



**Robert Treat Academy Charter School**  
(80-7730-970)  
Grades Offered: KG-08  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Notes from the New Jersey Department of Education:



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(80-7730-970)

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School Contact Information

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

Type	Contact Information
County	Charters
District	Robert Treat Academy Charter School
Principal Name	Ms. Theresa Adubato
Address	443 CLIFTON AVENUE NEWARK, NJ 07104-1339
Phone Number	973-482-8811
Email Address	<a href="mailto:adubatot@rtacs.org">adubatot@rtacs.org</a>
Website	<a href="http://www.roberttreatacademy.org">http://www.roberttreatacademy.org</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	79	78	80
1	78	80	80
2	78	79	80
3	78	73	78
4	78	76	76
5	75	75	76
6	76	72	74
7	70	73	67
8	70	67	73
Total	682	673	684

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	54.3%	53.6%	54.1%
Male	45.7%	46.4%	45.9%
Economically Disadvantaged Students	73.5%	72.1%	71.9%
Students with Disabilities	6.3%	6.7%	7.6%
English Learners	0.6%	0.7%	0.6%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.8%	7.6%	2.6%
Hispanic	61.0%	55.3%	61.8%
Black or African American	33.7%	34.2%	33.3%
Asian	1.0%	1.0%	1.2%
Native Hawaiian or Pacific Islander	0.3%	0.6%	0.0%
American Indian or Alaska Native	0.1%	1.3%	0.1%
Two or More Races	0.0%	0.0%	0.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	79	78	80

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	83.8%
Spanish	16.1%
Other Languages	0.1%



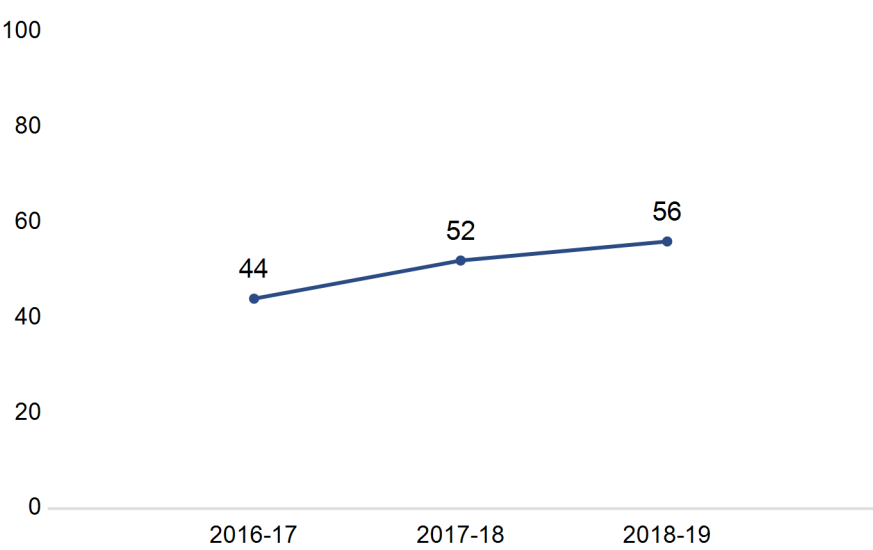
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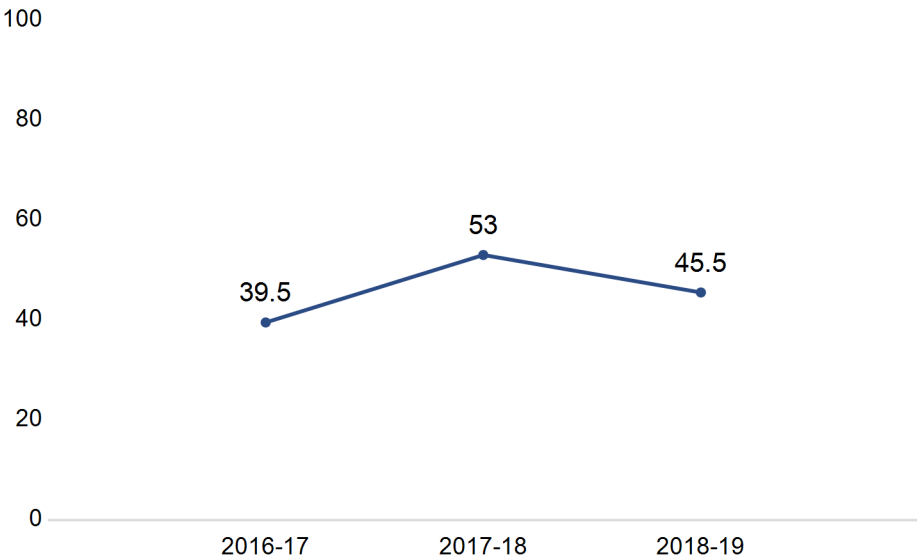
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	52	56	39.5	53	45.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	56	56	50	Met Standard	45.5	45.5	50	Met Standard
White	52	52	50	**	38.5	38.5	52	**
Hispanic	56.5	56.5	49	Met Standard	48	48	47	Met Standard
Black or African American	56	56	45	Met Standard	42.5	42.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	56	56	53	N	49	49	50	N
Male	56.5	56.5	47	N	43	43	51	N
Economically Disadvantaged Students	57	57	48	Met Standard	44.5	44.5	46	Met Standard
Students with Disabilities	58.5	58.5	43	Met Standard	30.5	30.5	45	**
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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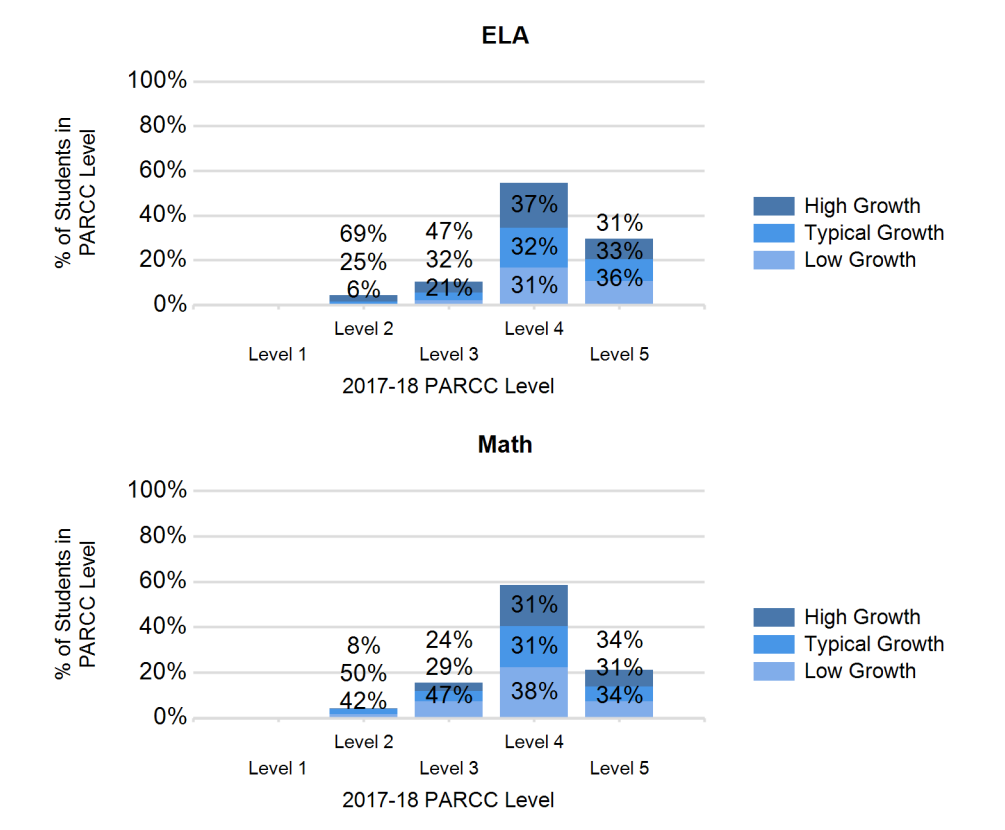
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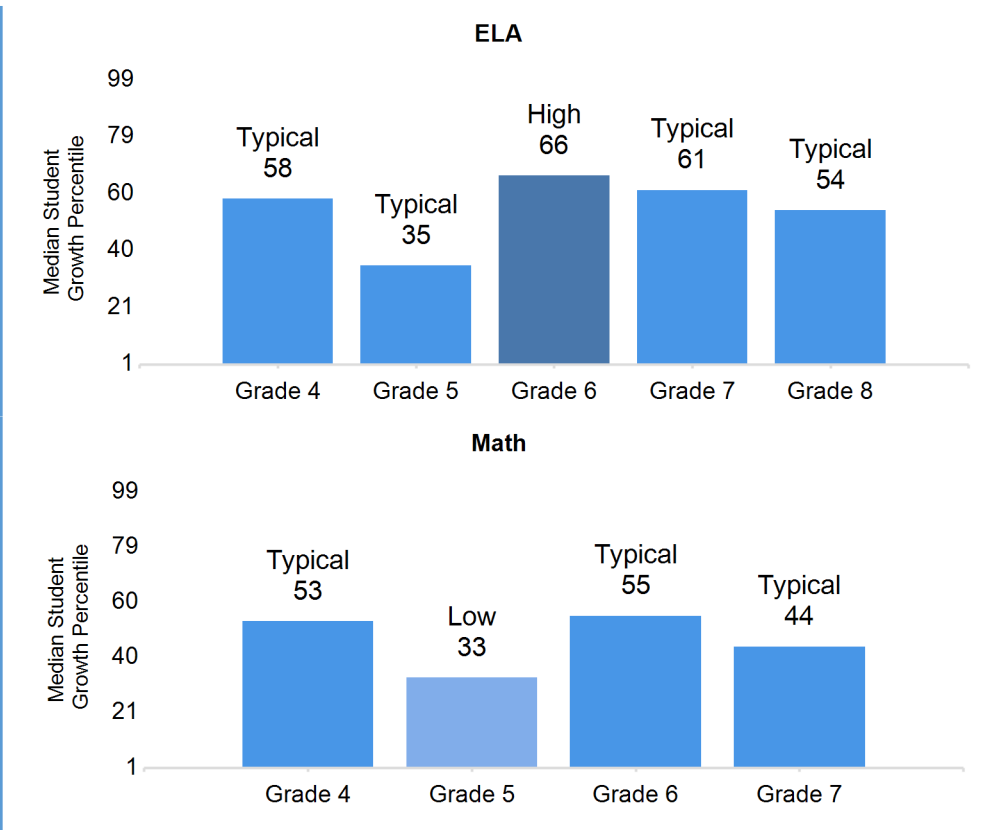
Student Growth by Performance Level

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



Student Growth by Grade

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



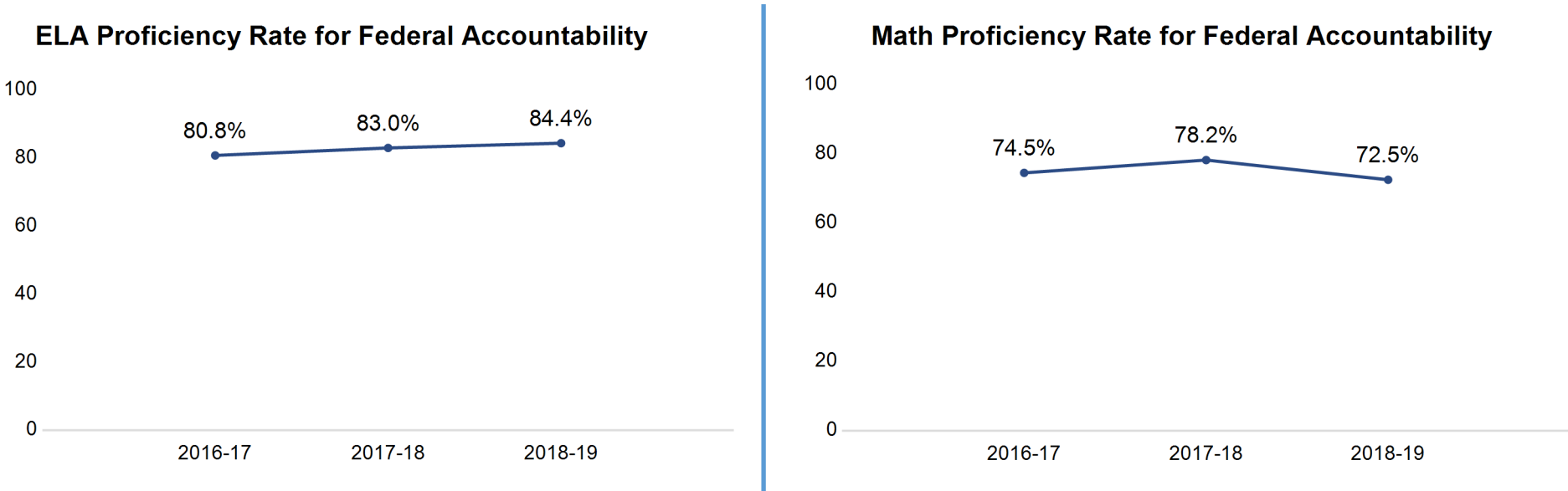


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	99.5%	100.0%	99.8%	99.5%	100.0%
Proficiency Rate for Federal Accountability	80.8%	83.0%	84.4%	74.5%	78.2%	72.5%
Annual Target	76.4%	76.6%	76.8%	77.6%	77.7%	77.9%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	437	100.0	84.4	84.4	57.9	84.4	76.8	Met Goal
White	18	100.0	88.9	88.9	66.9	88.9	**	**
Hispanic	267	100.0	84.3	84.3	43.9	84.3	77.8	Met Goal
Black or African American	146	100.0	83.6	83.6	38.5	83.6	73	Met Goal
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	238	100.0	89.9	89.9	64.8	89.9		
Male	199	100.0	77.9	77.9	51.3	77.9		
Economically Disadvantaged Students	304	100.0	82.6	82.6	40.0	82.6	76.1	Met Goal
Non-Economically Disadvantaged Students	133	100.0	88.7	88.7	67.9	88.7		
Students with Disabilities	31	100.0	41.9	41.9	22.7	41.9	41.4	Met Target
Students without Disabilities	406	100.0	87.7	87.7	65.1	87.7		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



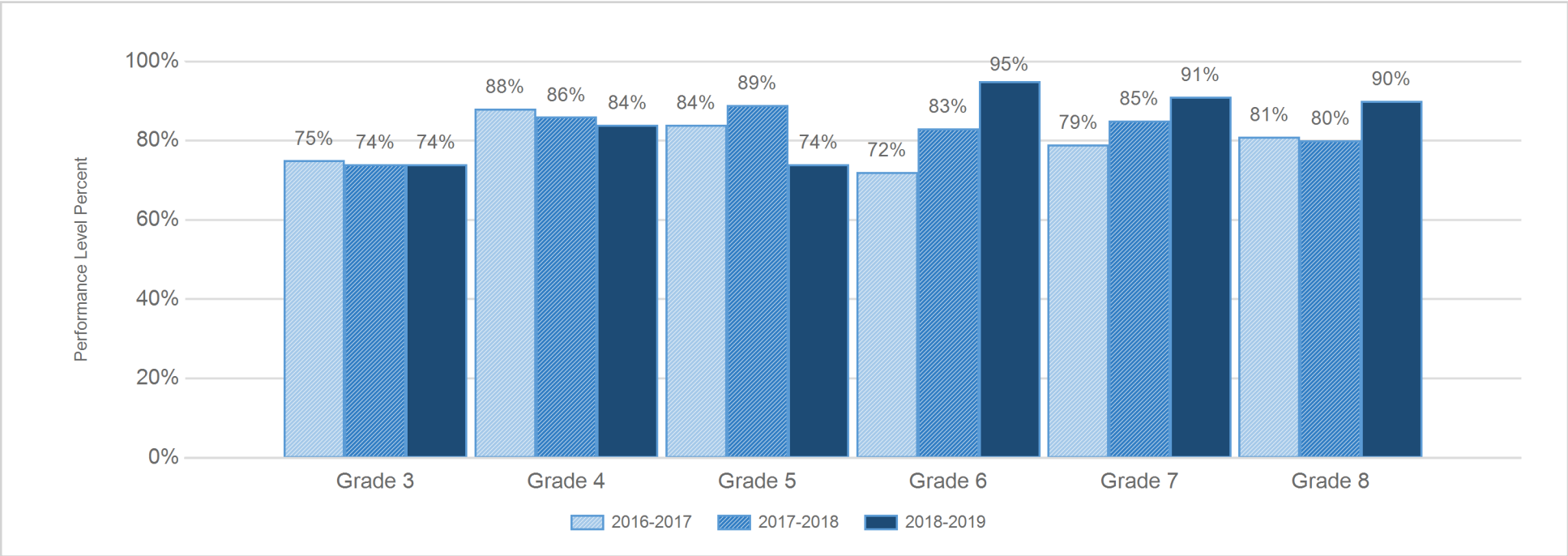


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	771	771	748	*	*	14%	*	*	74%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	45	763	763	734	*	*	*	*	*	67%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	45	779	779	753	*	*	*	*	*	82%	55%
Male	33	761	761	743	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	63	769	769	731	*	*	*	*	*	76%	33%
Non-Economically Disadvantaged Students	15	780	780	759	*	*	*	*	*	67%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	78	771	771	751	*	*	14%	*	*	74%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	76	774	774	755	0%	*	*	54%	30%	84%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	45	774	774	743	0%	*	*	64%	24%	89%	44%
Black or African American	28	775	775	739	0%	*	*	43%	36%	79%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	34	778	778	760	0%	*	*	56%	29%	85%	62%
Male	42	772	772	750	0%	*	*	52%	31%	83%	53%
Economically Disadvantaged Students	53	769	769	740	0%	*	*	*	*	79%	40%
Non-Economically Disadvantaged Students	23	786	786	765	0%	*	*	*	*	96%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	76	774	774	758	0%	*	*	54%	30%	84%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	773	773	756	0%	*	*	51%	22%	74%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	44	768	768	743	0%	*	23%	*	*	73%	44%
Black or African American	28	776	776	739	0%	*	*	*	*	71%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	40	776	776	761	0%	*	*	*	*	78%	64%
Male	36	769	769	750	0%	*	*	*	*	69%	52%
Economically Disadvantaged Students	55	770	770	740	0%	*	*	*	*	69%	39%
Non-Economically Disadvantaged Students	21	779	779	766	0%	*	*	*	*	86%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	76	773	773	758	0%	*	*	51%	22%	74%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	784	784	754	0%	*	*	55%	39%	95%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	45	784	784	743	0%	*	0%	*	*	96%	43%
Black or African American	21	781	781	738	0%	0%	*	*	*	95%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	35	789	789	762	0%	*	*	57%	43%	100%	64%
Male	39	779	779	748	0%	*	*	54%	36%	90%	48%
Economically Disadvantaged Students	46	782	782	740	0%	*	*	*	*	93%	39%
Non-Economically Disadvantaged Students	28	787	787	763	0%	*	*	*	*	96%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	74	784	784	756	0%	*	*	55%	39%	95%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Robert Treat Academy Charter School  
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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	786	786	761	0%	0%	*	*	*	91%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	41	790	790	747	0%	0%	*	*	*	93%	50%
Black or African American	21	777	777	741	0%	0%	*	*	*	86%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	38	790	790	769	0%	0%	*	*	*	95%	71%
Male	29	780	780	753	0%	0%	*	*	*	86%	55%
Economically Disadvantaged Students	47	784	784	743	0%	0%	*	*	*	96%	45%
Non-Economically Disadvantaged Students	20	790	790	771	0%	0%	*	*	*	80%	73%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	769	*	*	*	*	*	*	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	67	786	786	763	0%	0%	*	*	*	91%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	787	787	762	*	*	*	47%	44%	90%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	52	784	784	747	*	*	*	48%	42%	90%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	49	794	794	771	*	*	*	*	*	98%	71%
Male	24	773	773	753	*	*	*	*	*	75%	55%
Economically Disadvantaged Students	47	785	785	743	*	*	*	*	*	87%	45%
Non-Economically Disadvantaged Students	26	791	791	772	*	*	*	*	*	96%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	73	787	787	764	*	*	*	47%	44%	90%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%





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## Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	437	100.0	72.5	72.5	44.5	72.5	77.9	Not Met
White	18	100.0	88.9	88.9	54.1	88.9	**	**
Hispanic	267	100.0	73.0	73.0	28.8	73.0	80	Not Met
Black or African American	146	100.0	68.5	68.5	23.0	68.5	69.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	238	100.0	74.8	74.8	44.9	74.8		
Male	199	100.0	69.8	69.8	44.2	69.8		
Economically Disadvantaged Students	304	100.0	70.1	70.1	26.3	70.1	76.7	Not Met
Non-Economically Disadvantaged Students	133	100.0	78.2	78.2	54.9	78.2		
Students with Disabilities	31	100.0	25.8	25.8	17.4	25.8	44.7	Not Met
Students without Disabilities	406	100.0	76.1	76.1	50.0	76.1		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



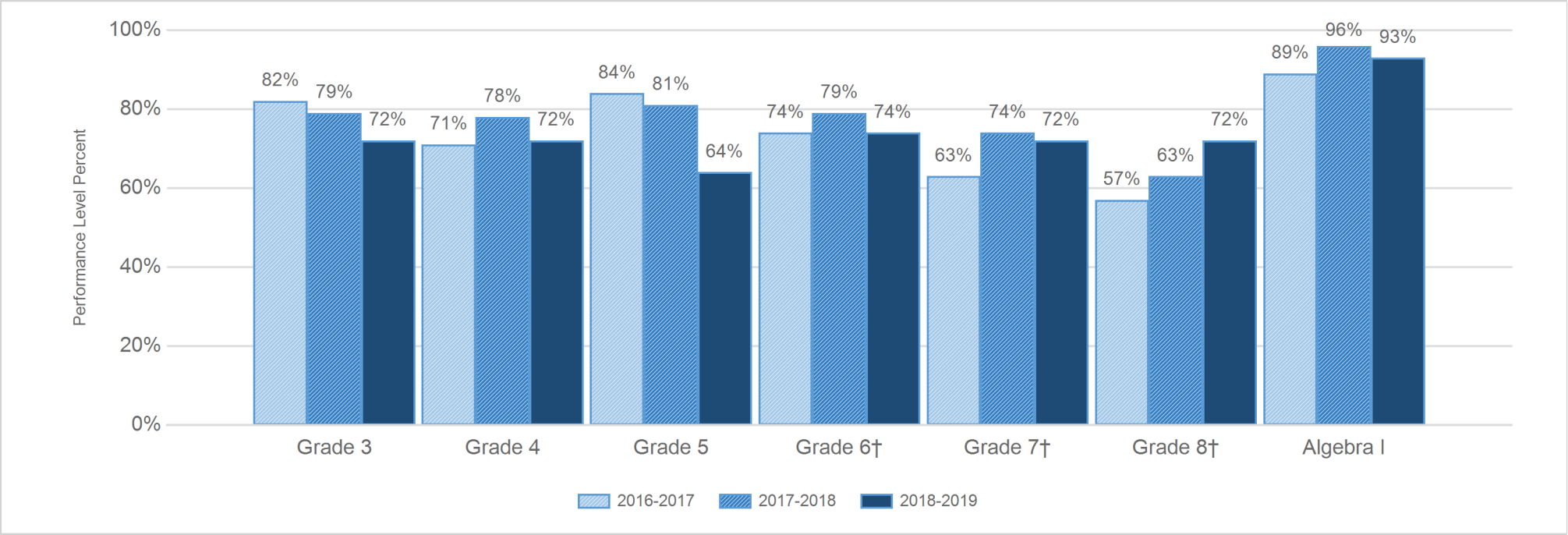


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Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	768	768	752	*	*	18%	46%	26%	72%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	45	764	764	739	*	*	24%	42%	22%	64%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	45	770	770	751	*	*	*	*	*	76%	54%
Male	33	764	764	752	*	*	*	*	*	67%	56%
Economically Disadvantaged Students	63	765	765	737	*	*	*	*	*	71%	37%
Non-Economically Disadvantaged Students	15	778	778	761	*	*	*	*	*	73%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	78	768	768	754	*	*	18%	46%	26%	72%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	76	763	763	749	*	*	17%	*	*	72%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	45	764	764	737	0%	*	*	*	*	78%	36%
Black or African American	28	760	760	731	*	*	*	*	*	64%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	34	762	762	749	*	*	*	*	*	79%	50%
Male	42	764	764	749	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	53	759	759	734	*	*	*	*	*	68%	32%
Non-Economically Disadvantaged Students	23	772	772	759	*	*	*	*	*	83%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	76	763	763	751	*	*	17%	*	*	72%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	76	763	763	747	0%	*	25%	*	*	64%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	44	767	767	735	0%	*	*	41%	27%	68%	30%
Black or African American	28	755	755	729	0%	*	36%	*	*	54%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	40	761	761	747	0%	*	*	*	*	65%	47%
Male	36	766	766	747	0%	*	*	*	*	64%	47%
Economically Disadvantaged Students	55	762	762	732	0%	*	*	*	*	60%	27%
Non-Economically Disadvantaged Students	21	766	766	757	0%	*	*	*	*	76%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	76	763	763	749	0%	*	25%	*	*	64%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### Mathematics Assessment - Performance by Grade: Grade 6

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

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
<b>Schoolwide</b>	74	766	766	741	*	*	20%	54%	20%	74%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	45	766	766	729	0%	*	24%	*	*	73%	24%
Black or African American	21	762	762	722	*	*	*	*	*	71%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	35	769	769	742	*	*	*	*	*	77%	42%
Male	39	763	763	740	*	*	*	*	*	72%	40%
Economically Disadvantaged Students	46	762	762	726	*	*	*	*	*	72%	21%
Non-Economically Disadvantaged Students	28	771	771	750	*	*	*	*	*	79%	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	74	766	766	743	*	*	20%	54%	20%	74%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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## Mathematics Assessment - Performance by Grade: Grade 7

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

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
<b>Schoolwide</b>	67	769	769	744	0%	*	24%	*	*	72%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	41	770	770	733	0%	*	*	*	*	73%	26%
Black or African American	21	763	763	727	0%	*	*	*	*	62%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	38	762	762	744	0%	*	*	*	*	63%	42%
Male	29	777	777	743	0%	*	*	*	*	83%	42%
Economically Disadvantaged Students	47	767	767	731	0%	*	*	*	*	72%	24%
Non-Economically Disadvantaged Students	20	774	774	751	0%	*	*	*	*	70%	53%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	67	769	769	745	0%	*	24%	*	*	72%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Grade: Grade 8

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

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
<b>Schoolwide</b>	43	762	762	728	*	*	*	*	*	72%	29%
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	31	756	756	722	*	*	*	*	*	71%	22%
Black or African American	12	777	777	714	*	*	*	*	*	75%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	26	764	764	731	*	*	*	*	*	77%	31%
Male	17	758	758	726	*	*	*	*	*	65%	27%
Economically Disadvantaged Students	32	760	760	719	*	*	*	*	*	69%	20%
Non-Economically Disadvantaged Students	11	767	767	735	*	*	*	*	*	82%	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	43	762	762	730	*	*	*	*	*	72%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%





**Robert Treat Academy Charter School**  
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2018-2019

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**N** No Data is available to display

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## Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	30	785	785	744	0%	*	*	*	*	93%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	21	787	787	728	0%	0%	*	*	*	95%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	15	790	790	727	0%	*	*	*	*	100%	23%
Non-Economically Disadvantaged Students	15	780	780	752	0%	*	*	*	*	87%	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	30	785	785	748	0%	*	*	*	*	93%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	30	785	785	745	0%	*	*	*	*	93%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%





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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	N	N	N
5 or more	N	N	N



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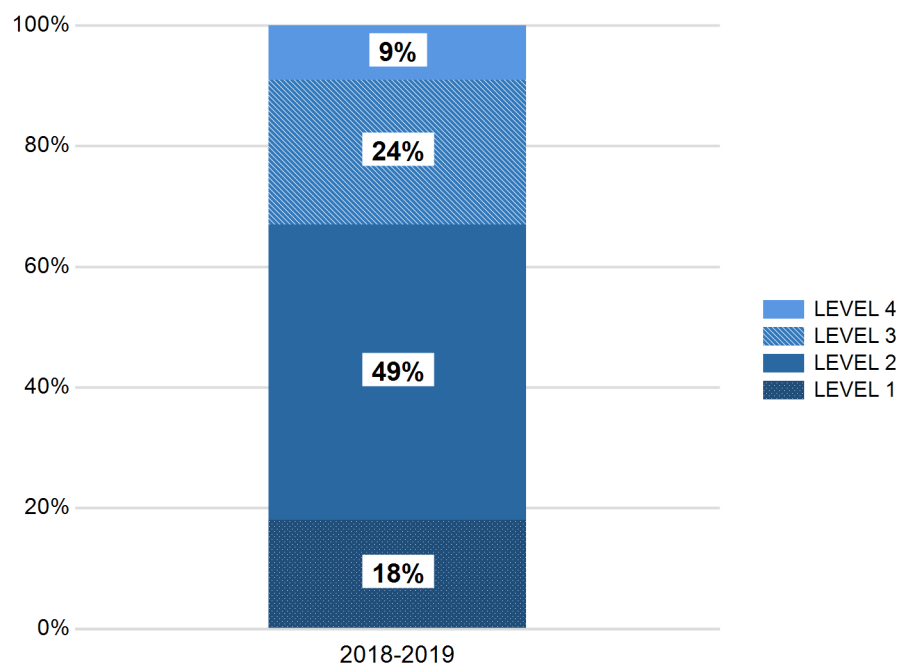
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

## NJSLA Science Assessment: Grade 5 Summary

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



## NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	18	49	24	9
White	*	*	*	*
Hispanic	20	48	25	7
Black or African American	14	57	21	7
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	15	55	25	5
Male	22	42	22	14
Economically Disadvantaged Students	24	47	22	7
Non-Economically Disadvantaged Students	5	52	29	14
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	18	49	24	9
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



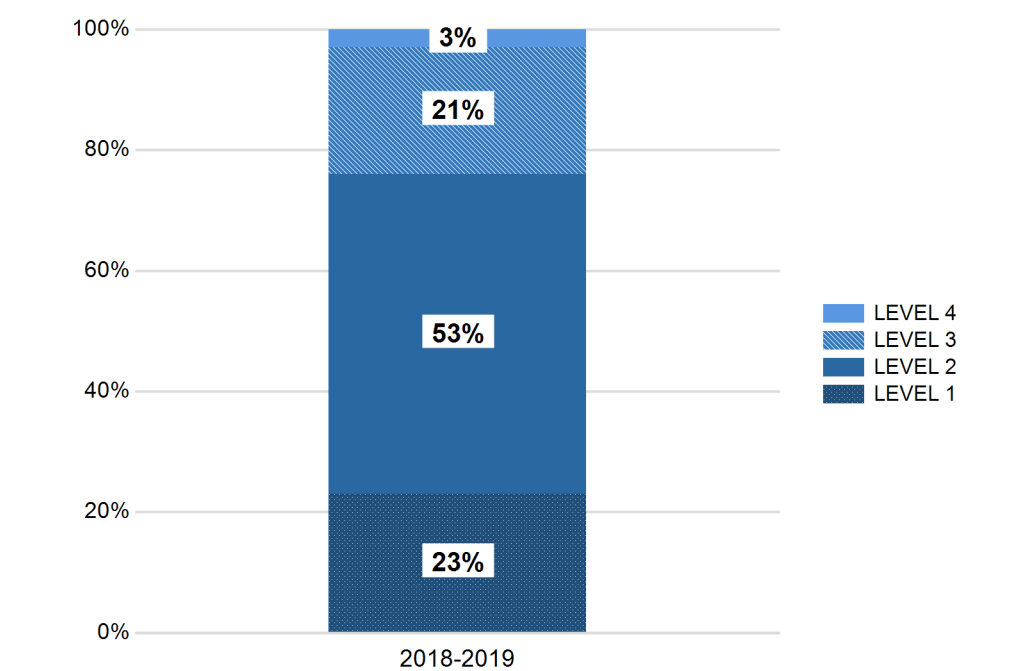
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NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	23	53	21	3
White	*	*	*	*
Hispanic	25	54	19	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	14	61	20	4
Male	42	38	21	0
Economically Disadvantaged Students	23	55	19	2
Non-Economically Disadvantaged Students	23	50	23	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	23	53	21	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	74
7	0	0	67
8	30	0	43
Total	30	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	74	0	0	0	0	0	0
7	67	0	0	0	0	0	0
8	73	0	0	0	0	0	0
Total	214	0	0	0	0	0	0



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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

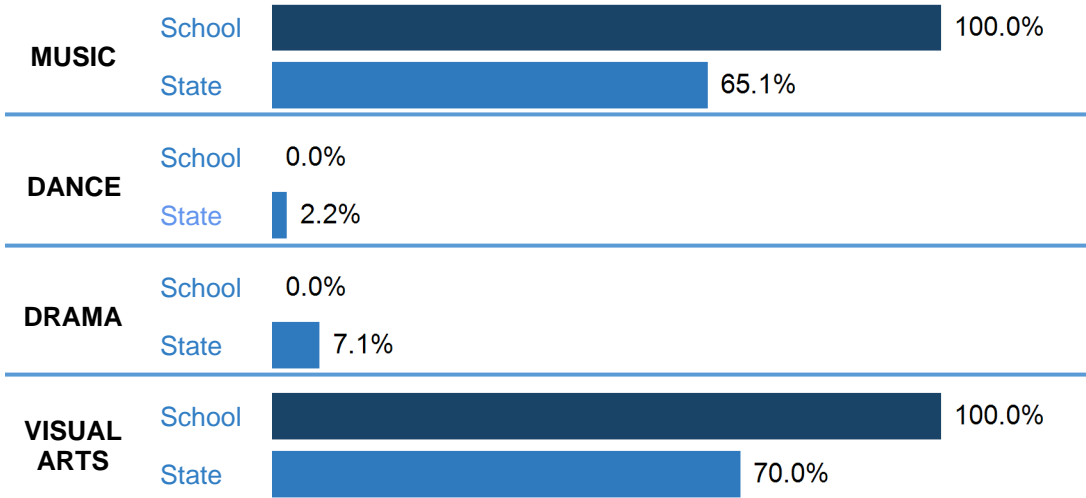


School



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

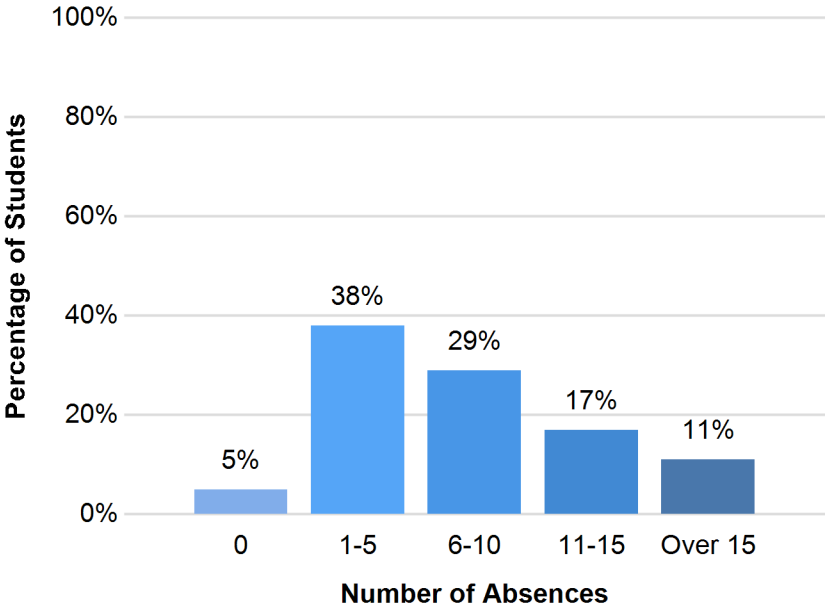
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	4.5	9.0	Met
White	0	0	**	**
Hispanic	22	5.2	9.0	Met
Black or African American	8	3.5	9.0	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	16	4.3		
Male	15	4.8		
Economically Disadvantaged Students	29	5.9	9.0	Met
Students with Disabilities	4	7.7	9.0	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





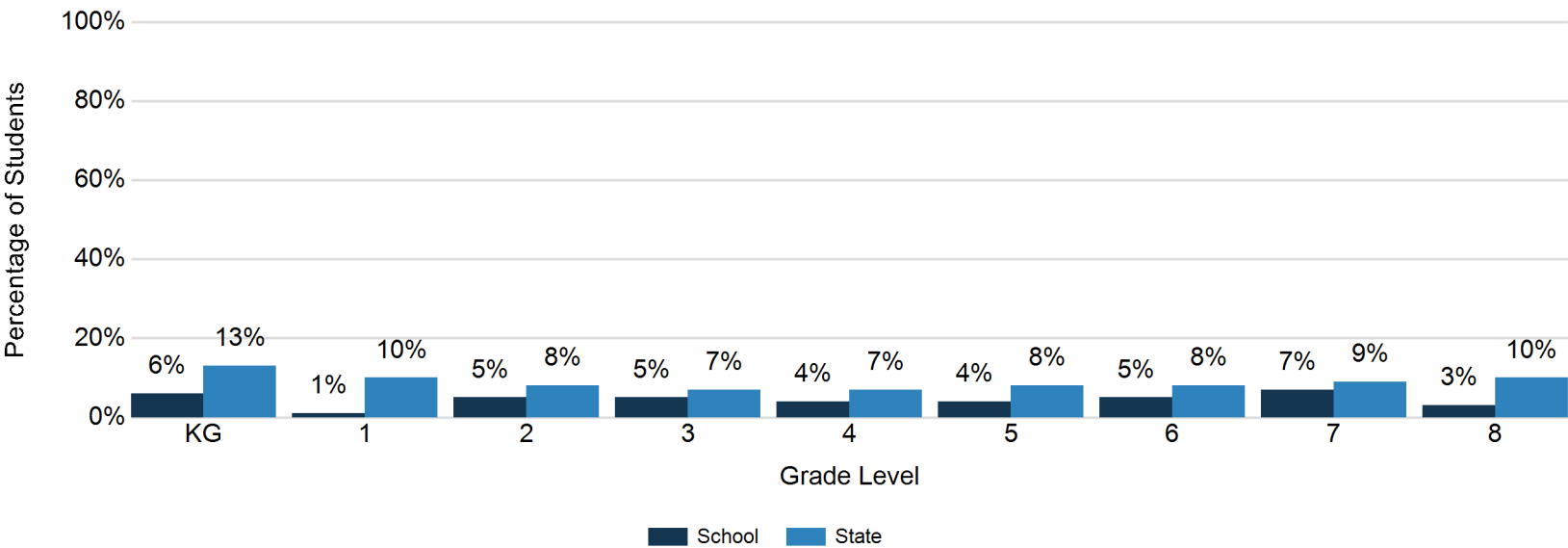
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	8
Weapons	0
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.61

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	2	2
No Identified Nature	2		2

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

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	0	0.0%
Out-of-School Suspensions	15	2.2%
Any Suspension	15	2.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
23





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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	6 Hrs. 30 Mins.

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	9.9	12.1
Average years experience in district	7.6	10.8
Percentage of Teachers with 4 or more years experience in the district	68.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,530
Average years experience in public schools	20.2	16.0
Average years experience in district	16.6	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	137:1	137:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		684:1
Students to Counselors		N
Students to Child Study Team Members		228:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.1%	82.0%	40.0%	48.4%	77.1%	54.9%
Male	45.9%	18.0%	60.0%	51.6%	22.9%	45.1%
White	2.6%	68.0%	80.0%	42.4%	83.6%	77.4%
Hispanic	61.8%	20.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	33.3%	6.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.2%	4.0%	20.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	2.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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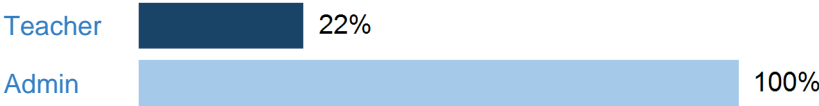
Teachers and Administrators - Level of Education

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

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.8%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.1%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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



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(80-7730-970)  
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2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	80.8%	83.0%	84.4%
Math Proficiency	74.5%	78.2%	72.5%
ELA Growth	44	52	56
Math Growth	40	53	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.9%	4.8%	4.5%

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



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

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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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





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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Not Met	Met Standard	Met Standard	**	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Goal	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Goal	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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






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### School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>In 2008 Robert Treat Academy was named a NCLB Blue Ribbon School of Distinction.</li> <li>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.</li> <li>Collaboration with Jewish Federation of Greater Metro West NJ for Holocaust Studies. See details under Programs.</li> </ul>
 <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>






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<div>  <div>                     Courses, Curriculum, Instruction:                 </div> </div>	<p>                         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, Financial Literacy 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.                     </p>
<div>  <div>                     Sports and Athletics:                 </div> </div>	<p>                         Sports Offered: Basketball (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Boys &amp; Girls)                     </p> <p>                         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.                     </p>
<div>  <div>                     Clubs and Activities:                 </div> </div>	<p>                         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, yoga, coding. These activities are organized and run by our staff.                     </p>





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 <div>Before and After School Programs:</div>	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. Sailing School – Every August our 6th and 7th grade students attend sailing school in Belmar, NJ. They learn environmental studies, echo systems, and the basics of sailing. Robert Treat Academy has a long history of collaboration with the Jewish Federation of Greater Metro West NJ. Over the years our students have had the privilege of meeting in person Holocaust survivors who have shared their stories with our students at the Academy and on the bus trips to Washington DC. Our students have visited the Holocaust Museum in Washington, DC and the Jewish Heritage Museum in NYC, and participated in a Sedar at Ahavas Shalom in Newark ,N.J. Our teachers have attended Centropia workshops. These studies are in integral part of our Character Education and HIB curriculum.
 <div>Staff and Professional Learning:</div>	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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 <p>Student Supports and Services:</p>	<p>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.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast starts at 7:30 a.m. All students receive physical education and health 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.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents participate in; monthly meetings and a variety of school-wide events including Founders Day and International Dinner Night. Parent/Teacher conferences are held formally twice a year. Our Parent Teacher Organization (PTO) organizes student, teacher, and parent activities throughout the year. They also support our 8th graders moving on the high school by providing scholarships. Parent portal available on-line; <a href="http://www.roberttreatacademy.org">www.roberttreatacademy.org</a>.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers 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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 <div>Technology and STEM:</div>	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. Through the i-Ready online curriculum program students receive digital individualized instruction in reading and math based on diagnostic results. Periodically students are assessed and through data analysis teachers are able to provide small group targeted instruction.
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 <div>Other Information</div>	<p>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 <a href="http://www.roberttreatacademy.org">www.roberttreatacademy.org</a></p>
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