




International Academy of Trenton Charter School  
2016-2017  
Grade Span KG-05

80-6182-913  
CHARTERS  
International Academy of Trenton Charter School  
500 PERRY STREET  
TRENTON, NJ 08618

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

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

**Navigating through the reports:**

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

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
KG	106	93	98
1	90	101	98
2	91	87	117
3	64	76	83
4	0	54	70
5	0	0	63
Ungraded	0	0	0
Total	351	411	529

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	46%	50%	52%
Male	54%	50%	48%
Economically Disadvantaged Students	92%	83%	100%
Students with Disabilities	4%	8%	9%
English Learners	1%	5%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
Black or African American	69.9%
Hispanic	29.7%
Asian	0.2%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
White	0.0%
Two or More Races	0.0%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	112	93	98

**Enrollment by Home Language**

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

Home Language	% of Students
English	79.4%
Spanish	20.6%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	213	93.0	11.30	11.30	54.90	11.1	18.3	Not Met
White	*	*	*	N	63.90	N	**	**
Hispanic	67	97.1	14.90	14.90	39.80	14.9	22.4	Not Met
Black or African American	142	92.2	*	*	35.20	*	16.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	N	80.70	N	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	99	93.4	*	*	62.20	*		
Male	114	92.7	*	*	48.10	*		
Economically Disadvantaged Students	213	93.0	11.30	11.30	36.20	11.1	18.6	Not Met
Non-Economically Disadvantaged Students	N	N	N	N	65.80	N		
Students with Disabilities	34	100.0	*	*	20.50	*	8	Not Met
Students without Disabilities	179	91.8	*	*	61.90	*		
English Learners	32	100.0	*	*	25.20	*	N	N
Non-English Learners	181	91.9	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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>	81	698	698	749	*	*	*	*	*	*	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	28	689	689	734	*	*	*	*	*	*	35%
Black or African American	53	703	703	731	*	*	*	*	*	*	32%
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	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	34	708	708	754	*	*	*	*	*	*	55%
Male	47	691	691	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	81	698	698	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	10	677	677	720	*	*	*	*	*	*	24%
Students without Disabilities	71	701	701	755	*	*	*	*	*	*	55%
English Learners	16	683	683	709	*	*	*	*	*	*	11%
Non-English Learners	65	702	702	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	70	707	707	753	44%	31%	14%	*	*	10%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	21	708	708	740	*	*	*	*	0%	14%	40%
Black or African American	47	705	705	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	36	715	715	758	*	*	*	*	*	*	61%
Male	34	697	697	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	70	707	707	737	44%	31%	14%	*	*	10%	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	11	678	678	725	*	*	*	*	*	*	25%
Students without Disabilities	59	712	712	759	*	*	*	*	*	*	62%
English Learners	11	696	696	711	*	*	*	*	*	*	10%
Non-English Learners	59	709	709	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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>	62	723	723	756	26%	26%	31%	18%	0%	18%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	18	729	729	743	*	*	*	*	0%	28%	44%
Black or African American	42	720	720	740	26%	31%	29%	*	*	14%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	29	728	728	761	*	*	*	*	*	*	66%
Male	33	718	718	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	62	723	723	740	26%	26%	31%	18%	0%	18%	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	13	690	690	725	*	*	*	*	*	*	22%
Students without Disabilities	49	732	732	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

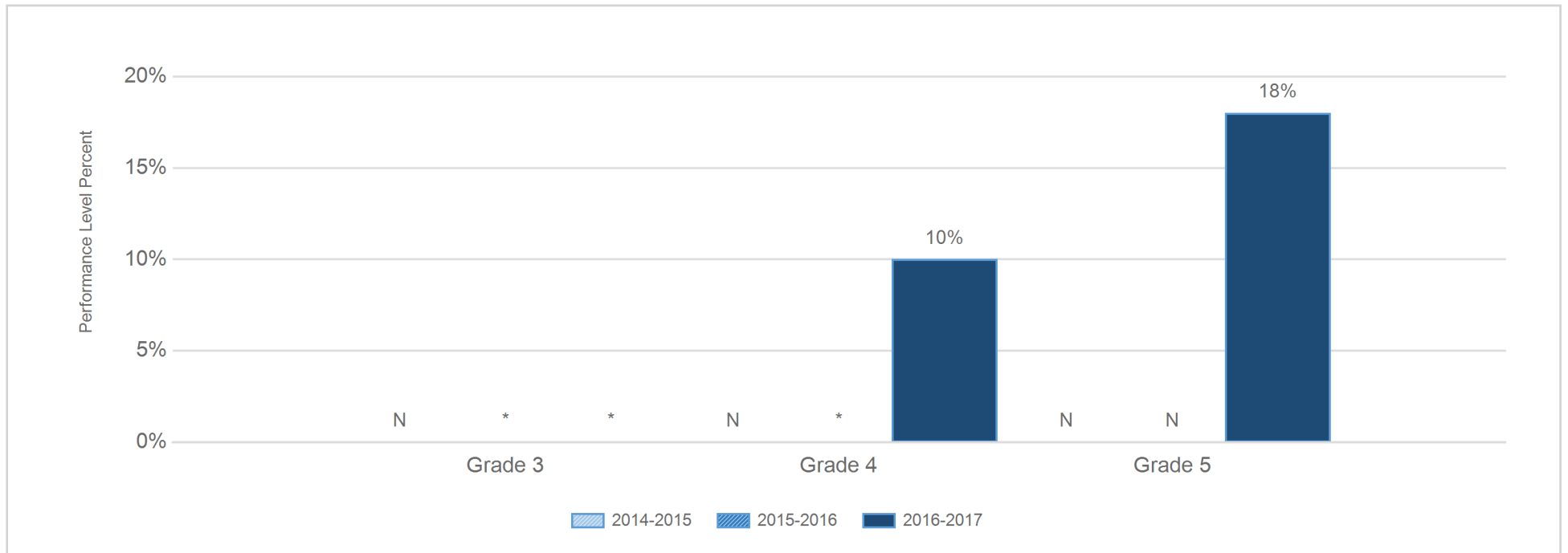


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	212	92.6	*	*	43.50	*	12.3	Not Met
White	*	*	*	N	52.40	N	**	**
Hispanic	67	97.1	10.40	10.40	27.60	10.4	19.9	Not Met
Black or African American	141	91.6	*	*	21.70	*	9.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	N	75.60	N	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	100	94.3	*	*	44.10	*		
Male	112	91.1	*	*	42.90	*		
Economically Disadvantaged Students	212	92.6	*	*	25.10	*	12.4	Not Met
Non-Economically Disadvantaged Students	N	N	*	*	54.30	*		
Students with Disabilities	33	97.1	*	*	16.50	*	N	N
Students without Disabilities	179	91.8	*	*	48.80	*		
English Learners	32	100.0	*	*	23.30	*	N	N
Non-English Learners	180	91.4	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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>	82	719	719	751	*	*	*	*	*	*	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	28	720	720	738	*	*	*	*	*	*	37%
Black or African American	54	719	719	733	20%	37%	30%	*	*	13%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	35	722	722	751	*	*	*	*	*	*	52%
Male	47	718	718	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	82	719	719	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	10	693	693	729	*	*	*	*	*	*	29%
Students without Disabilities	72	723	723	755	*	*	*	*	*	*	57%
English Learners	16	718	718	724	*	*	*	*	*	*	21%
Non-English Learners	66	720	720	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	70	701	701	747	*	*	*	*	*	*	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	21	699	699	734	67%	*	0%	*	0%	14%	30%
Black or African American	47	702	702	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	36	702	702	747	*	*	*	*	*	*	47%
Male	34	700	700	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	70	701	701	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	61%
Students with Disabilities	11	689	689	724	*	*	*	*	*	*	22%
Students without Disabilities	59	703	703	751	*	*	*	*	*	*	52%
English Learners	11	687	687	716	*	*	*	*	*	*	12%
Non-English Learners	59	704	704	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	60	719	719	747	*	*	*	*	*	*	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	18	726	726	735	*	*	*	*	0%	17%	30%
Black or African American	40	716	716	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	29	718	718	747	*	*	*	*	*	*	47%
Male	31	719	719	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	60	719	719	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	12	701	701	725	*	*	*	*	*	*	19%
Students without Disabilities	48	723	723	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

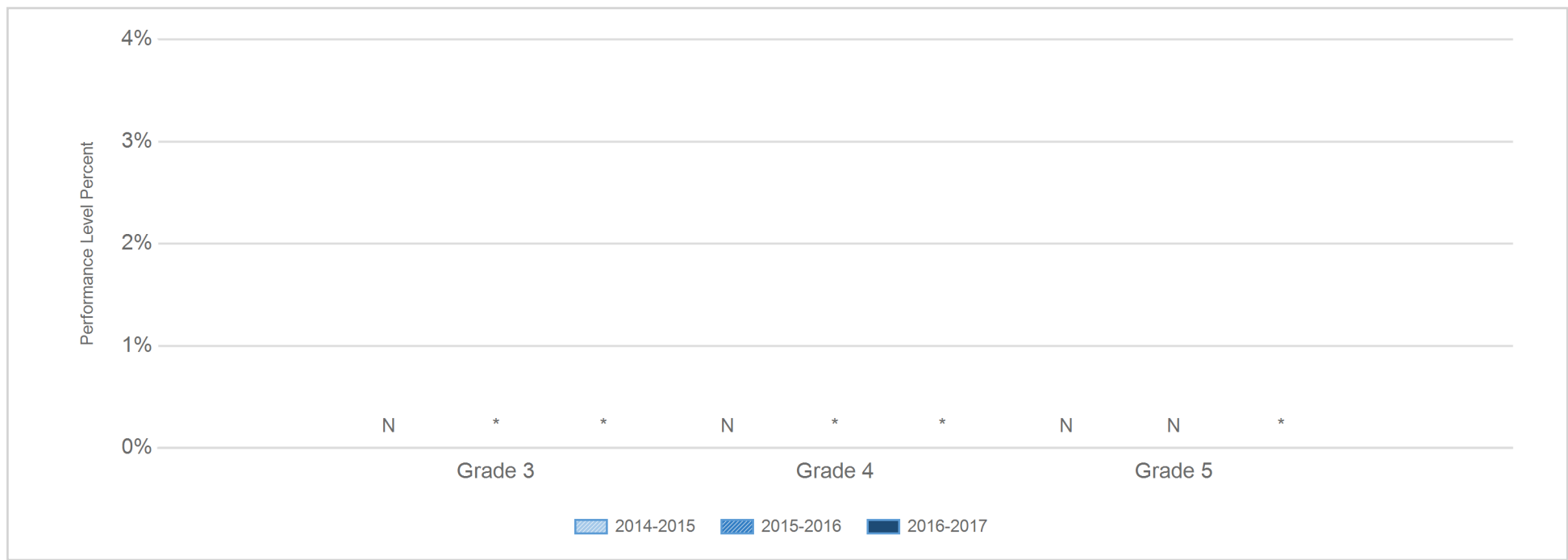


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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**Alternate Assessments - 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

**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. The table also shows 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
1	73	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

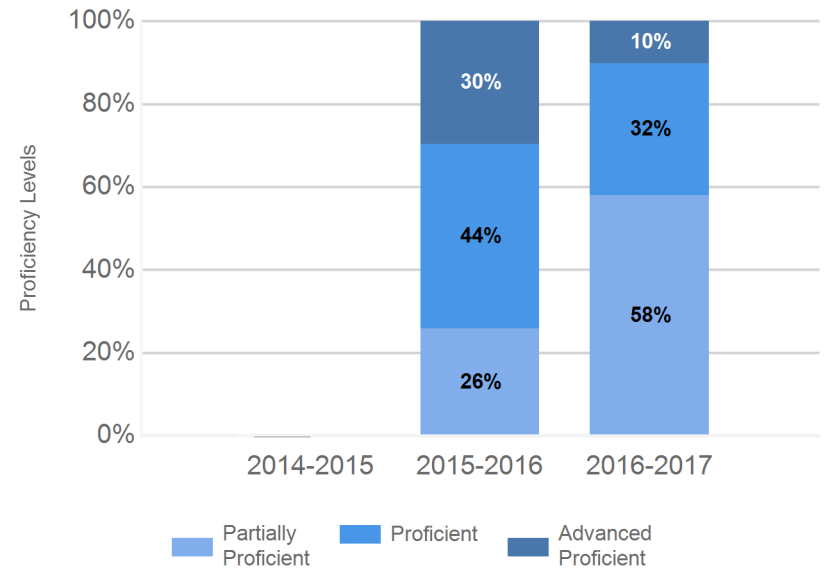
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	10%	32%	58%
White	N	N	N
Hispanic	*	*	*
Black or African American	7%	36%	58%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	10%	33%	57%
Students with Disabilities	9%	27%	64%
English Learners	N	N	*

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	24	24	50	Not Met	27	27	50	Not Met
White	N	N	N	N	N	N	N	N
Hispanic	*	*	49	Not Met	*	*	47	Not Met
Black or African American	24	24	45	Not Met	29.5	29.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	24	24	47	Not Met	27	27	46	Not Met
Students with Disabilities	17	17	41	Not Met	31	31	43	Not Met
English Learners	23.5	23.5	53	**	20	20	51	**

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



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

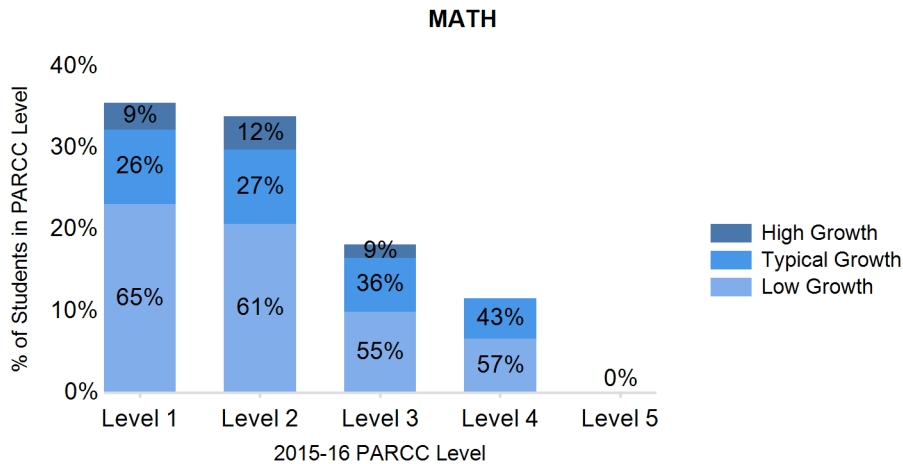
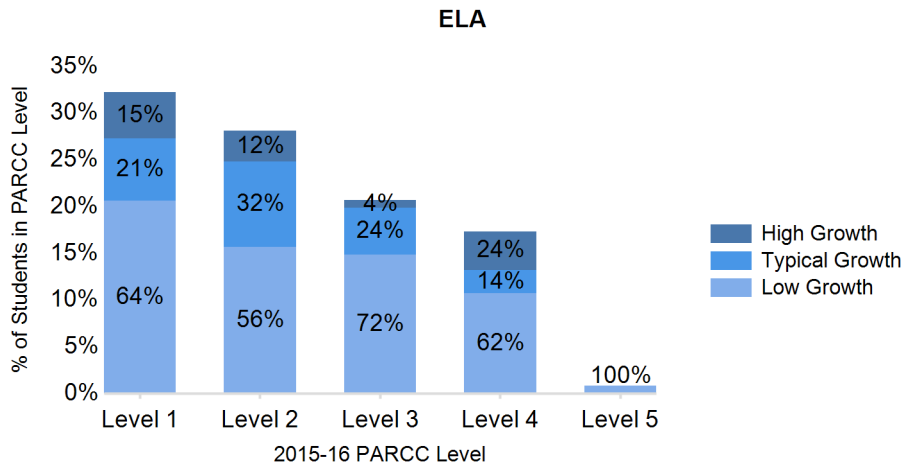
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

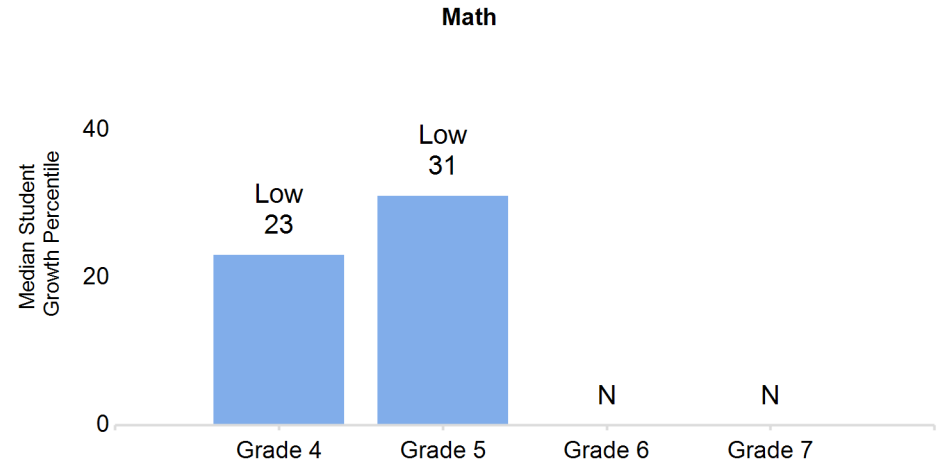
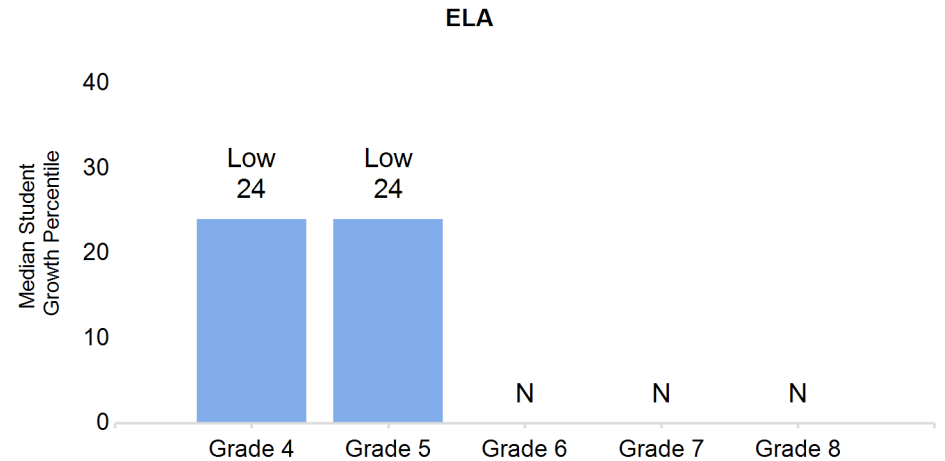
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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

**Chronic Absenteeism**

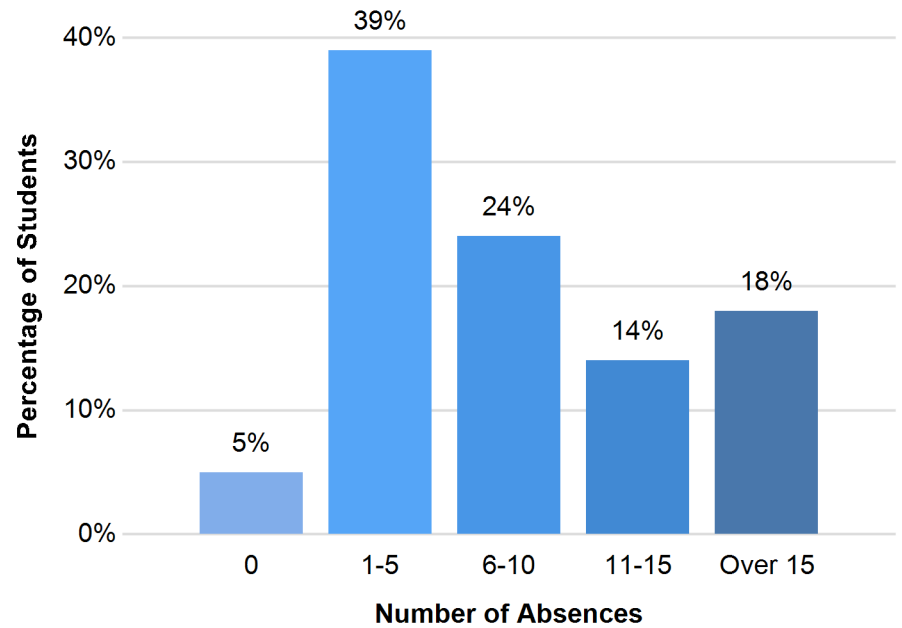
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.40	8.40	Not Met
White	N	**	**
Hispanic	8.30	8.40	Met Target
Black or African American	16.80	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.40	8.40	Not Met
Students with Disabilities	10.40	8.40	Not Met
English Learners	9.50	8.40	Not Met

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

**Days Absent**

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



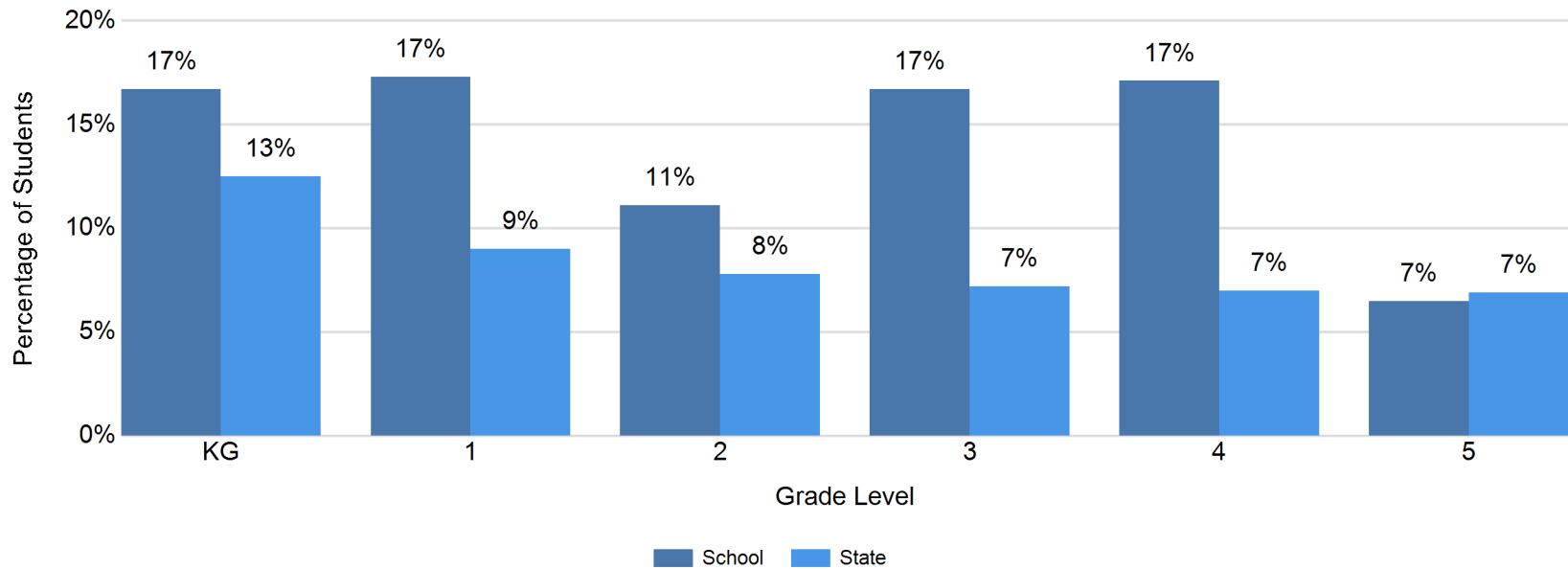


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Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	8
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	2.65

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	16.6%
Out-of-School Suspensions	44.8%
Any Suspension	61.4%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	5.5:1	84.7 kbps	100 kbps	No	N	Fiber	N

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,378	\$11,374	\$12,752



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	120,724
Average years experience in public schools	2.8	11.8
Average years experience in district	0.8	10.5
Teachers in district for 4 or more years	0%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,506
Average years experience in public schools	13.0	15.9
Average years experience in district	0.7	11.6
Administrators in district for 4 or more years	0%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	16:1
Administrators	88:1	88:1
Librarian/Media Specialists		N
Nurses		529:1
Counselors		N
Child Study Team		265:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	54%	89%
2015-16 Administrators: Same district 2016-17	50%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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**Accountability Indicator Scores and Summative Rating**

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	1.1	17.5%
Mathematics Proficiency	2.1	17.5%
English Language Arts Growth	0.7	25.0%
Mathematics Growth	3.2	25.0%
Chronic Absenteeism	18.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		4.3
<b>Summative Rating:</b> Percentile rank of Summative Score		0.6
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		Comprehensive

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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**Accountability Summary by Student Group**

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	4.3	11.9	Targeted	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
White	**	**	No	**	**	**	**	**	No
Hispanic	9.4	11.9	Targeted	Not Met	Not Met	Met Target	Not Met	Not Met	No
Black or African American	9.6	11.9	Targeted	Not Met	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	7.0	11.9	Targeted	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
Students with Disabilities	13.1	11.9	No	Not Met	N	Not Met	Not Met	Not Met	At Risk
English Learners	**	**	No	N	N	Not Met	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Kamau	<b>Email Address:</b>	<a href="mailto:jkamau@sabis.net">jkamau@sabis.net</a>
<b>Address:</b>	500 PERRY STREET TRENTON, NJ 08618	<b>Website:</b>	<a href="http://iat.sabis.net">iat.sabis.net</a>
<b>Phone:</b>	(609)759-2005	<b>Facebook:</b>	<a href="https://facebook.com/IATrenton">facebook.com/IATrenton</a>

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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• After school tutoring is available for students in grades 2-6.</li> <li>• Leadership development program for grades 3-6 which includes leading academic initiatives and service learning.</li> </ul>
 <b>Mission, Vision, Theme:</b>	The school provides any child who enrolls at IAT—regardless of his or her background, socioeconomic status, prior academic experience, or other factors—with a world-class and proven, college-preparatory public education in a safe, student-centered setting that emphasizes community, civic responsibility, personal development, and academic rigor.
 <b>Awards, Recognition, Accomplishments:</b>	The school completed its move to a brand new, state-of-the-art, purpose-built campus during the 2016-17 school year.





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>SABIS® Network schools employ the same model used in its successful, college-preparatory private schools worldwide. The educational program and philosophy is informed by research, data from external assessments, and the knowledge and experience learned from operating high-performing public and private schools across the world and the United States.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Boy Scouts, Choir, Book Club, Leadership Development Club, Karate, and Basketball.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers and administrators have participated in professional learning in Research-based Effective Instructional Methods, Intentional Use of Time, and Effective Intervention Strategies.</p>
 <p><b>Student Supports and Services:</b></p>	<p>In 2016, the school received a bilingual program waiver. Thus, we established a holistic ESL program. There are two parts to the ESL program: push-in (inclusion) and pull-out services that provide ESL instruction to newcomers and students in levels 1 and 2 using ESL curriculum (Reach from National Geographic, which is aligned to Common Core and state ELL standards).</p>
 <p><b>Student Health and Wellness:</b></p>	<p>All of our students participated in the free breakfast and lunch program. Grades K-6 have a daily recess time and participate in Health and Physical Education classes.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents have the ability to access School Aps which allows them to view their child's grades, attendance, and on demand learning activities. There are built in parent conference days so that they are able to speak to teachers formally to keep informed of their child's progress. SEPAG meetings take place monthly. Additionally, the school administrators host grade level parent meetings periodically.</p>





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 TRENTON, NJ 08618

**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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Parent survey, student, and teacher surveys are completed annually.</p>
 <p>Facilities:</p>	<p>The International Academy of Trenton moved to the renovated Trenton Times building in the spring of 2017. The school was recognized by the 2017 Landmarks Commission for Excellence in Restoration.</p>



International Academy of Trenton Charter School  
2016-2017  
Grade Span KG-05

80-6182-913  
CHARTERS  
International Academy of Trenton Charter School  
500 PERRY STREET  
TRENTON, NJ 08618

School Narrative

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Student Life Organization: As a SABIS® Network school, IAT implements the Student Life Organization (SLO®), which is the students’ mini-society. Prefects are selected – not elected – to manage the SLO®. All students are encouraged to join the SLO® and to take an active part in their education. By working in cooperation with and complementing the efforts of the administrative and academic staff, prefects multiply their value. They also help raise general standards by promoting high social and moral values and encouraging participation in a wide range of additional experiences. Student life coordinators allocate “real-life” tasks to students and advise and support them in all their efforts. Involvement in SLO® helps students develop essential life skills. They become responsible and caring citizens by learning to reverse negative attitudes, improve general standards, promote constructive thinking, experience real-life work responsibilities, and improve their communication and social skills.



Other Information: