



Cresthaven Academy Charter School
2016-2017


Grade Span KG-KG

80-6102-993
CHARTERS
Cresthaven Academy Charter School
530 WEST 7TH STREET
PLAINFIELD, NJ 07060

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ingraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	77
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	0
Total	0	0	77

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	77

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	0%	0%	48%
Male	0%	0%	52%
Economically Disadvantaged Students	0%	0%	90%
Students with Disabilities	0%	0%	10%
English Learners	0%	0%	22%
Homeless Students			5%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	77.9%
Black or African American	19.5%
White	2.6%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	63.6%
English	36.4%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

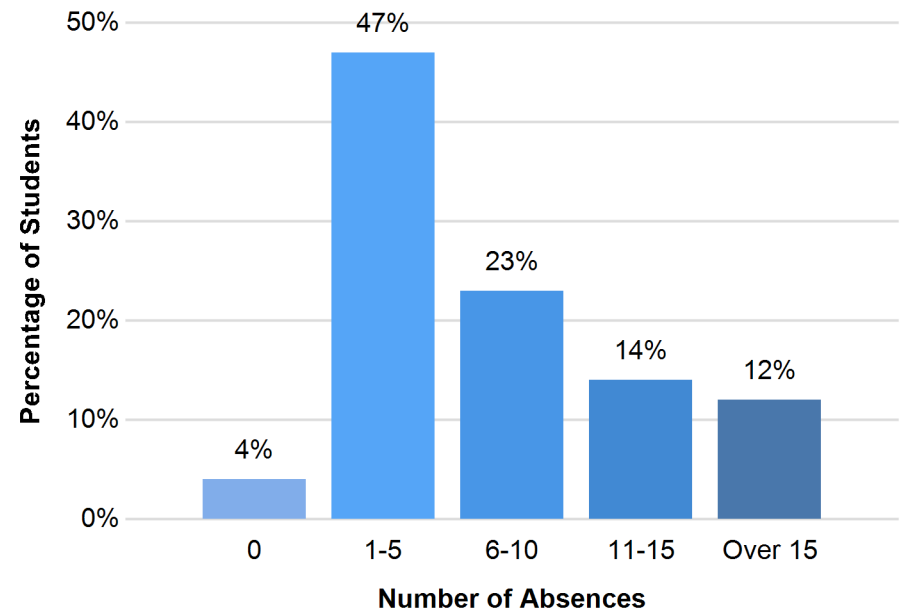
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.50	12.50	Met Target
White	N	**	**
Hispanic	6.70	12.50	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.80	12.50	Met Target
Students with Disabilities	N	**	**
English Learners	N	**	**

* *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





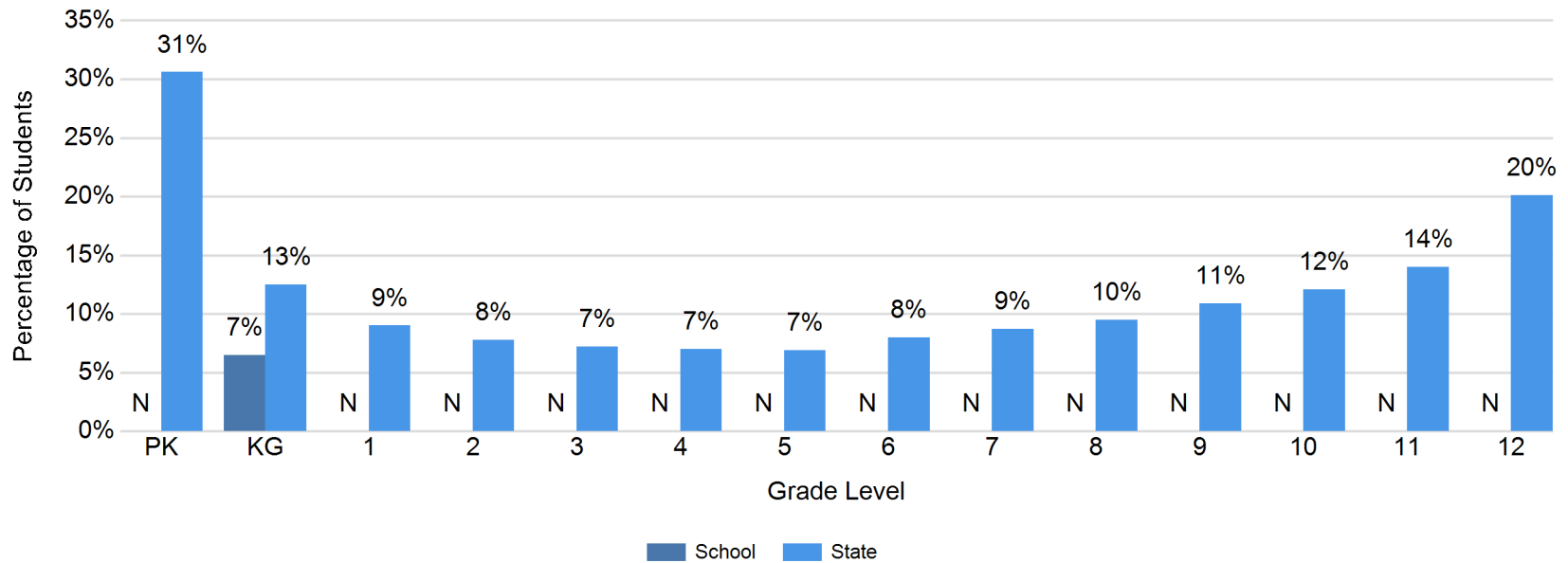
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:45AM
Typical End Time	3:45PM
Length of School Day	8 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.3%
Any Suspension	1.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	N	N	N



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	10	120,724
Average years experience in public schools	3.9	11.8
Average years experience in district	0.0	10.5
Teachers in district for 4 or more years	0%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	2	9,506
Average years experience in public schools	9.5	15.9
Average years experience in district	0.0	11.6
Administrators in district for 4 or more years	0%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	8:1
Administrators	39:1	39:1
Librarian/Media Specialists		N
Nurses		77:1
Counselors		N
Child Study Team		77:1



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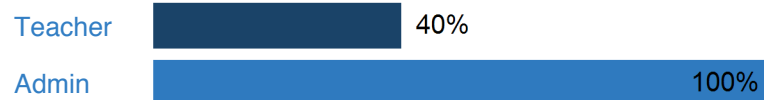
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	N	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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School General Info

Principal:	Ms. VILLAFUERTE	Email Address:	mvillafuerte@cresthavenacademy.org
Address:	530 WEST 7TH STREET PLAINFIELD, NJ 07060	Website:	www.cresthavenacademy.org
Phone:	(908)756-1234	Facebook:	https://www.facebook.com/cresthavenacademy/
		Twitter:	https://twitter.com/CresthavenNJ

School Narrative

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

	<p>Highlights:</p> <ul style="list-style-type: none"> • Inclusion Model - Each classroom led by two fully certified teachers • Data Driven Instruction - Curriculum designed to meet the needs of each scholar through individualized instruction • Social Emotional Curriculum - Support academic, emotional, and behavioral success
	<p>Mission, Vision, Theme:</p> <p>Vision: Our school is built on the belief that all children, regardless of race or economic status, can succeed when given equal access to a high-quality education. Each of our scholars will be empowered to overcome challenges and equipped to sustain their success in school and beyond. Mission: Our school exists to provide a comprehensive education to our scholars that develops the whole child through academic excellence, physical wellness, emotional health, and character enrichment.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Tools of the Mind, Singapore Math</p>
 <p>Before and After School Programs:</p>	<p>Cresthaven Academy Foundation ran our after school enrichment program from 3:45 pm - 6:30 pm daily to provide support and resources that inspire excellence in character, identity, and academics to the scholars and families of Cresthaven Academy Charter School. Enrichment programming included homework help, a healthy snack, art, music, soccer, and karate.</p>







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 <p>Staff and Professional Learning:</p>	<p>Cresthaven staff completed 2.5 weeks of professional development prior to the start of the school year, which included in house training plus professional training. Additional training was provided throughout the year based on our curriculum and the needs of our scholars and staff.</p>
 <p>Student Supports and Services:</p>	<p>We had two part time ESL/Bilingual teachers who provided services to our ELL students and a full time School Psychologist/Student Support Coordinator who served our students with disabilities. We provided additional supports to students through small group instruction for literacy and math.</p>
 <p>Student Health and Wellness:</p>	<p>We participated in the School Breakfast Program, National School Lunch Program, and After School Snack Program to ensure all our scholars had food and nutrients to learn and grow. Scholars also participated in 30 minutes of recess and 50 minutes Physical Education/Health daily. Health lessons, which were co-taught by the PE teacher and nurse, included topics such as healthy eating habits and proper nutrition, exercise, and good habits like hand-washing and dental hygiene.</p>
 <p>Parent and Community Involvement:</p>	<p>We involved our families in the educational process through consistent communication, frequent community events, and comprehensive support. Some activities included the following: Family Welcome BBQ, Ribbon-Cutting Ceremony, Meet the Teachers Night, Back-to-School Night, Parent-Teacher Conferences, Trip Chaperones, Parent ESL Classes, Child Assault Prevention - Parent Training, Immigration Attorney Q & A, a Potluck Lunch, Coffee with the Principal, and Kindergarten Graduation Ceremony.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers

We conducted two surveys for families and one survey for staff members. Families identified the strength of the educational program and highlighted their children's excitement over learning. Staff members identified that feedback proves valuable to improve student outcomes, the school tracks the performance of the students toward measurable academic goals, and school leaders seek out feedback from teachers.



Facilities:

Our building was built in the 1960's and was owned by the Boys and Girls Club. It was rented to Cresthaven Academy Foundation (CAF), who then sublet to Cresthaven Academy Charter School. The Boys and Girls Club and CAF managed most of the building's maintenance. Prior to opening the school, CAF outfitted the building with the latest IT infrastructure, painted the walls, and ensured all structural/mechanical/electrical inspections were up to date.



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We conduct an annual lottery to select our scholars for each school year. Scholars wear a school uniform that includes a red polo with school emblem, a navy sweater with school emblem, navy blue pants or skirt, and all black shoes.



Other Information: