



ROBERT TREAT ACADEMY CHARTER SCHOOL
(80-7730-970)
Grades Offered: KG-08
2017-2018

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	CHARTERS
District	ROBERT TREAT ACADEMY CS
Principal Name	MS. ADUBATO
Address	443 CLIFTON AVENUE NEWARK, NJ 07104-1339
Phone Number	(973)482-8811
Email Address	ADUBATOT@RTACS.ORG
Website	http://www.roberttreatacademy.org



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	77	79	78
1	77	78	80
2	79	78	79
3	76	78	73
4	75	78	76
5	76	75	75
6	72	76	72
7	70	70	73
8	48	70	67
Total	650	682	673

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	55.5%	54.3%	53.6%
Male	44.5%	45.7%	46.4%
Economically Disadvantaged Students	73.8%	73.5%	72.1%
Students with Disabilities	5.5%	6.3%	6.7%
English Learners	0.5%	0.6%	0.7%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	3.5%	3.8%	7.6%
Hispanic	62.8%	61.0%	55.3%
Black or African American	32.2%	33.7%	34.2%
Asian	1.2%	1.0%	1.0%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.6%
American Indian or Alaska Native	0.0%	0.1%	1.3%
Two or More Races	0.2%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	77	79	78

Enrollment by Home Language

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

Home Language	% of Students
English	99.7%
Other Languages	0.3%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	52	50	Met Standard	53	53	50	Met Standard
White	48.5	48.5	50	**	78	78	51	**
Hispanic	52	52	49	Met Standard	46	46	48	Met Standard
Black or African American	50	50	44	Met Standard	55	55	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	50.5	50.5	48	Met Standard	46.5	46.5	47	Met Standard
Students with Disabilities	72	72	41	Exceeds Standard	42	42	43	**
English Learners	69.5	69.5	54	Exceeds Standard	35.5	35.5	51	**



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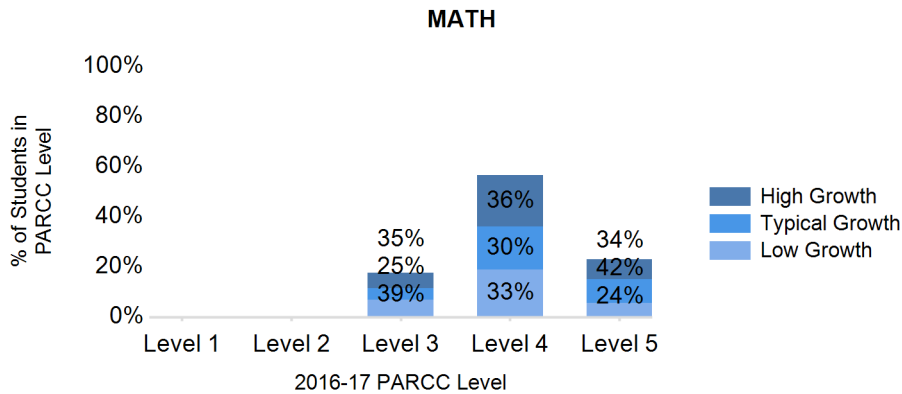
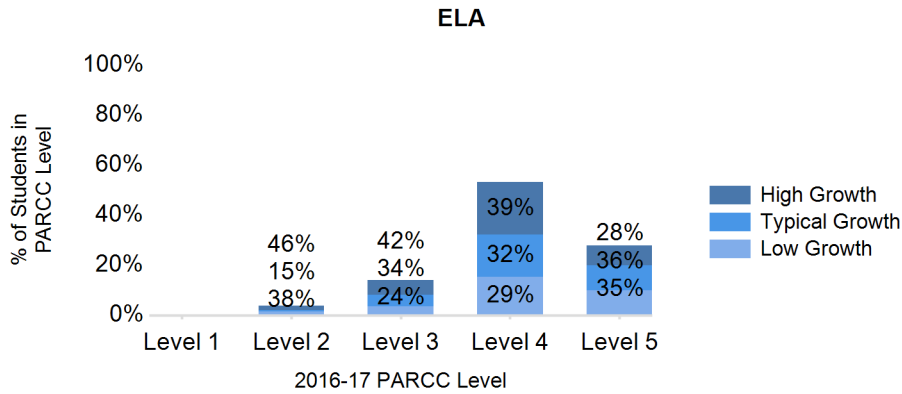
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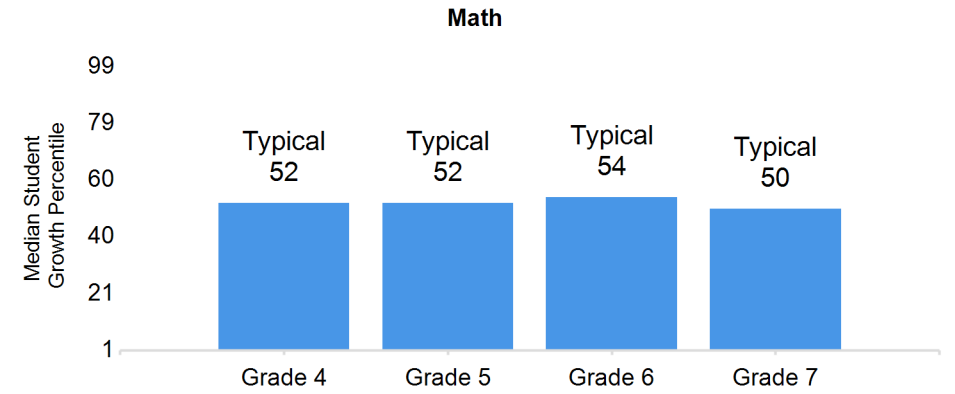
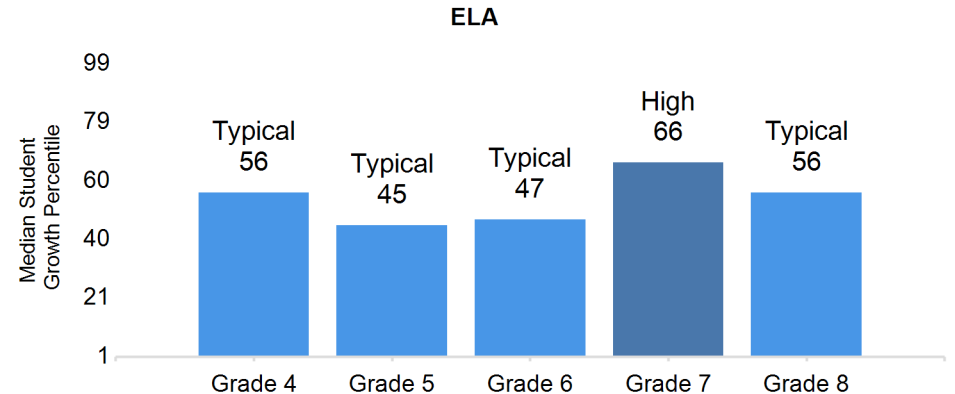
Student Growth by Performance Level

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



Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	435	99.5	83.0	83.0	56.7	83.0	76.6	Met Goal
White	*	*	*	*	65.6	*	**	**
Hispanic	272	99.6	82.0	82.0	42.5	82.0	77.7	Met Goal
Black or African American	138	99.3	82.6	82.6	37.3	82.6	72.6	Met Goal
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	227	100.0	89.0	89.0	64.5	89.0		
Male	208	99.0	76.4	76.4	49.4	76.4		
Economically Disadvantaged Students	300	99.7	79.0	79.0	38.5	79.0	75.9	Met Target
Non-Economically Disadvantaged Students	135	99.3	91.8	91.8	67.5	91.8		
Students with Disabilities	29	100.0	51.7	51.7	21.6	51.7	39.1	Met Target
Students without Disabilities	406	99.5	85.2	85.2	63.9	85.2		
English Learners	21	100.0	61.9	61.9	27.3	61.9	N	N
Non-English Learners	414	99.5	84.1	84.1	59.4	84.1		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	773	773	750	*	*	18%	60%	14%	74%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	46	766	766	736	*	*	*	*	*	70%	38%
Black or African American	24	785	785	733	0%	*	*	*	*	83%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	31	778	778	756	*	*	*	*	*	87%	57%
Male	42	769	769	744	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	52	765	765	733	*	*	*	*	*	67%	34%
Non-Economically Disadvantaged Students	21	795	795	762	*	*	*	*	*	90%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	73	773	773	753	*	*	18%	60%	14%	74%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	781	781	756	0%	*	*	53%	33%	86%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	44	781	781	744	0%	*	*	48%	36%	84%	44%
Black or African American	29	778	778	739	0%	*	*	*	*	86%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	40	784	784	762	0%	*	*	58%	33%	90%	63%
Male	36	778	778	751	0%	*	*	47%	33%	81%	53%
Economically Disadvantaged Students	55	780	780	740	0%	*	*	*	*	82%	40%
Non-Economically Disadvantaged Students	21	785	785	767	0%	*	*	*	*	95%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	76	781	781	759	0%	*	*	53%	33%	86%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	777	777	755	0%	*	*	69%	20%	89%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	45	778	778	743	0%	*	*	*	*	89%	43%
Black or African American	22	774	774	738	0%	*	*	*	*	86%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	35	783	783	762	0%	*	*	*	*	94%	66%
Male	40	772	772	749	0%	*	*	*	*	85%	51%
Economically Disadvantaged Students	48	774	774	739	0%	*	*	*	*	83%	39%
Non-Economically Disadvantaged Students	27	784	784	766	0%	*	*	*	*	100%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	75	777	777	757	0%	*	*	69%	20%	89%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	772	772	754	0%	*	*	65%	18%	83%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	41	776	776	742	0%	0%	*	*	*	85%	42%
Black or African American	26	763	763	737	0%	*	*	*	*	77%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	39	775	775	761	0%	*	*	*	*	85%	64%
Male	33	768	768	748	0%	*	*	*	*	82%	48%
Economically Disadvantaged Students	51	769	769	739	0%	*	*	*	*	80%	37%
Non-Economically Disadvantaged Students	21	778	778	764	0%	*	*	*	*	90%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	72	772	772	755	0%	*	*	65%	18%	83%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	786	786	760	*	*	*	23%	62%	85%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	52	780	780	746	*	*	*	29%	54%	83%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	49	795	795	769	*	*	*	*	*	90%	72%
Male	24	769	769	752	*	*	*	*	*	75%	54%
Economically Disadvantaged Students	48	780	780	742	*	*	*	*	*	83%	44%
Non-Economically Disadvantaged Students	25	798	798	771	*	*	*	*	*	88%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	73	786	786	762	*	*	*	23%	62%	85%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



ROBERT TREAT ACADEMY CHARTER SCHOOL
(80-7730-970)
Grades Offered: KG-08
2017-2018

Report Key:

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	784	784	759	0%	*	*	41%	39%	80%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	44	783	783	744	0%	*	*	43%	39%	82%	45%
Black or African American	19	783	783	739	0%	0%	*	*	*	74%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	33	790	790	768	0%	*	*	*	*	88%	69%
Male	33	778	778	751	0%	*	*	*	*	73%	52%
Economically Disadvantaged Students	46	782	782	740	0%	*	*	*	*	78%	42%
Non-Economically Disadvantaged Students	20	789	789	769	0%	*	*	*	*	85%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	66	784	784	761	0%	*	*	41%	39%	80%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



ROBERT TREAT ACADEMY CHARTER SCHOOL

(80-7730-970)

Grades Offered: KG-08

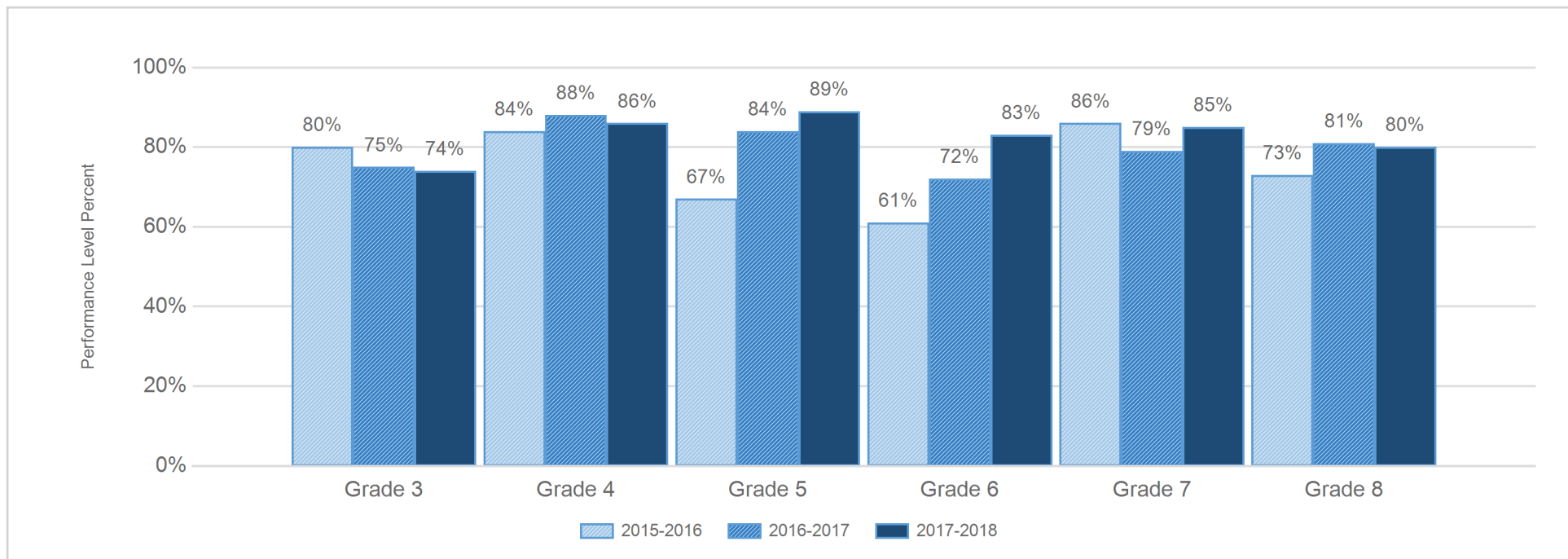
2017-2018

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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	435	99.5	78.2	78.2	45.0	78.2	77.7	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	272	99.6	80.2	80.2	29.2	80.2	80	Met Goal
Black or African American	138	99.3	71.0	71.0	23.4	71.0	68.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	227	100.0	78.8	78.8	46.0	78.8		
Male	208	99.0	77.4	77.4	43.9	77.4		
Economically Disadvantaged Students	300	99.7	76.0	76.0	26.6	76.0	76.5	Met Target†
Non-Economically Disadvantaged Students	135	99.3	83.0	83.0	55.9	83.0		
Students with Disabilities	29	100.0	34.5	34.5	17.1	34.5	42.6	Met Target†
Students without Disabilities	406	99.5	81.3	81.3	50.5	81.3		
English Learners	21	100.0	57.2	57.2	24.6	57.2	N	N
Non-English Learners	414	99.5	79.2	79.2	46.9	79.2		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	769	769	752	0%	*	*	56%	23%	79%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	46	765	765	739	0%	*	*	54%	22%	76%	38%
Black or African American	24	775	775	734	0%	*	*	*	*	88%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	31	768	768	752	0%	*	*	*	*	87%	53%
Male	42	770	770	751	0%	*	*	*	*	74%	53%
Economically Disadvantaged Students	52	763	763	736	0%	*	*	*	*	75%	35%
Non-Economically Disadvantaged Students	21	783	783	762	0%	*	*	*	*	90%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	73	769	769	754	0%	*	*	56%	23%	79%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	771	771	748	0%	*	*	58%	20%	78%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	44	774	774	737	0%	*	*	59%	23%	82%	34%
Black or African American	29	764	764	730	0%	*	*	*	*	69%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	40	767	767	748	0%	*	*	*	*	75%	50%
Male	36	775	775	748	0%	*	*	*	*	81%	49%
Economically Disadvantaged Students	55	768	768	733	0%	*	*	*	*	76%	30%
Non-Economically Disadvantaged Students	21	777	777	758	0%	*	*	*	*	81%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	76	771	771	750	0%	*	*	58%	20%	78%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	772	772	748	*	*	13%	55%	27%	81%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	45	775	775	736	0%	*	*	56%	29%	84%	32%
Black or African American	22	759	759	730	*	*	*	*	*	68%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	35	774	774	749	*	*	*	*	*	83%	50%
Male	40	770	770	747	*	*	*	*	*	80%	48%
Economically Disadvantaged Students	48	768	768	733	*	*	*	*	*	79%	29%
Non-Economically Disadvantaged Students	27	780	780	758	*	*	*	*	*	85%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	75	772	772	750	*	*	13%	55%	27%	81%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	768	768	744	0%	*	17%	*	*	79%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	41	772	772	731	0%	0%	*	*	*	88%	27%
Black or African American	26	758	758	726	0%	*	*	*	*	62%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	39	766	766	745	0%	*	*	*	*	74%	45%
Male	33	770	770	742	0%	*	*	*	*	85%	42%
Economically Disadvantaged Students	51	765	765	729	0%	*	*	*	*	80%	24%
Non-Economically Disadvantaged Students	21	774	774	753	0%	*	*	*	*	76%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	72	768	768	745	0%	*	17%	*	*	79%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	768	768	743	*	*	19%	45%	29%	74%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	52	764	764	732	*	*	23%	42%	27%	69%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	49	771	771	745	*	*	*	*	*	82%	45%
Male	24	761	761	741	*	*	*	*	*	58%	42%
Economically Disadvantaged Students	48	764	764	730	*	*	*	*	*	69%	24%
Non-Economically Disadvantaged Students	25	775	775	751	*	*	*	*	*	84%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	73	768	768	744	*	*	19%	45%	29%	74%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	752	752	728	*	*	*	*	*	63%	28%
White	N	N	N	736	N	N	N	N	N	N	36%
Hispanic	25	759	759	722	*	*	*	*	*	76%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	22	748	748	731	*	*	*	*	*	59%	31%
Male	16	758	758	725	*	*	*	*	*	69%	26%
Economically Disadvantaged Students	28	752	752	719	*	*	*	*	*	64%	20%
Non-Economically Disadvantaged Students	10	753	753	735	*	*	*	*	*	60%	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	38	752	752	729	*	*	*	*	*	63%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	791	791	746	0%	0%	*	*	*	96%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	19	792	792	730	0%	0%	*	*	*	95%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	11	783	783	748	0%	0%	*	*	*	100%	48%
Male	17	795	795	745	0%	0%	*	*	*	94%	44%
Economically Disadvantaged Students	18	786	786	729	0%	0%	*	*	*	94%	25%
Non-Economically Disadvantaged Students	10	799	799	756	0%	0%	*	*	*	100%	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	28	791	791	752	0%	0%	*	*	*	96%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	28	791	791	749	0%	0%	*	*	*	96%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



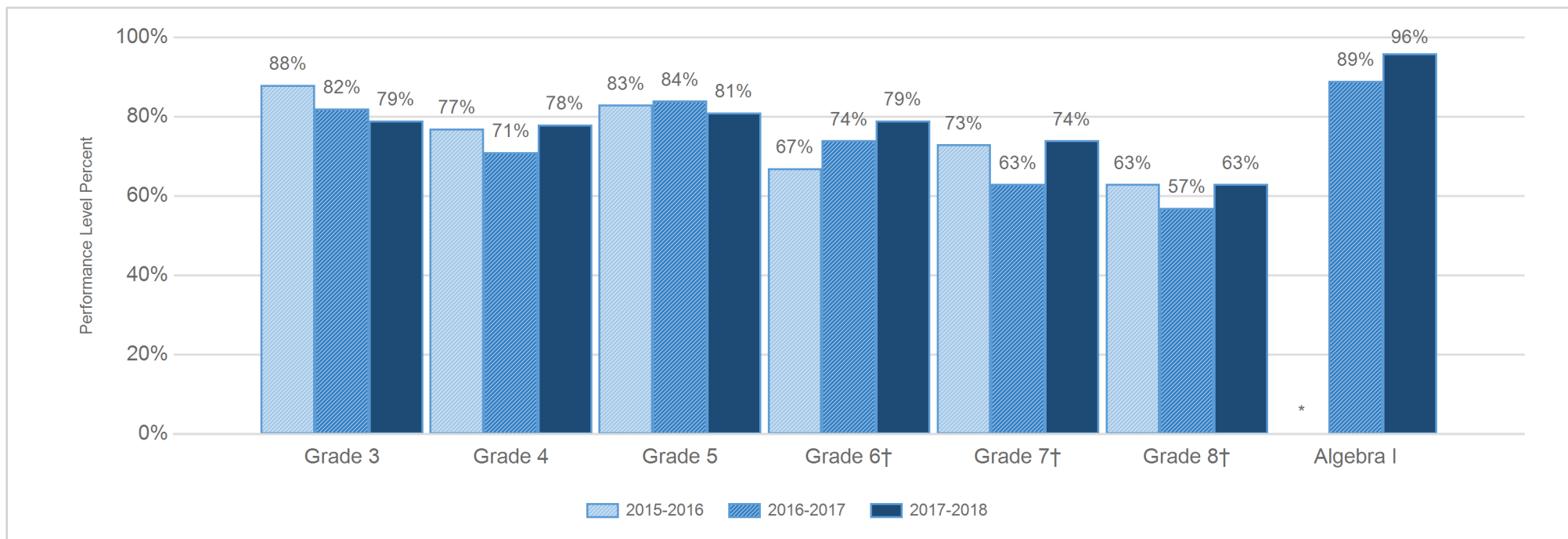
ROBERT TREAT ACADEMY CHARTER SCHOOL
(80-7730-970)
Grades Offered: KG-08
2017-2018

Report Key:

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

Mathematics Assessment – Performance Trends

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



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


ROBERT TREAT ACADEMY CHARTER SCHOOL

(80-7730-970)

Grades Offered: KG-08

2017-2018

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N



ROBERT TREAT ACADEMY CHARTER SCHOOL

(80-7730-970)

Grades Offered: KG-08

2017-2018

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

NJASK Science Assessment Information

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



ROBERT TREAT ACADEMY CHARTER SCHOOL
 (80-7730-970)
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	72
7	0	0	73
8	28	0	39
Total	28	0	184

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	72	0	0	0	0	0	0
7	73	0	0	0	0	0	0
8	67	0	0	0	0	0	0
Total	212	0	0	0	0	0	0



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(80-7730-970)
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2017-2018

Report Key:

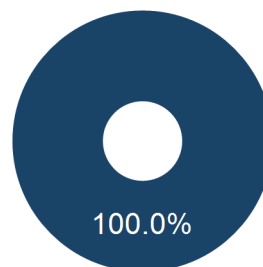
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Visual and Performing Arts – Course Participation

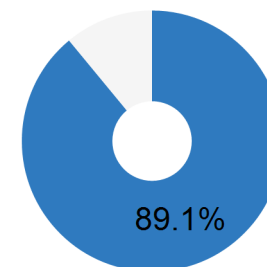
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

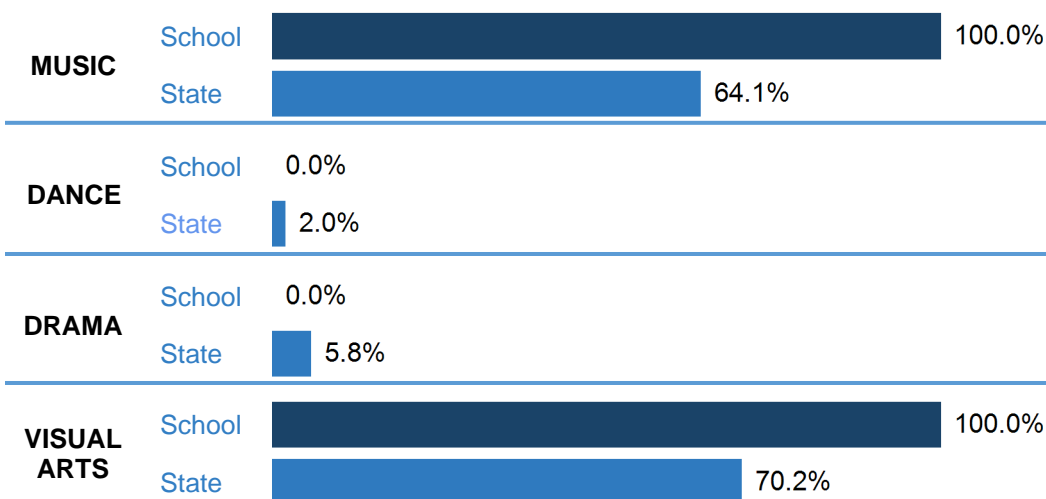


School



State

Students enrolled in one or more classes by discipline:





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

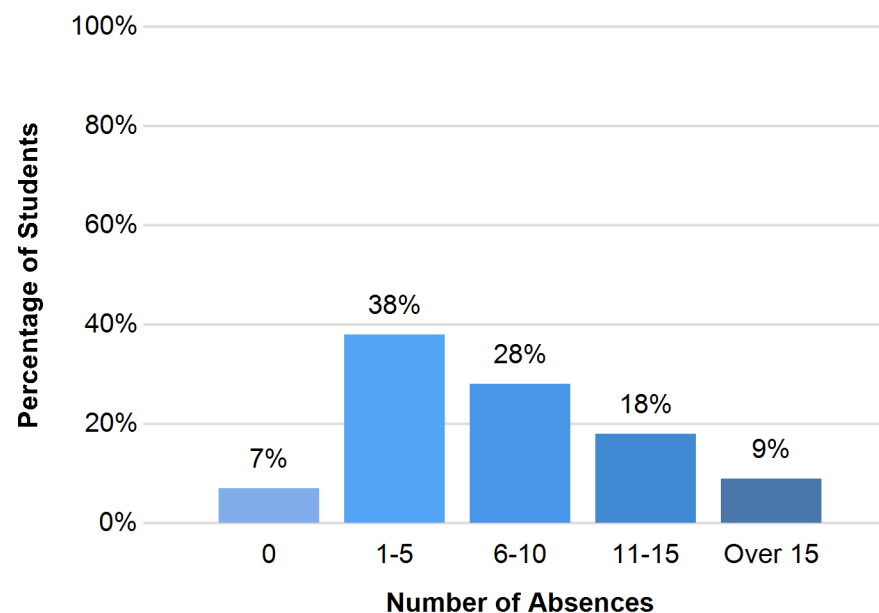
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	32	4.8	9.1	Met
White	3	5.9	9.1	Met
Hispanic	17	4.6	9.1	Met
Black or African American	10	4.3	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	30	6.2	9.1	Met
Students with Disabilities	1	2.2	9.1	Met
English Learners	*	*	**	**

Days Absent

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





ROBERT TREAT ACADEMY CHARTER SCHOOL
 (80-7730-970)
 Grades Offered: KG-08
 2017-2018

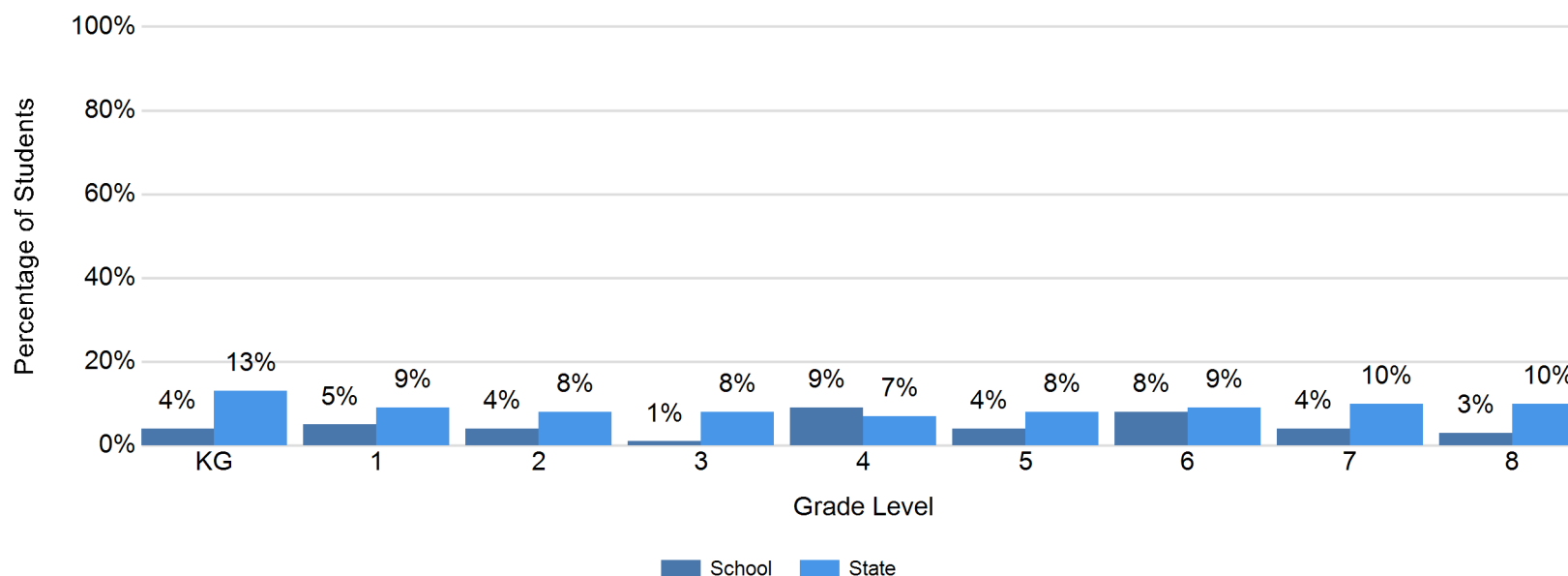
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	8
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.34

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	12	1.8%
Any Suspension	16	2.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

13



ROBERT TREAT ACADEMY CHARTER SCHOOL
 (80-7730-970)
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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2016-2017)	\$823	\$14,320	\$15,143



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	46	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	8.1	10.7
Teachers in district for 4 or more years	71.7%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,374
Average years experience in public schools	19.2	16.0
Average years experience in district	15.6	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	15:1
Students to Administrators	135:1	135:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		673:1
Students to Counselors		N
Students to Child Study Team		224:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	83.3%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.8%



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	84.8%	40.0%
Male	15.2%	60.0%
White	69.6%	80.0%
Hispanic	17.4%	0.0%
Black or African American	6.5%	0.0%
Asian	4.3%	20.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	2.2%	0.0%
Two or More Races	0.0%	0.0%



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

Comprehensive Status

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

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

Targeted Status

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	97.81	17.5%
Mathematics Proficiency	98.58	17.5%
English Language Arts Growth	72.16	25.0%
Mathematics Growth	58.46	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	82.49	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	79.40	n/a
Summative Rating: Percentile Rank of Summative Score	90.58	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	**	**	No	**	**	**	**	n/a	Met	No
Hispanic	73.01	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Black or African American	86.58	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	75.65	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	94.71	14.08	No	Met Target	Met Target†	Exceeds Standard	**	n/a	Met	No
English Learners	91.77	14.08	No	N	N	Exceeds Standard	**	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • In 2008 Robert Treat Academy was named a NCLB Blue Ribbon School of Distinction. • Our High School Placement Program matches students with high schools that meet their academic and social needs. These schools include private day, boarding, parochial, vocational and public schools. • For the past 15 years our 6th and 7th grade students have attended a week long sailing school in Belmar, NJ.
 <p>Mission, Vision, Theme:</p>	<p>The Academy nurtures a total commitment to high academic standards, socially acceptable behavior and the recognition that all individuals are created equal and must be given an equal educational opportunity. Students, parents, and staff will each play critical roles in the Academy, a total involvement institution.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Academy was awarded the NCLB Blue Ribbon of Distinction for outstanding academic achievement in 2008. Attained Tier 1 Summative Rank on the Academic Performance Framework Report 2013 through 2016. Robert Treat Academy met or exceeded targets on the 2017-2018 ESSA School Accountability Profile.</p>



ROBERT TREAT ACADEMY CHARTER SCHOOL
(80-7730-970)
Grades Offered: KG-08
2017-2018

Report Key:

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

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.



Courses, Curriculum, Instruction:

All core subjects English/Language Arts/Literacy, Mathematics, Science Technology, Social Studies, Visual/Performing Arts, Health/Physical Education, World Language, 21st Century Life and Careers are aligned with New Jersey Student Learning Standards. Our gifted and talented program along with honors courses are available to our students through a partnership with Johns Hopkins University Center for Talented Youth. Student text books are available on-line.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls)

The Academy partners with Just One Soccer League, The North Ward Center's Athletic League and The Charter School Athletic League for soccer, softball, and basketball activities.



Clubs and Activities:

Debate, Stand and Deliver, chorus, band/orchestra/jazz band, piano lab, Step(dancing), Student Council, Community Service, Chess, Art, Audio/Visual Club, Frisbee, Gardening, Kid-fit, Art Portfolio, Yearbook, Story time, iPad Club. These activities are organized and run by our staff.



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Before and After
School Programs:

Remedial and homework support on every grade level before and after the regular school day. Clubs and activities are also available before or after the regular school day.



Staff and Professional
Learning:

Mentoring program for novice instructional staff, collaborative grade level meetings, professional learning support for highly specialized areas such as Suicide Prevention, Restraint Training, CPR, Dyslexia, early literacy, HIB and School Safety.



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Student Supports and Services:

ELL Program, Students with Disabilities including Special Needs and 504 students services include; resource room or push-in support, speech language therapy, occupational therapy, physical therapy, counseling/social skills, specialized behavior plans, 1:1 or shared paraprofessionals. Intervention services include; language enrichment, guided reading, remediation, homework help, Title 1 support services, and two instructors in every classroom.



Student Health and Wellness:

Breakfast starts at 7:30 a.m. All students receive physical education classes. Every year our nursing staff provides parents with information on how to keep their children healthy including directing them to the appropriate health care professionals when necessary.



Parent and Community Involvement:

Through the Parent Council parents participate in; monthly meetings and a variety of school-wide events including Founders Day and International Dinner Night. Parent/Teacher conferences are held throughout the year. Parent portal available on-line; www.roberttreatacademy.org.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School Climate Survey conducted annually available on-line and paper form. Categories include level of satisfaction with; academic program, technology, student safety, student achievement, care and respect for students, instructional and administrative staff, length of school day/year. Overwhelmingly parents expressed satisfaction in each of these areas. Results are communicated to staff and parents and are used to improve areas of concern.</p>
 <p>Facilities:</p>	<p>Robert Treat Academy Charter School offers elementary school aged children an opportunity to learn and grow in a safe, caring and clean environment. Each campus has designated homeroom classes, computer lab, science lab, library, art room, fine arts pavilion/music room, multi-purpose room, piano lab. Both campuses are air conditioned, have state of the art security systems, and are equipped with AED devices. Both campuses have vegetable gardens that are maintained by students and staff.</p>
 <p>School Safety:</p>	<p>The Board of Trustees and the Academy's chief school administrator recognize their importance to provide students and staff with a safe and secure learning environment. In keeping with this responsibility, a comprehensive Safety and Security plan has been developed. The Robert Treat Academy will continue to review, revise, develop, and implement the safety and security plans, procedures, and mechanisms in consultation with law enforcement, health, social service, emergency management agencies, and other community members in accordance with N.J.A.C. 6A:16-5.1 et seq. The Academy disseminates the applicable sections of the school safety plan to all school employees. The Academy also provides training to all school employees, as appropriate, to enable them to recognize and appropriately respond to safety and security concerns.</p>



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Technology and STEM:

All classrooms are equipped with smart-boards and seven computers. Between the two campuses there are six mobile labs. in grades 5th - 8th all students are provided with Chromebooks. Each campus has a designated computer lab equipped with 30 computers.



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Other Information:

The Academy was in the first cohort of charter schools to open in the state of New Jersey in 1997. The Academy has an eleven month school year, averaging between 200-210 school days and provides instruction on Saturdays. Our campuses are located at 443 Clifton Avenue and 180 William Street. The school year starts at the beginning of August. Classrooms are staffed with a certified teacher and another professional who is either a second certified teacher or a highly qualified instructional assistant. The Extended School Day runs from 7:30 a.m. until 8:30 a.m. and from 3:30 p.m. - 5:30 p.m. Saturday classes operate from 8:00 a.m. -12:00 p.m. Students begin each day at a school-wide morning assembly led by students. Once a month our students' achievements are recognized and celebrated through the awarding of certificates for; Citizen of the Month, Honor Roll, Principal's list and Student of the Month. The Academy has a rich history of developing in our students a sense of what it means to be a good person and citizen of our community. Our Community Service Program along with our Student Council and Character Education Curriculum offers our students the opportunity to volunteer their time both in and out of school. We partner with the Community Food Bank of New Jersey, America's Grow-a-Row, and Patient Playbooks. Our Student Council organizes fundraisers for Jeans for Troops - GI Go Fund, American Red Cross, American Cancer Society and American Heart Association. We partner with 60 high schools across the state and country. Our students are placed in private day/boarding, parochial, Essex County Vocational and Newark Public Schools. Robert Treat Academy holds annual lotteries for each grade. The lotteries are run and certified by a certified public accounting firm. For more information on the lottery go to www.roberttreatacademy.org