	67%	3	15	100%
<b>SUMMARY - Academic Achievement</b>		3	18	100%

### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

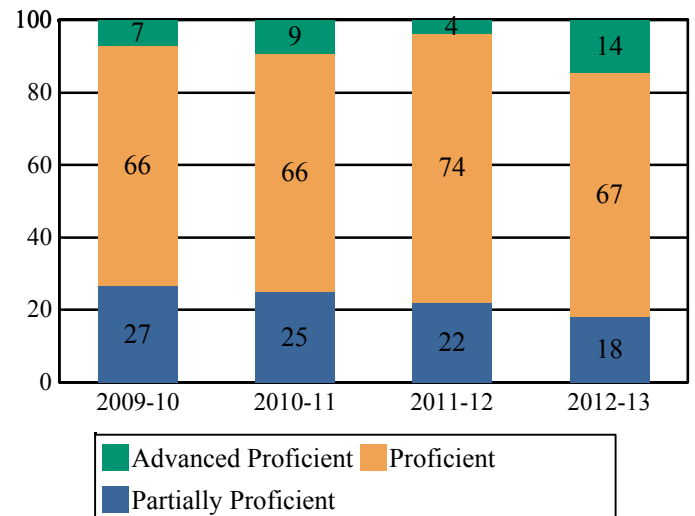
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	138	81.9	79.2	YES
White	67	91	84.8	YES
Black	-	-	-	--
Hispanic	41	68.3	73.4	YES*
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	34	61.7	71.1	YES*

**YES\* = Met Progress Target (Confidence Interval Applied)**

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

### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





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#### NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	138	83.4	80.5	YES
White	67	92.5	90	YES
Black	-	-	-	--
Hispanic	41	78	65	YES
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	34	64.7	66	YES*

YES\* = Met Progress Target(Confidence Interval Applied)

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

#### Proficiency Outcomes - Biology

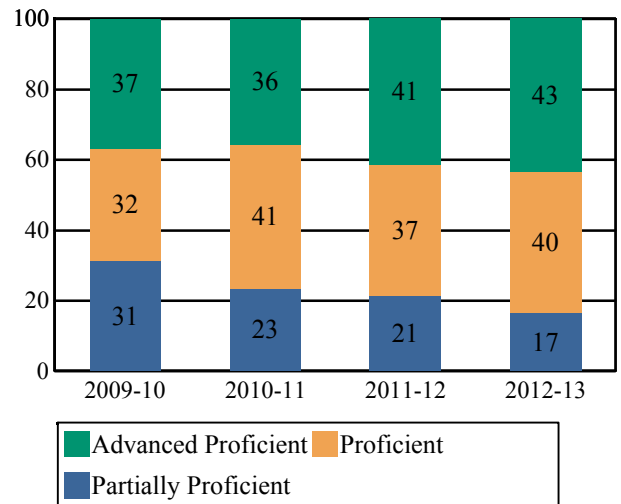
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	-	-	-
White	-	-	-
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



#### Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last two years.

Data is suppressed to protect the confidentiality of the students.



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#### NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	71%	24%
White	0%	91%	9%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - Language Arts Literacy Grade Level - 04

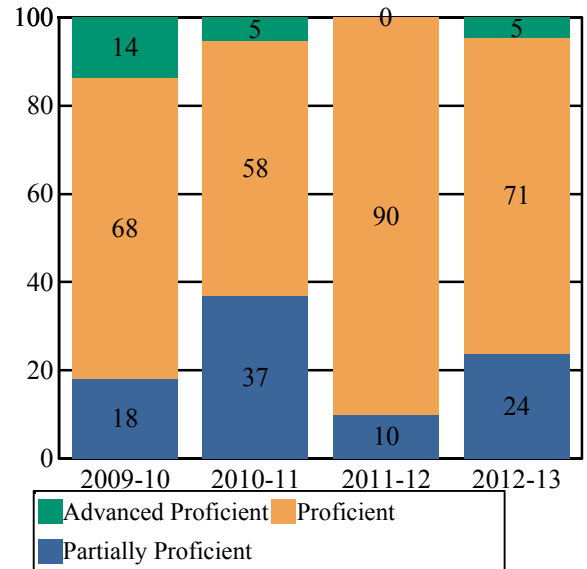
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	70%	10%
White	17%	83%	0%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

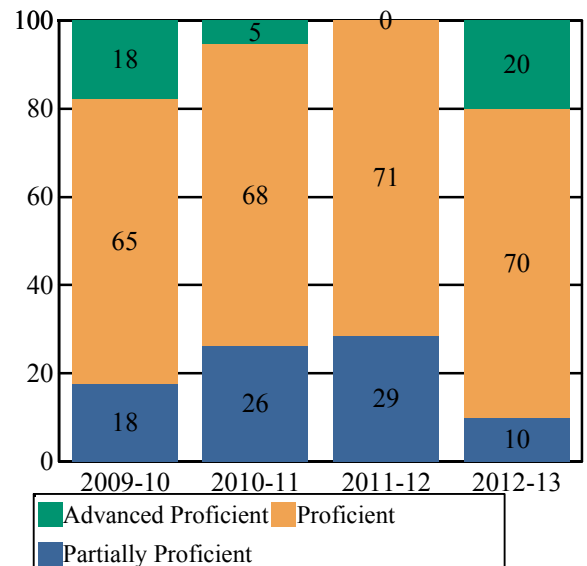
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	65%	30%
White	9%	64%	27%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - Language Arts Literacy Grade Level - 06

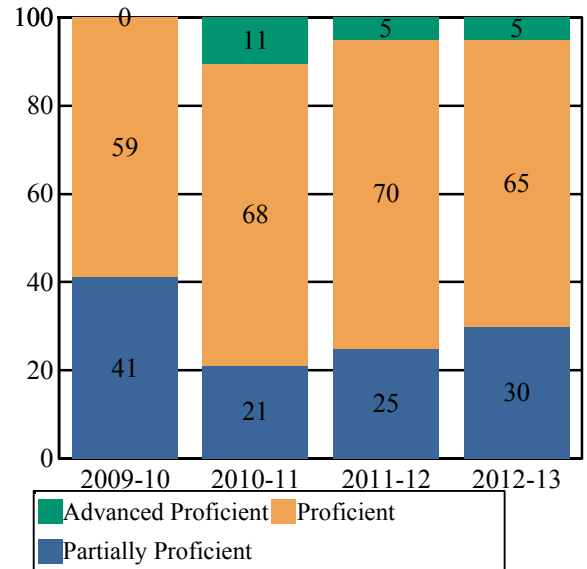
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	65%	15%
White	14%	79%	7%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

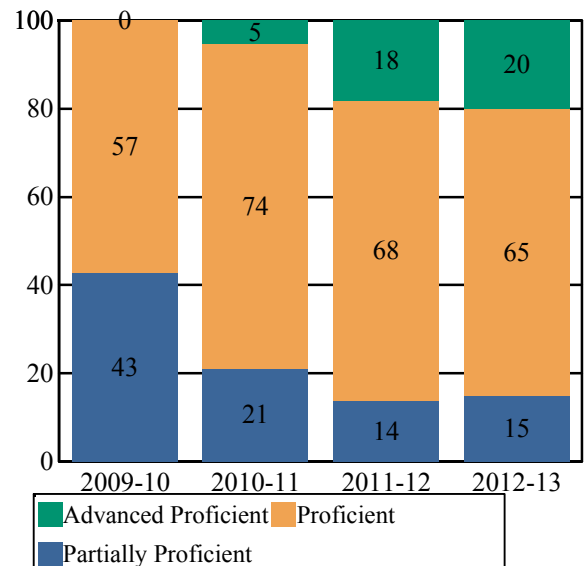
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	42%	42%	16%
White	38%	54%	8%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - Language Arts Literacy Grade Level - 08

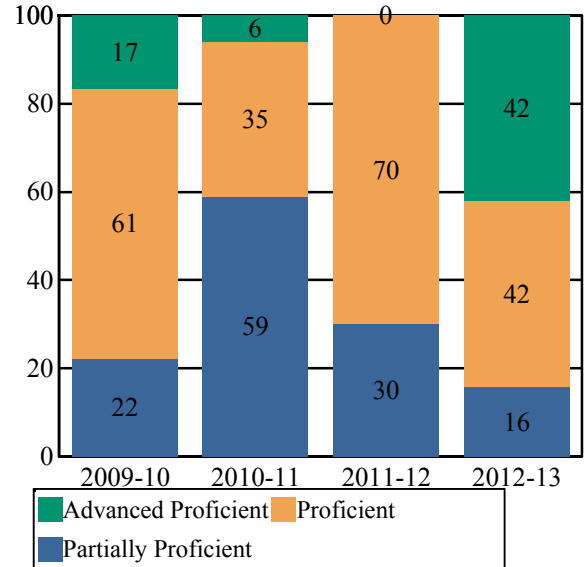
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	10%	70%	20%
White	-	-	-
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

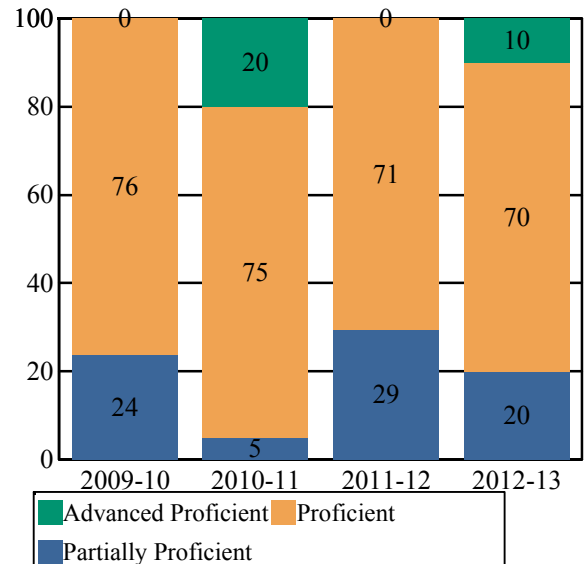
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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#### NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	67%	24%	10%
White	82%	9%	9%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - MATH Grade Level - 04

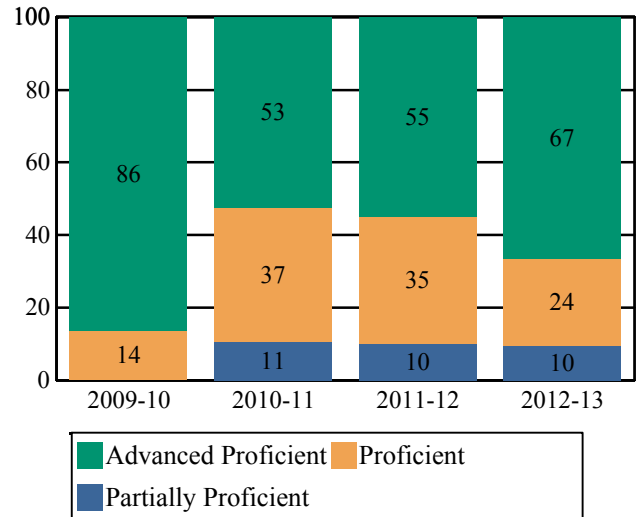
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	45%	50%	5%
White	58%	42%	0%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

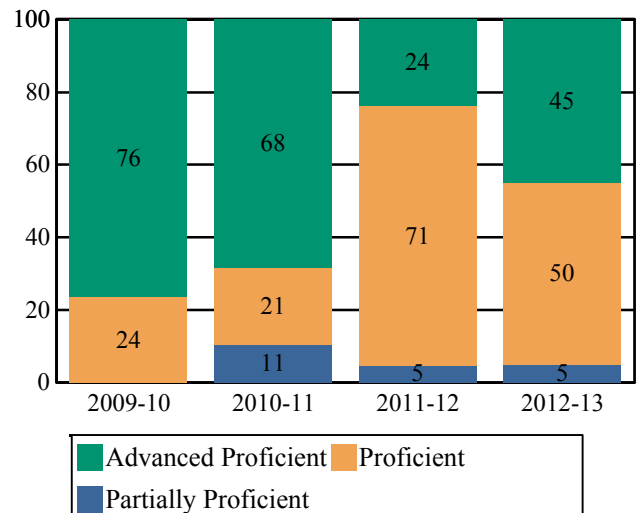
#### NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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#### NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	35%	45%	20%
White	45%	36%	18%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Results - MATH Grade Level - 06

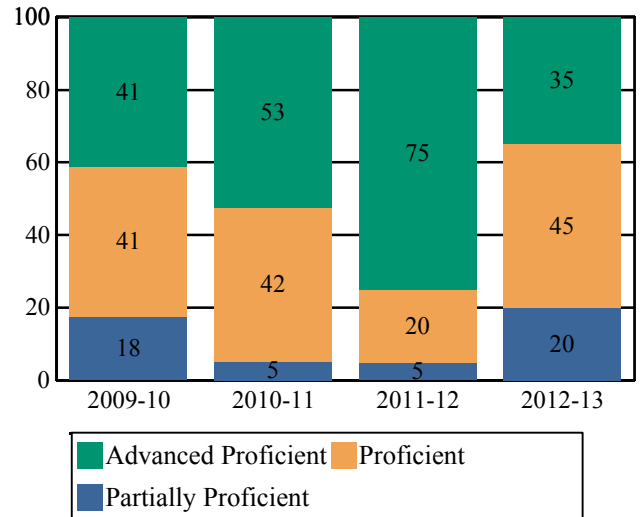
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	60%	25%	15%
White	71%	29%	0%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

#### NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.

