



TEAM Academy Charter School
 (80-7325-965)
 Grades Offered: KG-12
 2018-2019

Report Key:

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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 as the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



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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	TEAM Academy Charter School
Principal Name	Ms. Joanna Belcher
Address	60 Park Place NEWARK, NJ 07102
Phone Number	973-622-0905
Email Address	jbelcher@kippnj.org
Website	http://www.kippnj.org
Facebook	https://www.facebook.com/KIPPNewark/
Twitter	https://twitter.com/KIPPNJ



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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	430	450	451
1	439	440	445
2	451	448	439
3	371	453	448
4	276	371	454
5	336	341	340
6	334	332	341
7	214	320	335
8	210	209	332
9	181	196	221
10	156	176	205
11	134	147	169
12	129	132	149
Total	3,661	4,015	4,329

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	50.9%	51.0%	51.1%
Male	49.1%	49.0%	48.9%
Economically Disadvantaged Students	88.3%	90.2%	89.1%
Students with Disabilities	13.3%	12.9%	14.0%
English Learners	0.2%	1.0%	1.6%
Homeless Students	0.4%	0.9%	1.3%
Students in Foster Care	0.7%	0.7%	0.5%
Military-Connected Students	0.0%	0.2%	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	1.0%	0.2%	0.2%
Hispanic	4.7%	5.1%	4.3%
Black or African American	90.2%	91.0%	92.4%
Asian	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.5%	0.5%	0.4%
Two or More Races	3.5%	3.1%	2.6%

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	430	450	451

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	3,661	4,015	4,329
Shared Time Students	0	0	0
Full Time Equivalent	3,661	4,015	4,329

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	97.4%
Spanish	1.3%
Other Languages	1.3%



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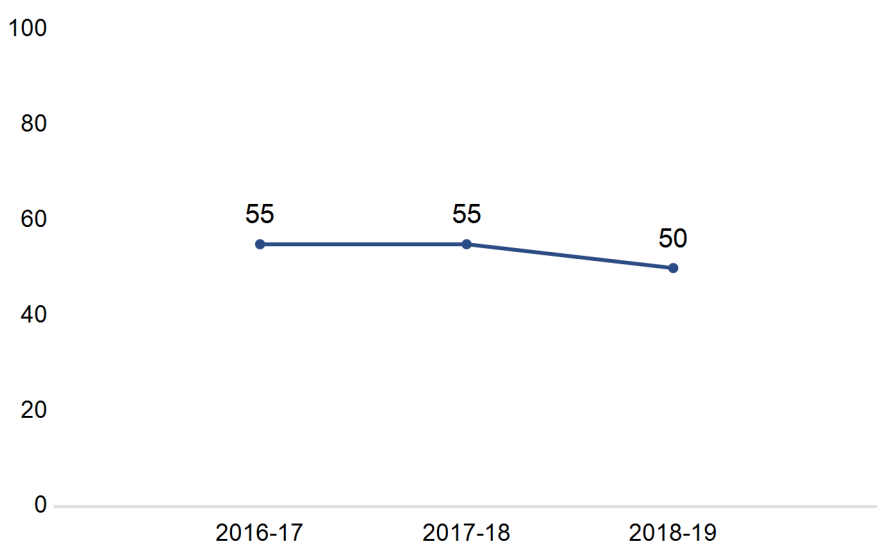
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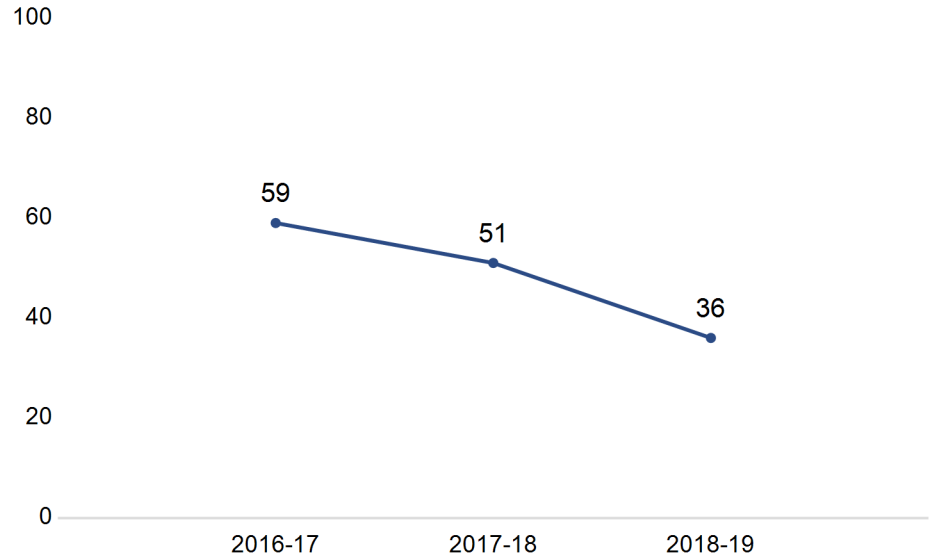
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	55	55	50	59	51	36
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
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	50	50	50	Met Standard	36	36	50	Not Met
White	*	*	50	**	*	*	52	**
Hispanic	53.5	53.5	49	Met Standard	31	31	47	Not Met
Black or African American	50	50	45	Met Standard	37	37	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	46	46	49	Met Standard	23.5	23.5	52	Not Met
Female	54	54	53	N	39	39	50	N
Male	47	47	47	N	33	33	51	N
Economically Disadvantaged Students	49	49	48	Met Standard	36	36	46	Not Met
Students with Disabilities	47	47	43	Met Standard	29	29	45	Not Met
English Learners	59.5	59.5	52	Met Standard	54.5	54.5	50	Met Standard
Homeless Students	54	54	43	N	37	37	44	N
Students in Foster Care	24	24	42	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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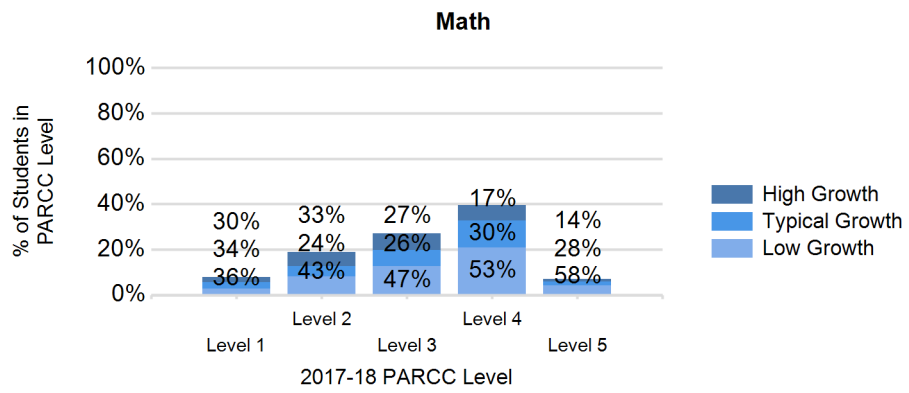
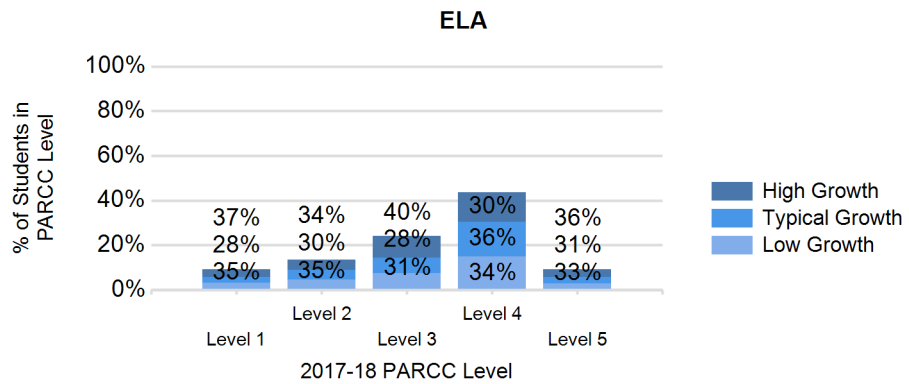
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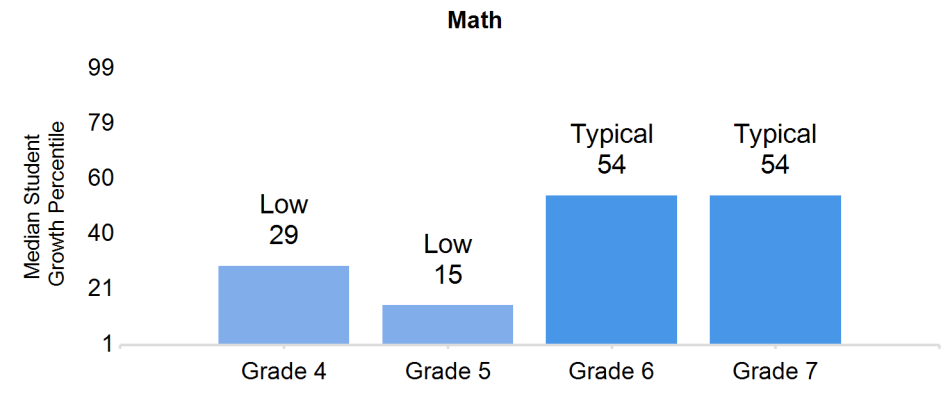
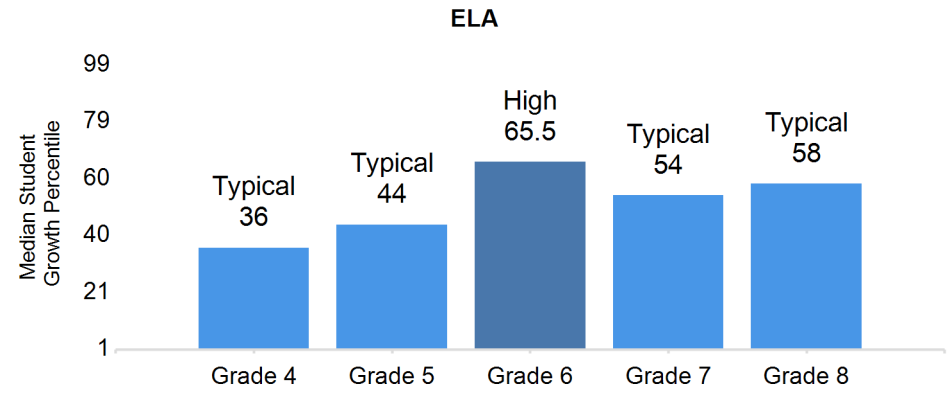
Student Growth by Performance Level

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.





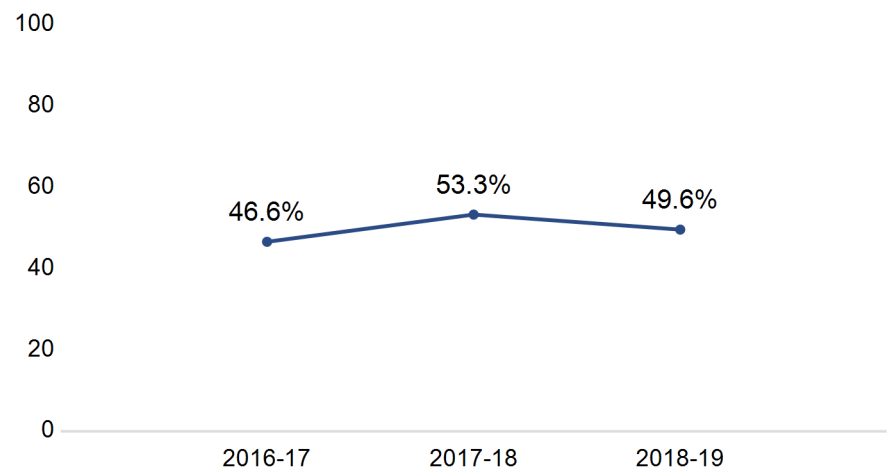
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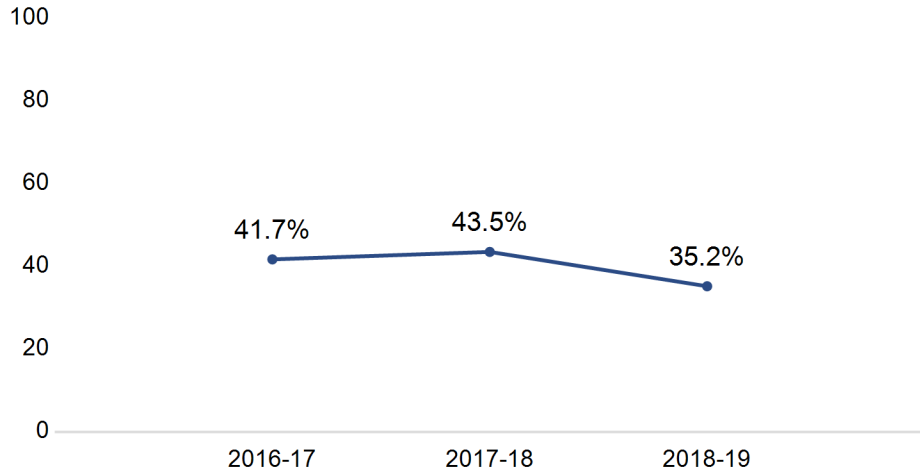
English Language Arts and Mathematics Performance Trends

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.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	99.8%	98.1%	99.2%	99.6%	98.2%
Proficiency Rate for Federal Accountability	46.6%	53.3%	49.6%	41.7%	43.5%	35.2%
Annual Target	39.2%	41.4%	43.5%	30.9%	33.5%	36.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
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	2570	98.1	49.6	49.6	57.9	49.6	43.5	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	132	98.6	55.3	55.3	43.9	55.3	44.5	Met Target
Black or African American	2327	98.2	49.0	49.0	38.5	49.0	43.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	97	98.0	54.6	54.6	64.4	54.6	61.3	Met Target†
Female	1318	98.5	57.6	57.6	64.8	57.6		
Male	1252	97.7	41.2	41.2	51.3	41.2		
Economically Disadvantaged Students	2273	98.1	47.6	47.6	40.0	47.6	42.9	Met Target
Non-Economically Disadvantaged Students	297	98.1	64.6	64.6	67.9	64.6		
Students with Disabilities	354	93.5	*	*	22.7	*	19	Not Met
Students without Disabilities	2216	98.9	*	*	65.1	*		
English Learners	46	100.0	34.8	34.8	29.3	34.8	35.6	Met Target†
Non-English Learners	2524	98.1	49.9	49.9	60.6	49.9		
Homeless Students	36	100.0	55.6	55.6	29.1	55.6		
Students In Foster Care	15	100.0	20.0	20.0	27.6	20.0		
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.

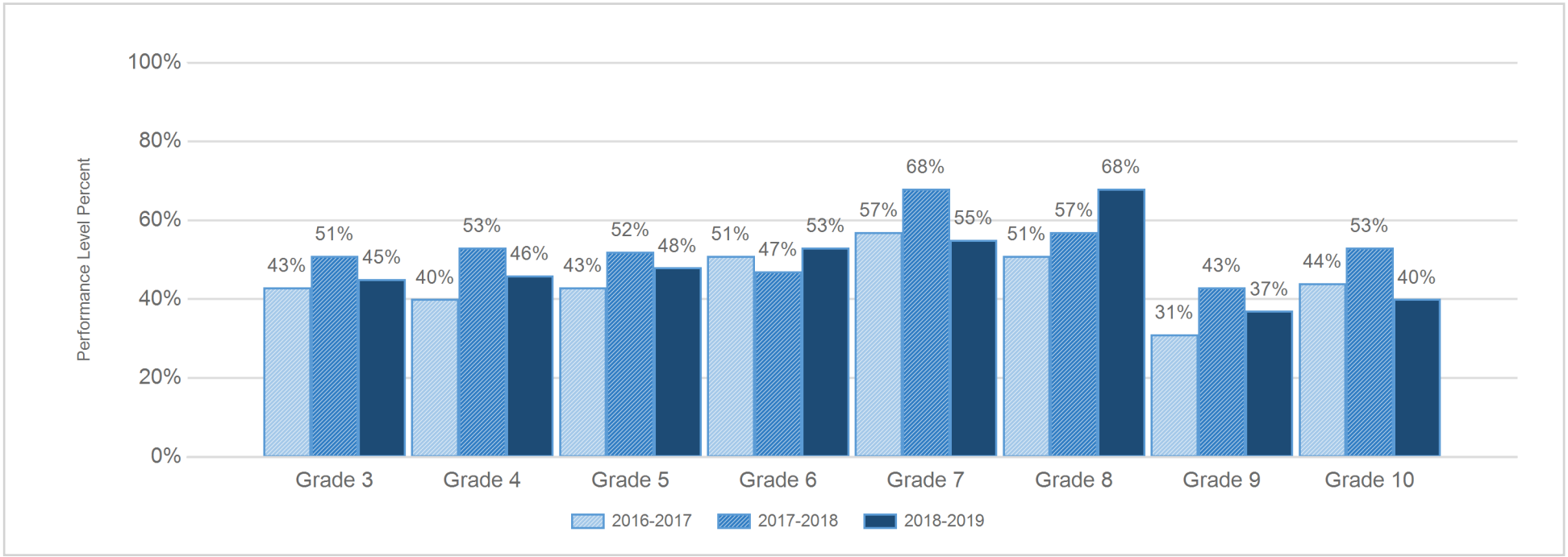


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English Language Arts Assessment - Performance Trends

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	433	743	743	748	14%	21%	21%	39%	6%	45%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	20	748	748	734	*	*	*	*	*	45%	36%
Black or African American	386	742	742	731	14%	22%	20%	39%	5%	44%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	25	753	753	756	*	*	*	*	*	60%	58%
Female	242	751	751	753	10%	18%	18%	*	*	55%	55%
Male	191	732	732	743	20%	25%	24%	*	*	32%	46%
Economically Disadvantaged Students	399	742	742	731	*	*	*	*	*	43%	33%
Non-Economically Disadvantaged Students	34	756	756	759	*	*	*	*	*	65%	61%
Students with Disabilities	36	698	698	719	56%	28%	*	*	*	11%	24%
Students without Disabilities	397	747	747	754	10%	20%	*	*	*	48%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	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
Schoolwide	439	745	745	755	10%	18%	27%	38%	8%	46%	57%
White	N	N	N	763	N	N	N	N	N	N	67%
Hispanic	26	744	744	743	*	*	*	*	*	42%	44%
Black or African American	387	744	744	739	11%	17%	27%	38%	7%	45%	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	*	*	*	762	*	*	*	*	*	*	64%
Female	220	750	750	760	5%	17%	25%	42%	10%	52%	62%
Male	219	739	739	750	15%	18%	28%	34%	5%	39%	53%
Economically Disadvantaged Students	400	743	743	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	39	762	762	765	*	*	*	*	*	69%	69%
Students with Disabilities	57	705	705	725	*	*	*	*	*	*	25%
Students without Disabilities	382	751	751	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	334	748	748	756	9%	14%	28%	42%	6%	48%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	21	747	747	743	*	*	*	*	*	48%	44%
Black or African American	297	748	748	739	9%	14%	29%	42%	7%	48%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	159	752	752	761	7%	14%	28%	*	*	50%	64%
Male	175	744	744	750	11%	14%	29%	*	*	46%	52%
Economically Disadvantaged Students	290	745	745	740	*	*	*	*	*	45%	39%
Non-Economically Disadvantaged Students	44	764	764	766	*	*	*	*	*	70%	69%
Students with Disabilities	43	705	705	724	*	*	*	*	*	*	23%
Students without Disabilities	291	754	754	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	336	752	752	754	6%	14%	27%	40%	13%	53%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	17	758	758	743	0%	*	*	*	*	65%	43%
Black or African American	310	752	752	738	6%	14%	27%	40%	13%	53%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	179	762	762	762	*	*	25%	*	*	64%	64%
Male	157	741	741	748	*	*	30%	*	*	41%	48%
Economically Disadvantaged Students	293	751	751	740	*	*	27%	*	*	52%	39%
Non-Economically Disadvantaged Students	43	758	758	763	*	*	26%	*	*	60%	67%
Students with Disabilities	48	717	717	722	*	*	*	*	*	*	19%
Students without Disabilities	288	758	758	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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%



TEAM Academy Charter School
 (80-7325-965)
 Grades Offered: KG-12
 2018-2019

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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	327	751	751	761	14%	11%	20%	34%	20%	55%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	13	756	756	747	*	*	*	*	*	69%	50%
Black or African American	304	751	751	741	13%	11%	21%	34%	21%	55%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	146	761	761	769	8%	9%	21%	34%	28%	62%	71%
Male	181	743	743	753	19%	13%	19%	34%	14%	49%	55%
Economically Disadvantaged Students	284	747	747	743	*	*	*	33%	18%	51%	45%
Non-Economically Disadvantaged Students	43	772	772	771	*	*	*	40%	37%	77%	73%
Students with Disabilities	58	709	709	720	50%	*	21%	*	*	14%	22%
Students without Disabilities	269	760	760	769	6%	*	20%	*	*	64%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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	324	764	764	762	3%	7%	21%	49%	19%	68%	63%
White	N	N	N	770	N	N	N	N	N	N	72%
Hispanic	18	775	775	747	*	*	*	*	*	78%	49%
Black or African American	292	763	763	741	3%	8%	23%	48%	18%	66%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	168	771	771	771	*	*	20%	51%	24%	75%	71%
Male	156	757	757	753	*	*	23%	47%	14%	61%	55%
Economically Disadvantaged Students	282	763	763	743	*	*	*	50%	17%	67%	45%
Non-Economically Disadvantaged Students	42	774	774	772	*	*	*	43%	33%	76%	72%
Students with Disabilities	47	725	725	721	*	*	47%	*	*	13%	22%
Students without Disabilities	277	771	771	770	*	*	17%	*	*	78%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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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English Language Arts Assessment - Performance by Grade: Grade 9

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	208	734	734	753	16%	19%	28%	31%	6%	37%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	11	752	752	737	*	*	*	*	*	55%	40%
Black or African American	190	733	733	732	17%	18%	27%	31%	6%	37%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	109	740	740	760	10%	19%	27%	*	*	44%	63%
Male	99	728	728	746	23%	18%	29%	*	*	29%	49%
Economically Disadvantaged Students	175	734	734	734	*	*	27%	*	*	37%	36%
Non-Economically Disadvantaged Students	33	736	736	762	*	*	33%	*	*	36%	65%
Students with Disabilities	34	694	694	717	*	*	*	*	*	*	17%
Students without Disabilities	174	742	742	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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	201	735	735	757	26%	12%	21%	31%	9%	40%	58%
White	N	N	N	767	N	N	N	N	N	N	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	187	734	734	733	26%	13%	21%	31%	9%	40%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	113	748	748	766	17%	11%	19%	*	*	53%	66%
Male	88	718	718	749	38%	15%	24%	*	*	24%	51%
Economically Disadvantaged Students	172	734	734	735	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	29	740	740	767	*	*	*	*	*	52%	67%
Students with Disabilities	33	691	691	711	*	*	*	*	*	*	19%
Students without Disabilities	168	744	744	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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	2580	98.2	35.2	35.2	44.5	35.2	36.1	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	132	97.9	40.9	40.9	28.8	40.9	40.3	Met Target
Black or African American	2337	98.3	34.5	34.5	23.0	34.5	35.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	97	98.0	45.4	45.4	53.3	45.4	61.2	Not Met
Female	1319	98.5	39.6	39.6	44.9	39.6		
Male	1261	97.9	30.7	30.7	44.2	30.7		
Economically Disadvantaged Students	2282	98.2	34.0	34.0	26.3	34.0	35.5	Met Target†
Non-Economically Disadvantaged Students	298	98.1	44.6	44.6	54.9	44.6		
Students with Disabilities	361	94.1	*	*	17.4	*	17.4	Not Met
Students without Disabilities	2219	98.9	*	*	50.0	*		
English Learners	46	100.0	30.4	30.4	25.0	30.4	32.1	Met Target†
Non-English Learners	2534	98.1	35.3	35.3	46.5	35.3		
Homeless Students	36	97.3	38.9	38.9	17.1	38.9		
Students In Foster Care	14	93.3	14.3	14.3	17.1	14.0		
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.

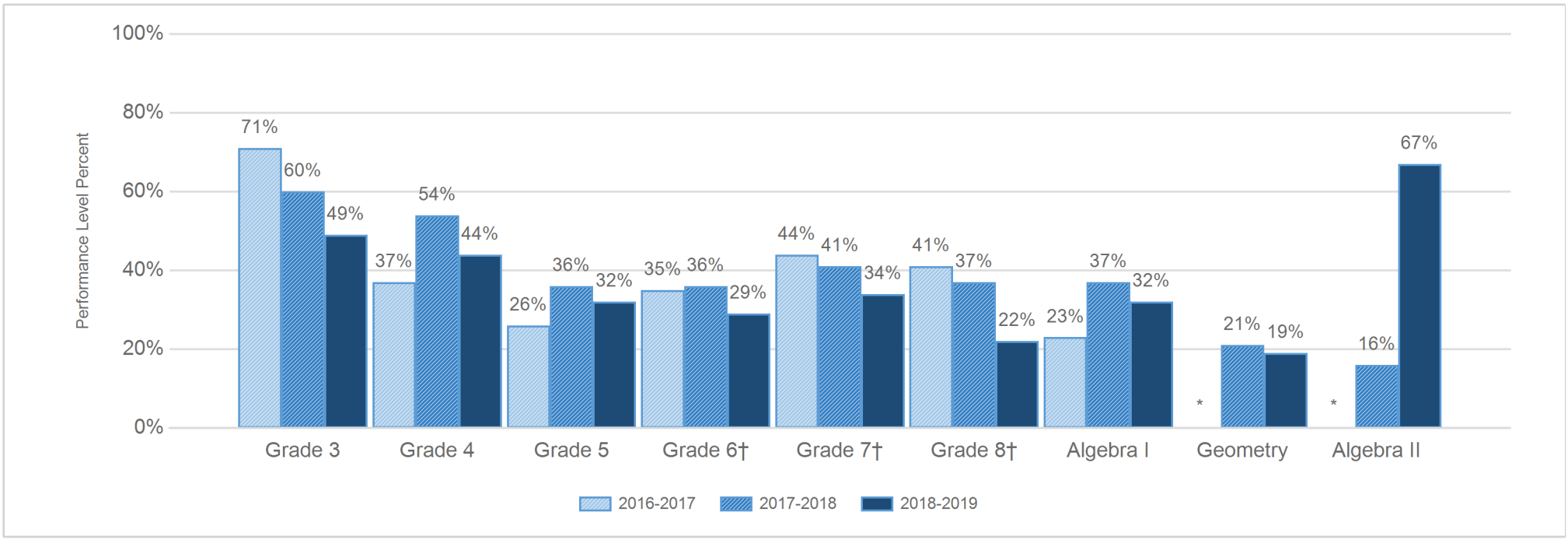


TEAM Academy Charter School
 (80-7325-965)
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 2018-2019

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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
Schoolwide	433	745	745	752	11%	15%	25%	42%	6%	49%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	20	761	761	739	0%	*	*	*	*	60%	40%
Black or African American	386	744	744	735	13%	15%	25%	42%	5%	48%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	25	753	753	758	0%	*	*	*	*	56%	62%
Female	243	748	748	751	11%	10%	26%	*	*	53%	54%
Male	190	741	741	752	12%	21%	24%	*	*	43%	56%
Economically Disadvantaged Students	400	744	744	737	*	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	33	756	756	761	*	*	*	*	*	67%	67%
Students with Disabilities	37	715	715	731	30%	35%	*	*	*	14%	31%
Students without Disabilities	396	748	748	756	10%	13%	*	*	*	52%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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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 2018-2019

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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
Schoolwide	440	742	742	749	11%	18%	27%	40%	4%	44%	51%
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	26	735	735	737	*	*	*	*	*	35%	36%
Black or African American	388	742	742	731	12%	18%	27%	41%	3%	44%	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	*	*	*	754	*	*	*	*	*	*	58%
Female	219	746	746	749	10%	15%	26%	*	*	50%	50%
Male	221	739	739	749	13%	20%	29%	*	*	38%	52%
Economically Disadvantaged Students	401	741	741	734	*	*	26%	39%	4%	43%	32%
Non-Economically Disadvantaged Students	39	753	753	759	*	*	36%	54%	0%	54%	63%
Students with Disabilities	57	706	706	726	*	*	*	*	*	*	25%
Students without Disabilities	383	748	748	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	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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 2018-2019

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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
Schoolwide	331	735	735	747	9%	26%	33%	*	*	32%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	21	741	741	735	0%	*	*	*	*	38%	30%
Black or African American	294	735	735	729	10%	25%	34%	*	*	31%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	157	738	738	747	7%	24%	34%	*	*	36%	47%
Male	174	733	733	747	11%	28%	32%	*	*	29%	47%
Economically Disadvantaged Students	287	734	734	732	*	*	32%	*	*	30%	27%
Non-Economically Disadvantaged Students	44	744	744	757	*	*	34%	*	*	45%	59%
Students with Disabilities	41	709	709	725	*	*	*	*	*	*	19%
Students without Disabilities	290	739	739	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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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 2018-2019

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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
Schoolwide	336	732	732	741	11%	26%	33%	*	*	29%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	17	740	740	729	*	*	*	*	*	29%	24%
Black or African American	310	732	732	722	12%	27%	33%	*	*	29%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	179	737	737	742	6%	27%	33%	*	*	34%	42%
Male	157	727	727	740	18%	25%	34%	*	*	23%	40%
Economically Disadvantaged Students	293	731	731	726	*	27%	33%	*	*	28%	21%
Non-Economically Disadvantaged Students	43	739	739	750	*	26%	35%	*	*	35%	53%
Students with Disabilities	48	707	707	716	*	*	*	*	*	*	12%
Students without Disabilities	288	737	737	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	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%



TEAM Academy Charter School
 (80-7325-965)
 Grades Offered: KG-12
 2018-2019

Report Key:
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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
Schoolwide	325	737	737	744	8%	26%	32%	30%	3%	34%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	13	748	748	733	0%	*	*	*	*	46%	26%
Black or African American	302	737	737	727	9%	26%	32%	30%	3%	33%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	146	741	741	744	8%	23%	29%	*	*	40%	42%
Male	179	735	735	743	8%	28%	35%	*	*	28%	42%
Economically Disadvantaged Students	282	735	735	731	*	*	32%	*	*	31%	24%
Non-Economically Disadvantaged Students	43	752	752	751	*	*	35%	*	*	53%	53%
Students with Disabilities	58	709	709	718	*	*	*	*	*	*	13%
Students without Disabilities	267	743	743	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	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
Schoolwide	237	725	725	728	25%	25%	29%	22%	0%	22%	29%
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	218	724	724	714	26%	25%	28%	21%	0%	21%	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	*	*	*	730	*	*	*	*	*	*	31%
Female	123	732	732	731	18%	22%	33%	28%	0%	28%	31%
Male	114	718	718	726	32%	28%	25%	15%	0%	15%	27%
Economically Disadvantaged Students	210	724	724	719	*	*	28%	*	*	21%	20%
Non-Economically Disadvantaged Students	27	733	733	735	*	*	37%	*	*	26%	36%
Students with Disabilities	46	698	698	707	*	*	*	*	*	*	10%
Students without Disabilities	191	732	732	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	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%



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 2018-2019

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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
Schoolwide	289	734	734	744	12%	30%	26%	*	*	32%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	15	741	741	728	*	*	*	*	*	47%	24%
Black or African American	262	733	733	725	13%	30%	26%	*	*	32%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	150	733	733	745	11%	32%	26%	*	*	31%	44%
Male	139	734	734	743	13%	29%	25%	*	*	33%	41%
Economically Disadvantaged Students	239	733	733	727	*	29%	27%	*	*	32%	23%
Non-Economically Disadvantaged Students	50	736	736	752	*	38%	20%	*	*	34%	52%
Students with Disabilities	41	704	704	717	*	*	*	*	*	*	12%
Students without Disabilities	248	739	739	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	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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Mathematics Assessment - Performance by Test: Geometry

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
Schoolwide	198	725	725	737	16%	32%	33%	*	*	19%	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	182	725	725	720	15%	34%	33%	*	*	18%	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	108	728	728	738	12%	31%	35%	*	*	22%	36%
Male	90	722	722	736	20%	33%	31%	*	*	16%	34%
Economically Disadvantaged Students	174	724	724	722	*	*	*	*	*	17%	16%
Non-Economically Disadvantaged Students	24	732	732	743	*	*	*	*	*	33%	43%
Students with Disabilities	33	700	700	712	*	*	*	*	*	*	*
Students without Disabilities	165	731	731	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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
Schoolwide	24	751	751	755	*	*	*	*	*	67%	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	12	755	755	752	*	*	*	*	*	75%	55%
Male	12	747	747	758	*	*	*	*	*	58%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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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	*	*
5	N	N
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	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	39.1%	40.9%	Met Target†

† 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	47	87.2%	12.8%
3-4	14	*	*
5 or more	*	*	*



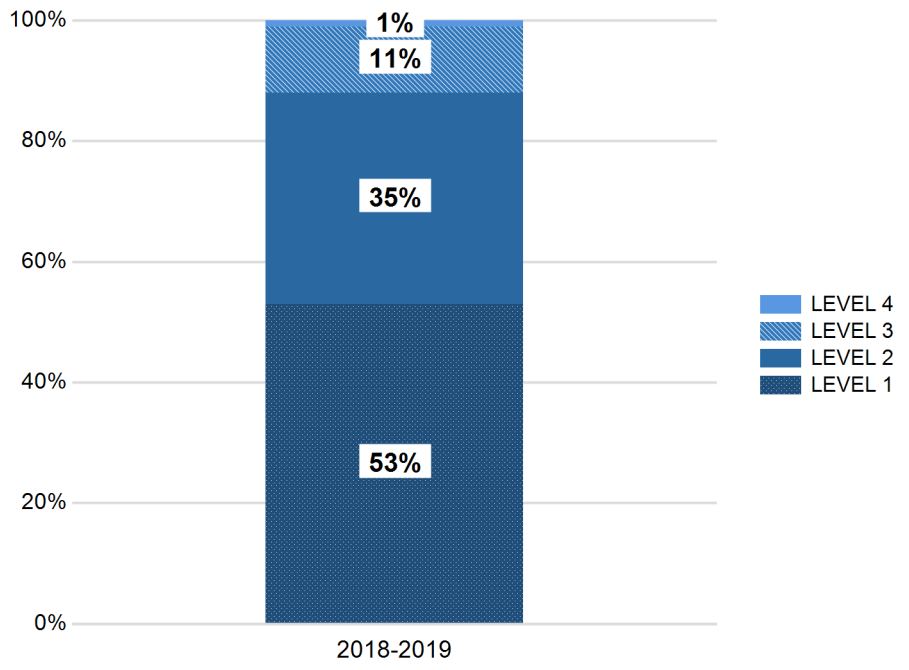
TEAM Academy Charter School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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
Schoolwide	53	35	11	1
White	*	*	*	*
Hispanic	55	35	10	0
Black or African American	53	35	11	1
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	56	34	8	1
Male	50	36	13	1
Economically Disadvantaged Students	55	36	8	1
Non-Economically Disadvantaged Students	39	32	30	0
Students with Disabilities	88	12	0	0
Students without Disabilities	48	38	12	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



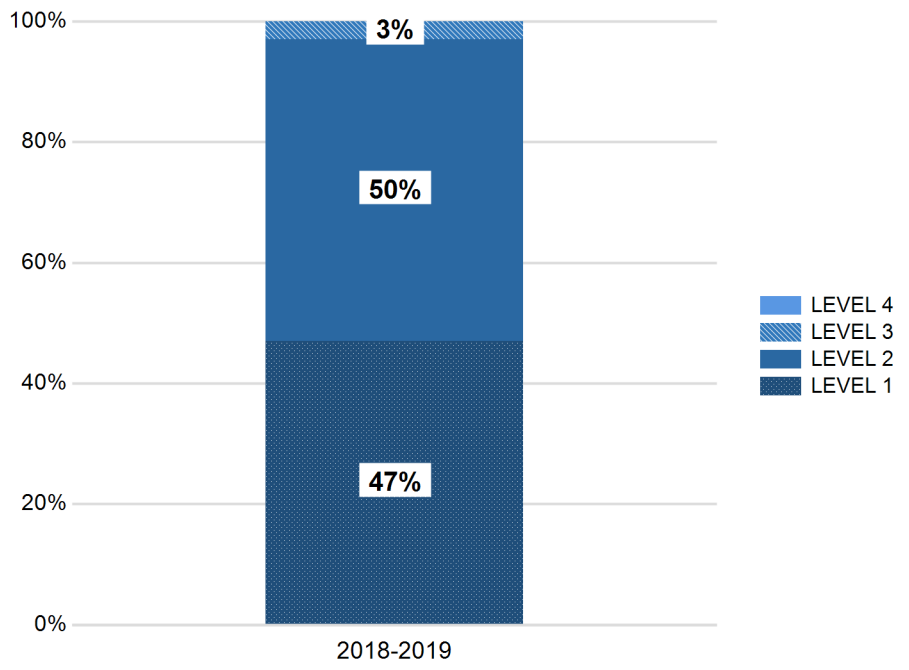
TEAM Academy Charter School
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NJSLA Science Assessment: Grade 8 Summary

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	47	50	3	0
White	N	N	N	N
Hispanic	35	59	0	6
Black or African American	49	47	3	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	42	56	2	0
Male	52	43	4	1
Economically Disadvantaged Students	48	49	2	0
Non-Economically Disadvantaged Students	38	52	10	0
Students with Disabilities	88	13	0	0
Students without Disabilities	40	56	4	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



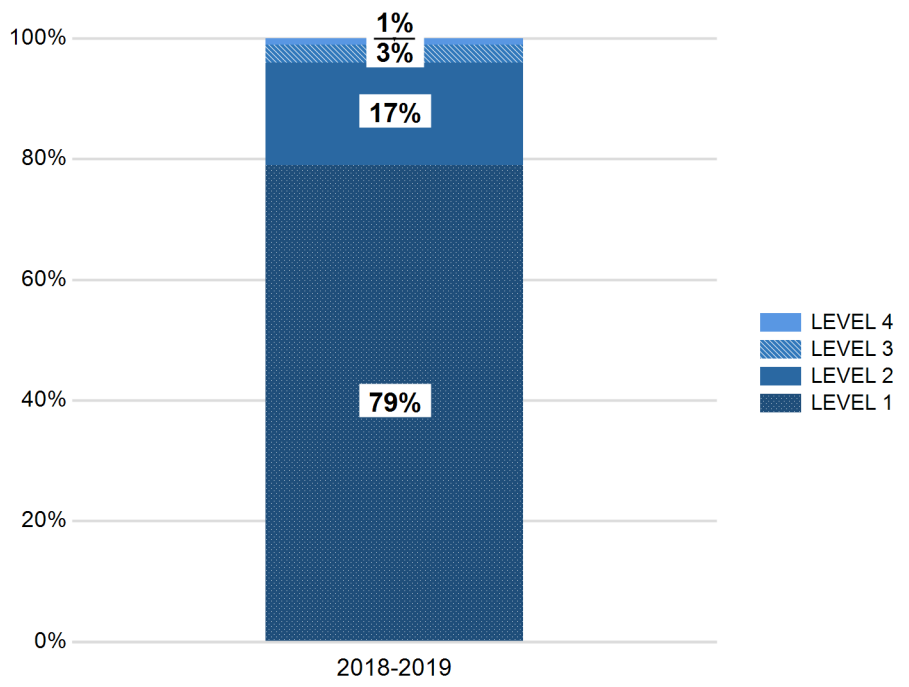
TEAM Academy Charter School
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NJSLA Science Assessment: Grade 11 Summary

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 11

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	79	17	3	1
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	78	17	3	2
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	76	18	5	2
Male	81	16	1	1
Economically Disadvantaged Students	78	17	3	2
Non-Economically Disadvantaged Students	79	17	4	0
Students with Disabilities	90	10	0	0
Students without Disabilities	75	19	4	2
English Learners	N	N	N	N
Non-English Learners	79	17	3	1
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



TEAM Academy Charter School
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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	4.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	12.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	100.0%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	531	476	Grade 10: 430 Grade 11: 460	89%	61%
PSAT 10/NMSQT - Math	518	477	Grade 10: 480 Grade 11: 510	56%	43%
SAT - Reading and Writing	499	539	480	61%	70%
SAT - Math	460	541	530	22%	53%
ACT - Reading	18	25	22	28%	66%
ACT - English	17	24	18	44%	81%
ACT - Math	17	24	22	10%	65%
ACT - Science	17	24	23	*	57%



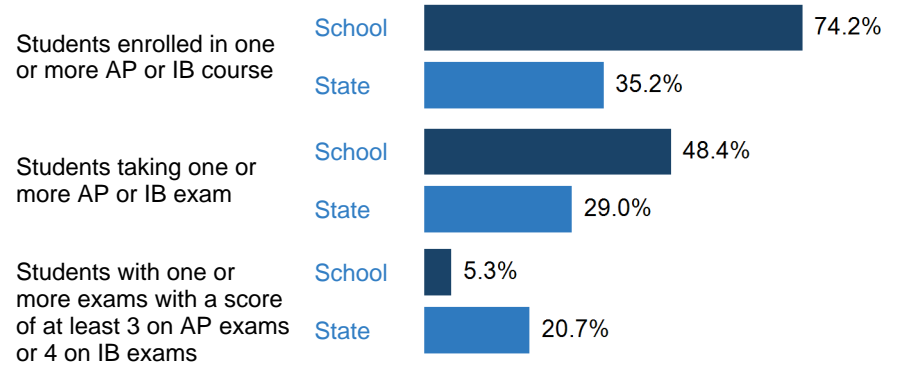
TEAM Academy Charter School
 (80-7325-965)
 Grades Offered: KG-12
 2018-2019

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



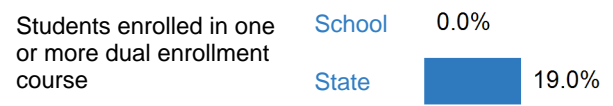
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	25	22
AP Calculus AB	30	29
AP English Language and Composition	42	40
AP English Literature and Composition	37	35
AP French Language and Culture	10	9
AP Macroeconomics	21	19
AP Microeconomics	21	19
AP Physics 1	29	27
AP Statistics	15	14
AP Studio Art—Two-Dimensional	4	2
AP U.S. Government and Politics	0	57
AP U.S. History	167	82
AP World History	194	111
Total Exams taken		466
Exams with scores of at least 3 on AP exams or 4 on IB exams		34

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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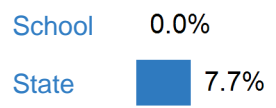
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

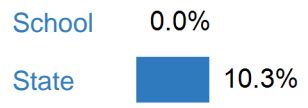
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

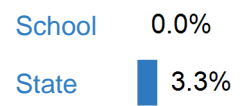
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	N	N	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	339
7	0	0	0	0	0	0	334
8	85	0	0	0	0	0	270
9	191	26	0	0	0	0	0
10	10	171	22	2	0	0	0
11	1	40	90	27	11	0	0
12	0	10	42	51	19	15	0
Total	287	247	154	80	30	15	943
Enrolled in AP/IB Course					30	15	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	1	0	0	214	0
10	0	198	0	0	4	0
11	0	17	0	0	153	0
12	25	7	0	0	109	0
Total	25	223	0	0	480	0
Enrolled in AP/IB Course	25	0		0	29	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	7	1	0	0	0	209
10	193	8	0	0	0	3
11	15	148	5	0	0	5
12	1	19	16	0	0	134
Total	216	176	21	0	0	351
Enrolled in AP/IB Course	194	167	21	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	201	0	0	0	0	0	0
10	183	0	0	0	0	0	0
11	63	33	0	0	0	0	0
12	12	26	0	0	0	0	0
Total	459	59	0	0	0	0	0
Enrolled in AP/IB Course	0	10	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	47	35	0	0	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	48	0	0	0	0	0
10	55	0	0	0	0	0
11	13	0	0	0	0	0
12	9	0	0	0	0	0
Total	125	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



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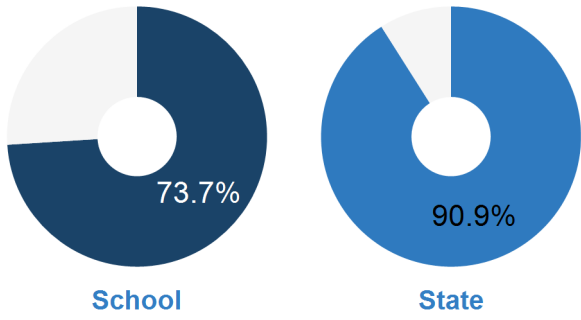
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Visual and Performing Arts – Course Participation

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.

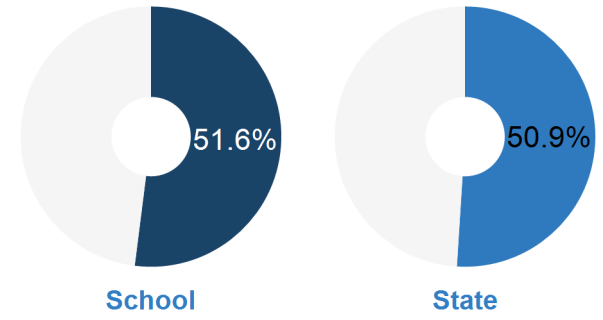
Grades 6-8:

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

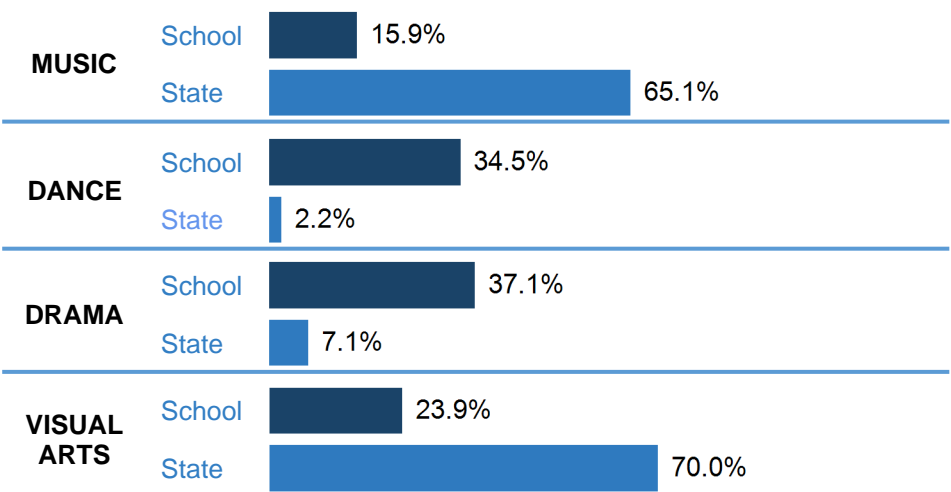


Grades 9-12:

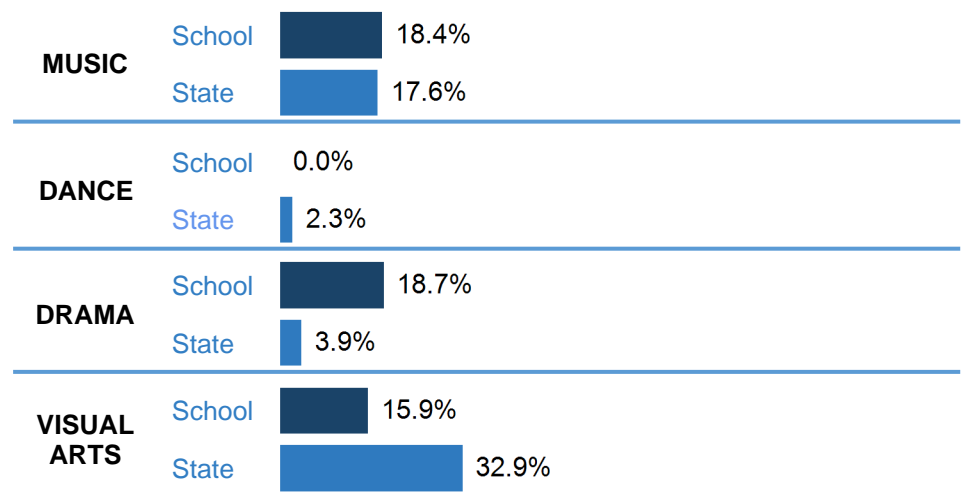
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





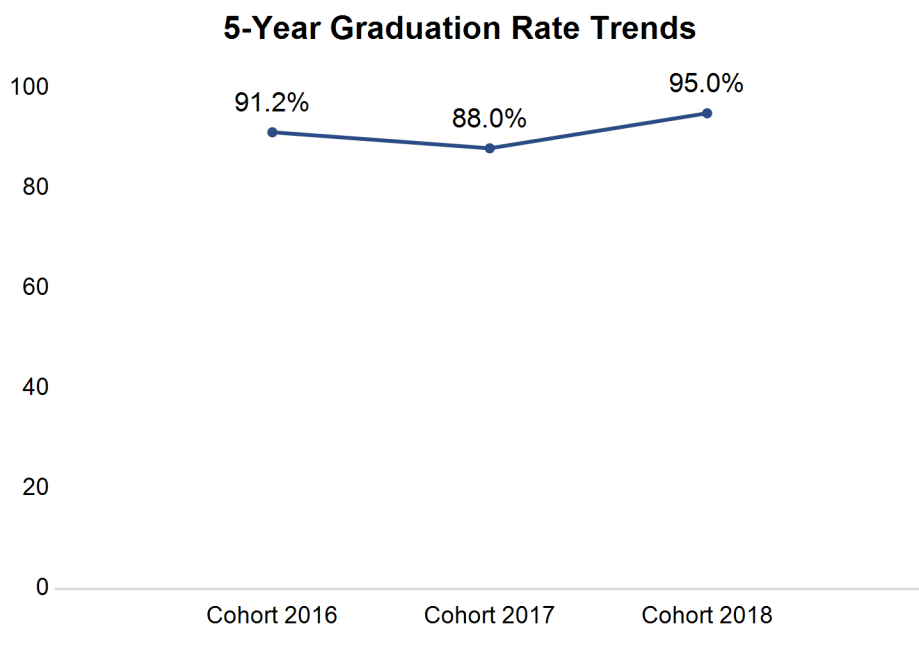
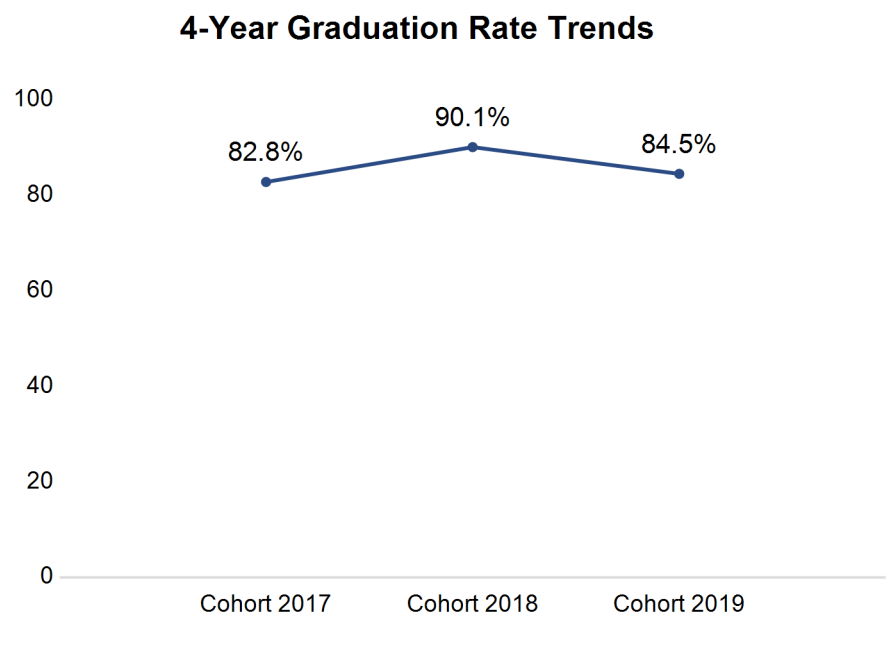
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	82.8%	90.1%	84.5%	91.2%	88.0%	95.0%
Annual Target	76.5%	77.5%		88.2%	88.6%	
Met Annual Target?	Met Target	Met Target		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	84.5%	90.6%	95.0%	92.5%	90.1%	77.5%	Met Target	88.0%	88.6%	Not Met
White	N	94.9%	N	95.9%	N	N	N	N	N	N
Hispanic	*	84.5%	90.9%	87.3%	90.9%	**	**	*	**	**
Black or African American	*	83.3%	95.4%	87.1%	90.0%	78.5%	Met Target	89.5%	88.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	88.9%	92.8%	96.5%	94.4%	95.2%			91.1%		
Male	78.9%	88.5%	92.9%	90.8%	82.5%			84.5%		
Economically Disadvantaged Students	84.6%	84.0%	93.9%	87.3%	89.5%	77.5%	Met Target	90.2%	89.5%	Met Target
Students with Disabilities	73.5%	79.2%	96.4%	83.8%	82.1%	77.0%	Met Target	73.7%	**	**
English Learners	N	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

Dropout Rate Trends

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	77.9%	54.4%
Substitute Competency Test	10.3%	25.7%
Portfolio Appeals Process	11.8%	19.9%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

School Year	School Rate	State Rate
2018-2019	1.6%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.0%	1.1%



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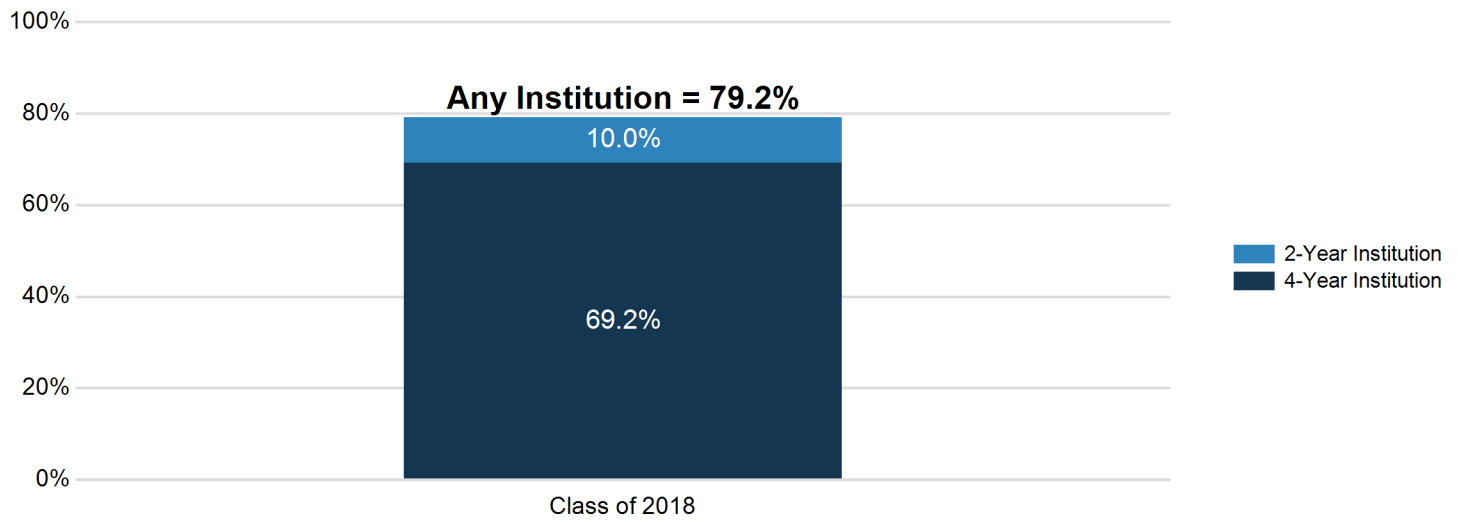
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	10.0%
% Enrolled in 4-Year Institution	69.2%
% Enrolled in Any Postsecondary Institution	79.2%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	62.2%	15.7%	84.3%
White	N	N	N
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	67.3%	13.9%	86.1%
Students with Disabilities	48.3%	21.4%	78.6%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	79.2%	12.6%	87.4%	64.1%	35.9%	78.6%	21.4%
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	80.2%	12.4%	87.6%	64.9%	35.1%	80.4%	19.6%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	77.2%	11.4%	88.6%	62.5%	37.5%	78.4%	21.6%
Students with Disabilities	65.2%	13.3%	86.7%	73.3%	26.7%	93.3%	6.7%
English Learners	N	N	N	N	N	N	N



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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.

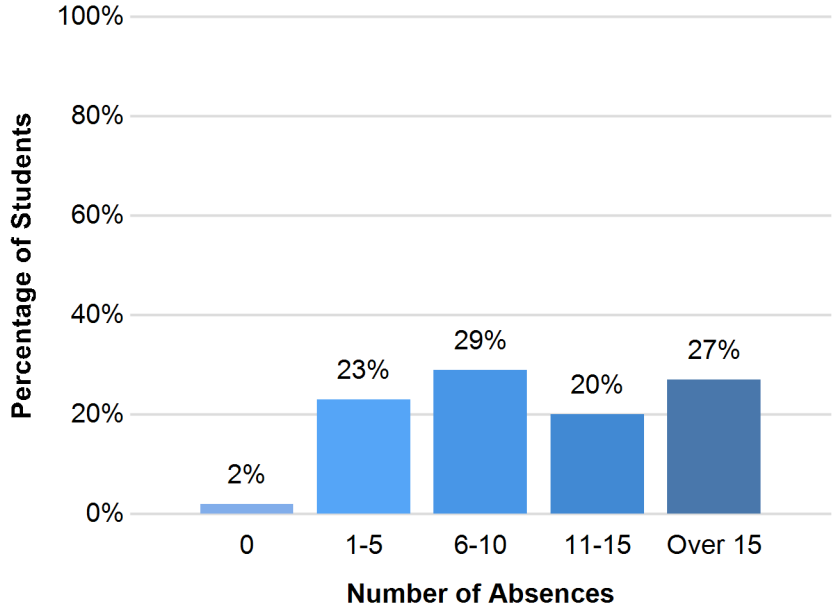
Chronic Absenteeism

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	904	20.9	10.6	Not Met
White	*	*	**	**
Hispanic	45	24.5	10.6	Not Met
Black or African American	830	20.8	10.6	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	5	31.3	**	**
Two or More Races	22	19.8	10.6	Not Met
Female	457	20.7		
Male	447	21.2		
Economically Disadvantaged Students	847	22.0	10.6	Not Met
Students with Disabilities	149	24.7	10.6	Not Met
English Learners	9	12.9	10.6	Not Met
Homeless Students	22	38.6		
Students in Foster Care	6	26.1		
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.





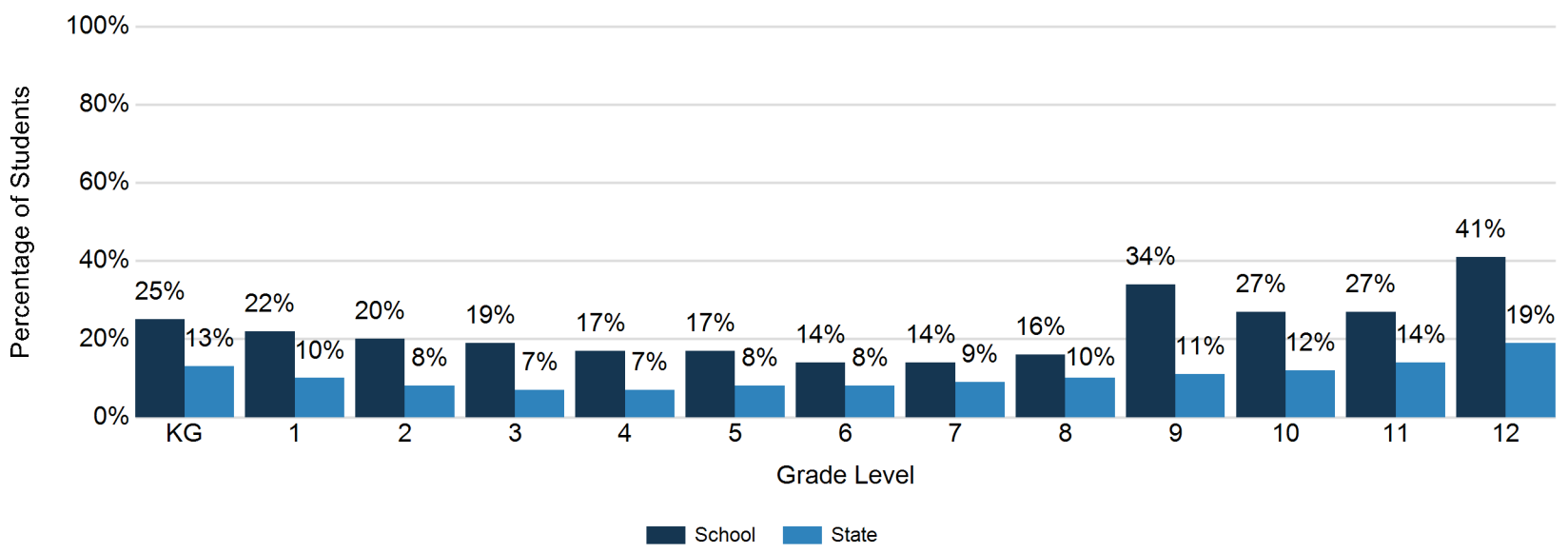
TEAM Academy Charter School
 (80-7325-965)
 Grades Offered: KG-12
 2018-2019

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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	122
Weapons	1
Vandalism	16
Substances	18
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	158
Incidents Per 100 Students Enrolled	3.65

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	3

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	18		18

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	319	7.4%
Out-of-School Suspensions	340	7.9%
Any Suspension	530	12.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
878



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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	7:30 AM
Typical End Time	4:30 PM
Length of School Day	9 Hrs 0 Mins
Full Time - Instructional Time	8 Hrs 59 Mins
Shared Time - Instructional Time	8 Hrs. 59 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	169	118,214
Average years experience in public schools	5.0	12.1
Average years experience in district	2.5	10.8
Percentage of Teachers with 4 or more years experience in the district	21.9%	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	4	9,530
Average years experience in public schools	7.0	16.0
Average years experience in district	5.3	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	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	26:1	26:1
Students to Administrators	1082:1	1082:1
Teachers to Administrators	42:1	42:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		4329:1
Students to Child Study Team Members		241:1



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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	51.1%	77.5%	100.0%	48.4%	77.1%	54.9%
Male	48.9%	22.5%	0.0%	51.6%	22.9%	45.1%
White	0.2%	37.9%	75.0%	42.4%	83.6%	77.4%
Hispanic	4.3%	11.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	92.4%	44.4%	25.0%	15.0%	6.6%	13.9%
Asian	0.1%	4.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.6%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.6%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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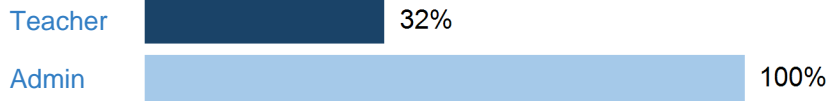
Teachers and Administrators - Level of Education

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.

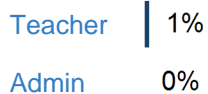
Bachelor's Degree



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	59.4%	90.5%
2017-18 Administrators: Same district 2018-19	N	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	99.5%



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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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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	46.6%	53.3%	49.6%
Math Proficiency	41.7%	43.5%	35.2%
ELA Growth	55	55	50
Math Growth	59	51	36
4-Year Graduation Rate†	82.8%	90.1%	84.5%
5-Year Graduation Rate†	91.2%	88.0%	95.0%
Progress toward English Language Proficiency		*	39.1%
Chronic Absenteeism	18.0%	21.0%	20.9%

† 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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: 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 Target	Met Target†	Met Target	Not Met	Met Standard	Not Met	Met Target†	Not Met	No
White	**	**	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	**	**	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Not Met	**	**	Met Standard	Not Met	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	**	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target†	Met Target†	**	**	Met Standard	Met Standard	Met Standard	Not Met	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.

 Highlights:	<ul style="list-style-type: none"> We send more African American students to four-year colleges than any other high school in Newark. We are top 10 in the state. The 2019 Mathematica study found that “attending a KIPP middle school produced an increase of 12.9 percentage points in enrollment rates in four-year college programs.” Our students scored 40% proficient - compared to 29% among students in Newark Public Schools. In fact, almost 40% of our Newark schools (tested grades/subjects) are outperforming the state of NJ.
 Mission, Vision, Theme:	<p>Our mission is to create a network of schools in Newark and Camden, New Jersey, that instill in their students the desire and ability to succeed in college, in order to change the world.</p>
 Awards, Recognition, Accomplishments:	<p>In 2019, we were named a New Jersey Lighthouse District and was recognized for the following achievements: 1. We send more African American students to four-year colleges than any other high school in Newark. 2. Elementary school students are beating state averages in proficiency on the Math portion of NJSLA and within 3 points of beating the state average on the ELA portion of NJSLA. 3. Our students scored 50% proficient - compared to 30% among students in Newark Public Schools, and nearly equivalent to the 52% statewide average in Math and ELA (grades 3-8) for all income levels.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Students K-12 are engaged in meaningful courses throughout the day and year. At the elementary school level our students' schedules include guided reading and read aloud blocks, math, writing, science, and specials (including art, music, and physical education). In middle schools students take text study, writing, mathematics, social studies, science (including lab), and specials. In high school students engage with an AP for all curriculum that emphasizes college preparedness and rhetoric alongside more traditional offerings in English, math, science, history, and languages.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Swimming (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>K-12 clubs and activities include Dance Club, Robotics, Dance, Drama Club, Mindfulness Club, PACT (Peer Mentoring), Wrestling, Spoken Word, B&G Basketball, Soccer, Cross Country, Cheerleading, Student Government, Order of the Eagle, Dance, Breakdancing, High Performance Physical Activity, Flag Football, Basketball, Soccer, Drumming/Percussion, Boys to Men, Rubiks Cube, ACT UP, Art & Media Club, Ghana Project, Culinary Club, Dance Company, Marching Panthers, Girls Who Lift, Kings in Training, Photography Club, Gospel Choir, Debate Club, NCA Bloggers, Ralph LUK, Nu Gamma Alpha, Robotics, Platinum, Step Team, Video Game Club, Yearbook, Majorettes, Student Leaders in Diversity, Equity & Identity, National Society of Black Engineers and National Honor Society</p>






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 <p>Before and After School Programs:</p>	<p>We offer a robust afterschool program with a variety of clubs and activities at its middle and high school.</p>
 <p>Staff and Professional Learning:</p>	<p>Within the context of summer professional development and quarterly all school professional development sessions, teachers will learn much more about how kids develop knowledge and meaning, in addition to core pedagogical moves. This will inform their ability to conduct and execute lessons such that kids are authentically engaged and curious throughout (not just in the hook). We will develop content that aligned to this set of concepts, so that teachers deepen their understanding of pedagogy in general, in addition to the work we have been doing to deepen our teachers' content mastery</p>
 <p>Postsecondary Information:</p>	<p>We make an unprecedented Kindergarten through College commitment to students. After high school, we help our alumni navigate the social, academic, and financial challenges they might encounter while in their chosen post-secondary pathway. 75% of our students are accepted into a 4-year college and more than half matriculate compared to the national average which is 13% for low-income, bottom-quartile students. Once students are in college and/or CTE/military programs they receive high-quality, intrusive advising from their advisor who remains with them until they graduate. Our 4-year college graduation rate (BA/BS earners) is 24% and our 5-year rate is 34% which is roughly 3 times the rate of low-income students nationally.</p>






TEAM Academy Charter School
 (80-7325-965)
 Grades Offered: KG-12
 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

School Narrative

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 <p>Student Supports and Services:</p>	<p>We are committed to developing and implementing an innovative and student-centered special education service delivery system, based on ongoing analysis of the special education population and best practice research application. The philosophical foundation of our Special Education Department is that all students are educated in classrooms that accommodate their diverse learning needs, styles and abilities. Differential instruction, modified environments, adaptive equipment and the full use of technology are the norms. Acceptance of all differences is paramount and seen as enriching the community of learners as well as the community at large. Our special education program prioritizes improved academic outcomes for students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>We are working in conjunction with our Food Service Management Company to increase access to breakfast for students by offering hallway and classroom service. We are expanding our ability to cook scratch food by adding another kitchen to our schools to help increase food production capability. We continue to add more variety to our menus to give our students the most options for their meals. We have also partnered with local vendors and our FSMC to incorporate more local produce into our menus over the past year.</p>
 <p>Parent and Community Involvement:</p>	<p>Active Parent Partnership teams in 70% of schools (working towards 100% active), families attend yearly open house, Parent University during Saturday school, monthly Parent Partnership Team meetings, monthly community action committee meetings, opportunities for families to meet with local and state elected officials to build stronger relationships and attend local and state Board of Education meetings, online parent portal currently being designed for 2020 Launch, active recruitment for parent representation on the TEAM Schools Board, partnerships with The Abbot Leadership Institute, Newark Greater Healthcare Coalition, Newark Centers for Hope, Boys and Girls Club, and Good Grief.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Teachers, administrators, staff, students, and families are surveyed about school climate.</p>
 <p>Facilities:</p>	<p>We recently expanded one of our high schools by an additional 20,000 sq. ft. to accommodate its growing enrollment.</p>
 <p>School Safety:</p>	<p>All schools have safety protocols in place and staff are trained annually. Facilities have security camera coverage and access control.</p>




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 <p>Technology and STEM:</p>	<p>We provide interactive and blended learning opportunities for all students through providing Chromebooks and iPads in all schools. Classrooms have interactive projectors and document cameras to support student learning. Staff across the network have access to a wide range of technology tools to support their work--including Lenovo ThinkPads, WebEx and Zoom.</p>
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