



Robert Treat Academy Charter School (80-7730)

2023-2024

County: Essex

Superintendent: Marcelino Trillo

District: Robert Treat Academy Charter School

[District Website](#)

443 Clifton Avenue
Newark, NJ 07104-1339

973-482-8811



698
Total Students



KG-08
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Note for 2023-24 Reports: The NJDOE recommends caution in comparing data from year to year over the last several years.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for [school board members](#), [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

District Contact Information

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

| Type | Contact Information |
|---------------------|--|
| County | Essex |
| District | Robert Treat Academy Charter School |
| Superintendent Name | Marcelino Trillo |
| Address | 443 Clifton Avenue, Newark, NJ 07104-1339 |
| Phone Number | 973-482-8811 |
| Email Address | trillom@roberttreatacademy.org |
| Website | www.roberttreatacademy.org |

Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

| School Name | Grades Offered |
|---|----------------|
| Robert Treat Academy Charter School | KG-08 |

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs 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 | 2021-22 | 2022-23 | 2023-24 |
|--------------|------------|------------|------------|
| KG | 79 | 80 | 78 |
| 1 | 79 | 81 | 81 |
| 2 | 78 | 81 | 81 |
| 3 | 78 | 82 | 76 |
| 4 | 75 | 78 | 79 |
| 5 | 80 | 79 | 77 |
| 6 | 76 | 75 | 80 |
| 7 | 69 | 74 | 75 |
| 8 | 74 | 66 | 71 |
| Total | 688 | 696 | 698 |

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

| Student Group | 2021-22 | 2022-23 | 2023-24 |
|-------------------------------------|---------|---------|---------|
| Female | 53.0% | 53.0% | 54.0% |
| Male | 47.0% | 47.0% | 46.0% |
| Non-Binary/Undesignated Gender | ≤1% | ≤1% | ≤1% |
| Economically Disadvantaged Students | 73.8% | 77.2% | 79.9% |
| Students with Disabilities | 8.9% | 9.5% | 11.0% |
| Multilingual Learners | 0.9% | 0.9% | 1.0% |
| Students Experiencing Homelessness | 0.4% | 0.3% | 0.7% |
| Students in Foster Care | 0.3% | 0.0% | 0.0% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial And Ethnic Group | 2021-22 | 2022-23 | 2023-24 |
|-------------------------------------|---------|---------|---------|
| White | 0.9% | 1.1% | 1.3% |
| Hispanic | 62.1% | 63.4% | 64.2% |
| Black or African American | 33.9% | 32.2% | 31.2% |
| Asian | 1.3% | 1.1% | 1.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.1% | 0.4% | 0.4% |
| Two Or More Races | 1.7% | 1.7% | 1.9% |

Demographics

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

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.

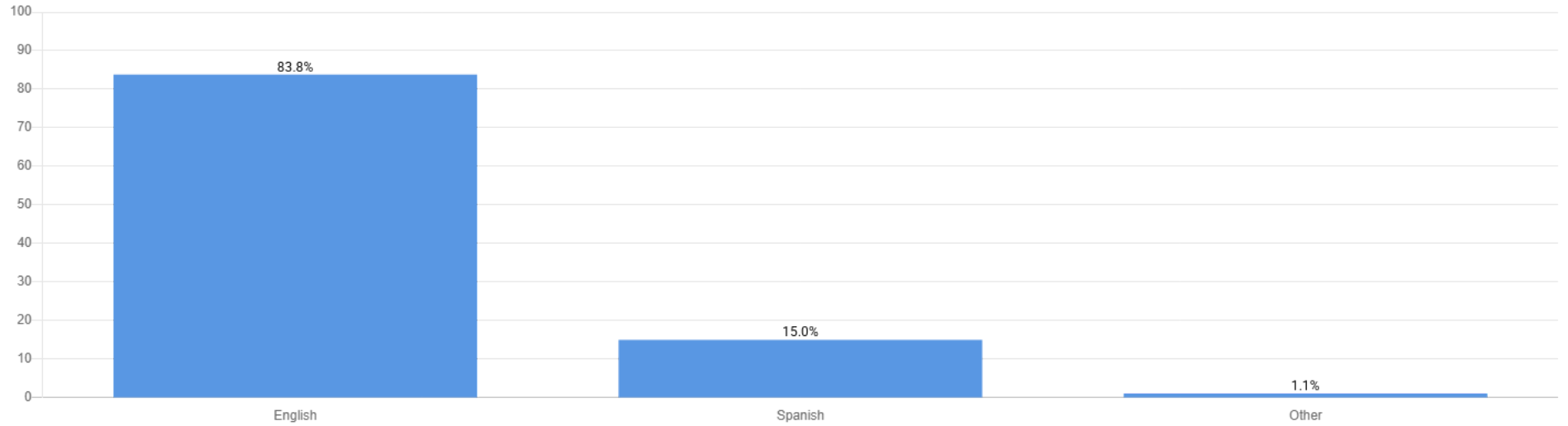
| Grade | 2021-22 | 2022-23 | 2023-24 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 79 | 80 | 78 |

Demographics

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

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. To see this data in a table, click the Table View option below the chart.



Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual 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. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

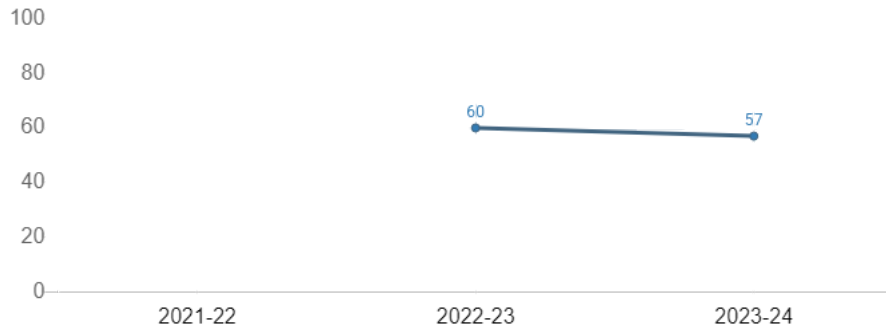
Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

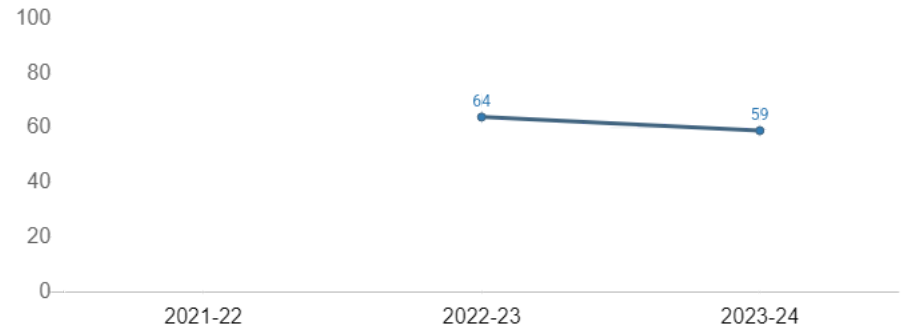
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure | 2021-22 ELA | 2022-23 ELA | 2023-24 ELA | 2021-22 Math | 2022-23 Math | 2023-24 Math |
|---|-------------|------------------|--------------|--------------|------------------|--------------|
| Median Student Growth Percentile | | 60 | 57 | | 64 | 59 |
| Met Standard (40-59.5)? | | Exceeds Standard | Met Standard | | Exceeds Standard | Met Standard |
| Statewide: Median Student Growth Percentile | | 50 | 50 | | 50 | 50 |

Student Growth

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A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

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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 state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

| Student Group | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40-59.5) | Math: District Median | Math: Statewide Median | Math: Met Standard (40-59.5) |
|---|----------------------|-----------------------|-----------------------------|-----------------------|------------------------|------------------------------|
| Districtwide | 57 | 50 | Met Standard | 59 | 50 | Met Standard |
| White | * | 50 | ** | * | 51 | ** |
| Hispanic | 57.5 | 49 | Met Standard | 59 | 48 | Met Standard |
| Black or African American | 57 | 47 | Met Standard | 58 | 46 | Met Standard |
| Asian, Native Hawaiian, or Pacific Islander | * | 59 | ** | * | 60 | ** |
| American Indian or Alaska Native | * | 50 | ** | * | 50 | ** |
| Two or More Races | * | 50 | ** | * | 51 | ** |
| Female | 59 | 52 | | 56 | 50 | |
| Male | 56 | 48 | | 62 | 50 | |
| Non-Binary/Undesignated Gender | N | 44 | | N | 45.5 | |
| Economically Disadvantaged Students | 57 | 48 | Met Standard | 59 | 48 | Met Standard |
| Students with Disabilities | 50 | 43 | Met Standard | 60 | 44 | Exceeds Standard |
| Multilingual Learners | * | 50 | ** | * | 50 | ** |
| Students Experiencing Homelessness | * | 43 | | * | 45 | |
| Students in Foster Care | N | 40 | | N | 47 | |
| Military-Connected Students | N | 47.5 | | N | 51 | |
| Migrant Students | N | 53 | | N | 44 | |

Student Growth

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A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

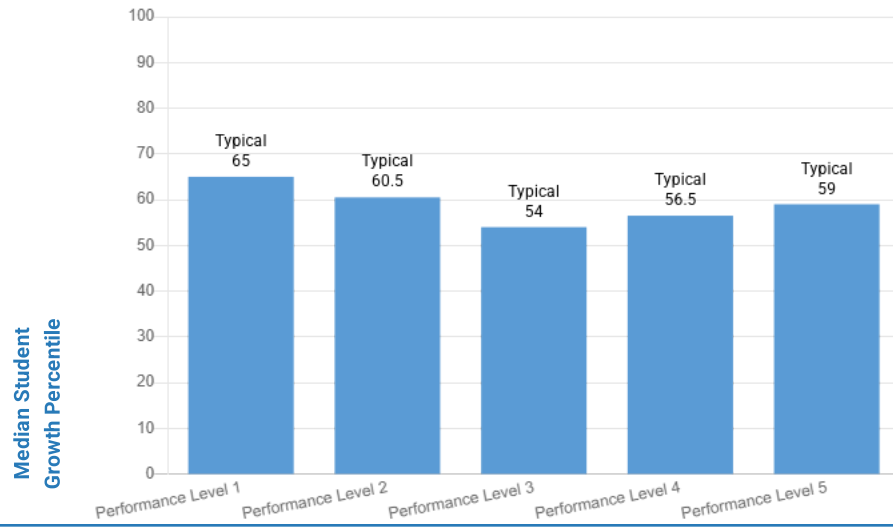
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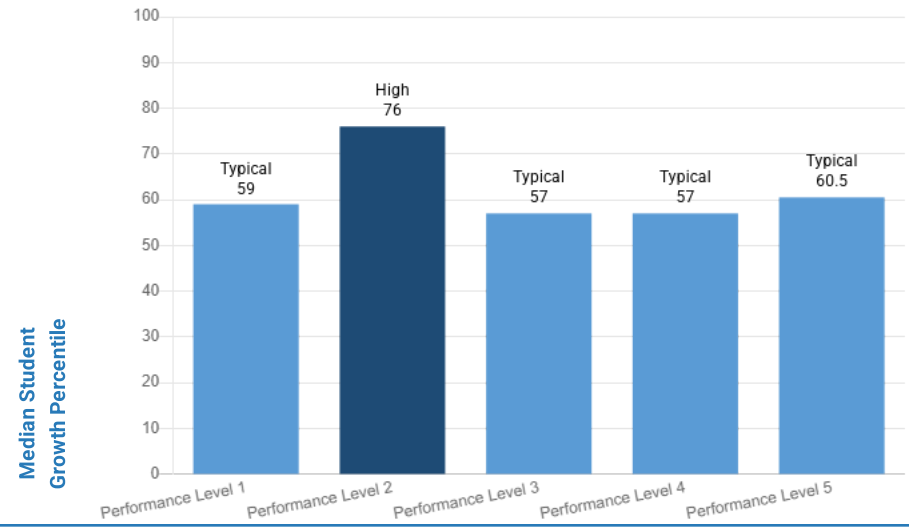
Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students based on a student's prior year performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

ELA



Math



Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual 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. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

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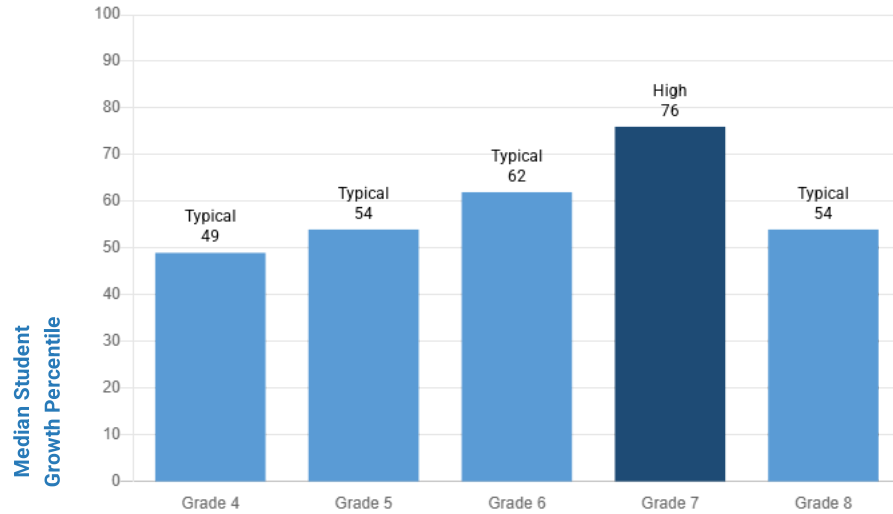
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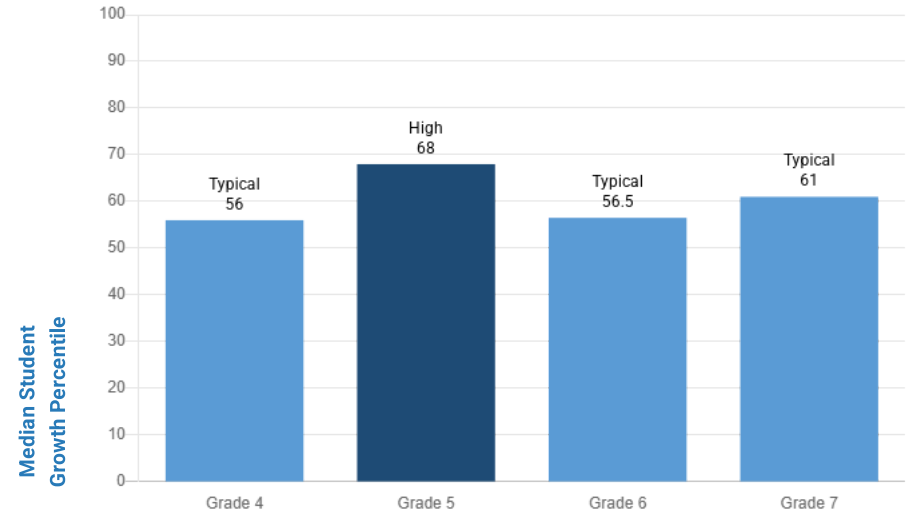
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

ELA



Math



Academic Achievement

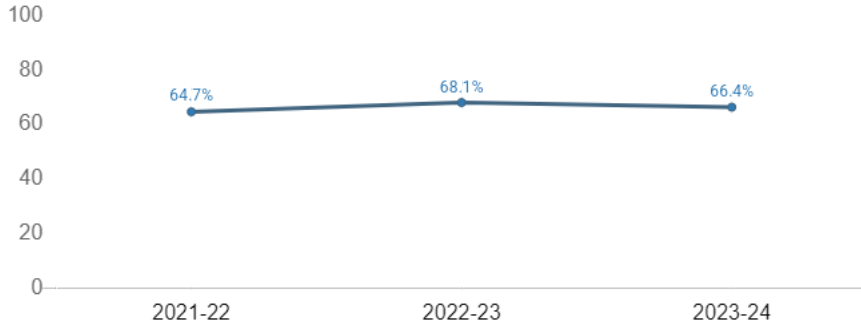
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

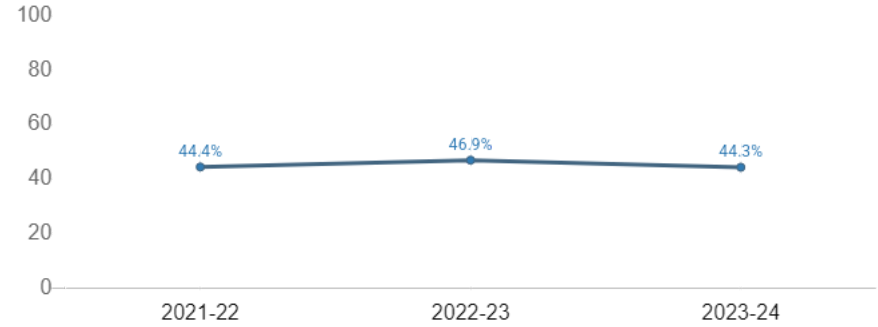
English Language Arts and Mathematics Performance Trends

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 New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who 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 | 2021-22 ELA | 2022-23 ELA | 2023-24 ELA | 2021-22 Math | 2022-23 Math | 2023-24 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Proficiency Rate for Federal Accountability | 64.7% | 68.1% | 66.4% | 44.4% | 46.9% | 44.3% |
| Annual Target | 77.0% | 77.1% | 69.2% | 78.0% | 78.1% | 48.7% |
| Met Annual Target? | Not Met | Not Met | Met Target† | Not Met | Not Met | Not Met |
| Statewide Proficiency Rate for Federal Accountability | 49.0% | 51.3% | 52.2% | 36.0% | 38.2% | 40.2% |

† Target was met within a confidence interval.

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results for ELA include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who 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 status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

| Student Group | Valid Scores | % of students taking test | District: % of testers met/exceeded expectations | State: % of testers met/exceeded expectations | Proficiency Rate for Federal Accountability | Annual Target | Met Annual Target |
|---|--------------|---------------------------|--|---|---|---------------|-------------------|
| Districtwide | 456 | 100% | 66.4% | 52.2% | 66.4% | 69.2% | Met Target† |
| White | * | * | * | 61.8% | * | ** | ** |
| Hispanic | 288 | 100% | 63.5% | 38% | 63.5% | 64% | Met Target† |
| Black or African American | 150 | 100% | 70% | 35.9% | 70% | 76.6% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 79.9% | * | ** | ** |
| American Indian or Alaska Native | * | * | * | 51.2% | * | ** | ** |
| Two or More Races | * | * | * | 59.4% | * | ** | ** |
| Female | * | 100% | 70.3% | 57.7% | 70.3% | | |
| Male | * | 100% | 61.8% | 47% | 61.8% | | |
| Non-binary/undesignated gender | * | * | * | 69.6% | * | | |
| Economically Disadvantaged Students | 362 | 100% | 64.1% | 34.6% | 64.1% | 66.3% | Met Target† |
| Non-Economically Disadvantaged Students | 94 | 100% | 75.5% | 62.8% | 75.5% | | |
| Students with Disabilities | 39 | 100% | 23.1% | 19.8% | 23.1% | 33.7% | Met Target† |
| Students without Disabilities | 417 | 100% | 70.5% | 59.4% | 70.5% | | |
| Multilingual Learners | * | * | * | 23.1% | * | ** | ** |
| Non-Multilingual Learners | * | 100% | 66.5% | 56.2% | 66.5% | | |
| Students Experiencing Homelessness | * | * | * | 21.9% | * | | |
| Students in Foster Care | * | * | * | 19.3% | * | | |
| Military-Connected Students | * | * | * | 48.2% | * | | |
| Migrant Students | * | * | * | 13.3% | * | | |

† Target was met within a confidence interval.

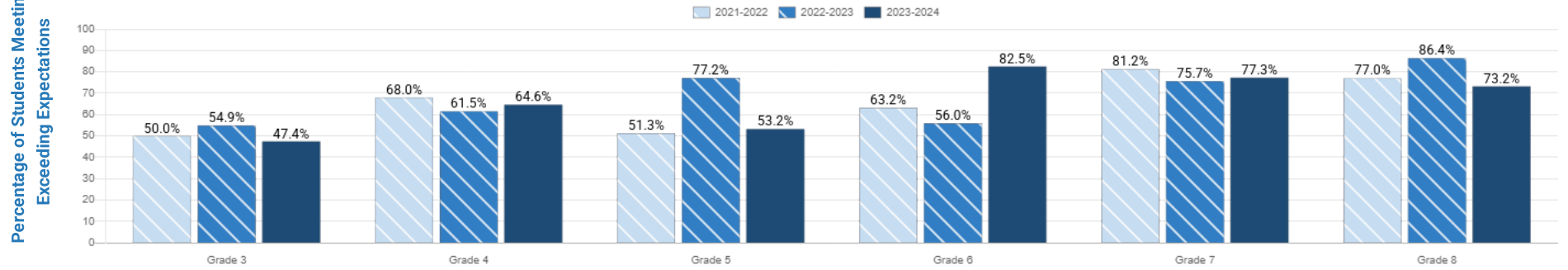
Academic Achievement

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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

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 New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.



Academic Achievement

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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 who took the NJSLA, which includes students who were enrolled less than half a year.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 76 | 752 | 741 | 5% | 20% | 28% | 38% | 9% | 47% | 44% |
| White | * | * | 751 | * | * | * | * | * | * | 53% |
| Hispanic | 46 | 756 | 724 | 4% | 11% | 33% | 43% | 9% | 52% | 29% |
| Black or African American | 27 | 745 | 725 | 4% | 37% | 19% | 33% | 7% | 41% | 29% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 770 | * | * | * | * | * | * | 70% |
| American Indian or Alaska Native | * | * | 743 | * | * | * | * | * | * | 46% |
| Two or More Races | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | * | 753 | 746 | 7% | 21% | 26% | 31% | 14% | 45% | 48% |
| Male | * | 750 | 736 | 3% | 18% | 29% | 47% | 3% | 50% | 39% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 66 | 751 | 722 | 6% | 20% | 29% | 36% | 9% | 45% | 26% |
| Non-Economically Disadvantaged Students | 10 | 757 | 753 | 0% | 20% | 20% | 50% | 10% | 60% | 55% |
| Students with Disabilities | * | * | 710 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | 752 | 747 | 4% | 20% | 28% | 38% | 10% | 48% | 49% |
| Multilingual Learners | * | * | 704 | * | * | * | * | * | * | 13% |
| Non-Multilingual Learners | * | 752 | 746 | 5% | 20% | 28% | 38% | 9% | 47% | 48% |
| Students Experiencing Homelessness | * | * | 707 | * | * | * | * | * | * | 18% |
| Students in Foster Care | * | * | 711 | * | * | * | * | * | * | 18% |
| Military-Connected Students | * | * | 739 | * | * | * | * | * | * | 41% |
| Migrant Students | * | * | 688 | * | * | * | * | * | * | * |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

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 who took the NJSLA, which includes students who were enrolled less than half a year.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 79 | 762 | 749 | 3% | 8% | 25% | 44% | 20% | 65% | 51% |
| White | * | * | 758 | * | * | * | * | * | * | 61% |
| Hispanic | 54 | 762 | 734 | 0% | 9% | 26% | 48% | 17% | 65% | 35% |
| Black or African American | 20 | 754 | 733 | 10% | 5% | 30% | 35% | 20% | 55% | 34% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 776 | * | * | * | * | * | * | 78% |
| American Indian or Alaska Native | * | * | 751 | * | * | * | * | * | * | 51% |
| Two or More Races | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | * | 765 | 752 | 0% | 3% | 33% | 38% | 26% | 64% | 54% |
| Male | * | 759 | 745 | 5% | 13% | 18% | 50% | 15% | 65% | 48% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 63 | 760 | 731 | 3% | 5% | 30% | 44% | 17% | 62% | 32% |
| Non-Economically Disadvantaged Students | 16 | 769 | 760 | 0% | 19% | 6% | 44% | 31% | 75% | 63% |
| Students with Disabilities | * | * | 720 | * | * | * | * | * | * | 21% |
| Students without Disabilities | * | 765 | 755 | 3% | 4% | 24% | 47% | 22% | 69% | 57% |
| Multilingual Learners | * | * | 711 | * | * | * | * | * | * | 13% |
| Non-Multilingual Learners | * | 762 | 753 | 3% | 8% | 26% | 44% | 21% | 64% | 55% |
| Students Experiencing Homelessness | * | * | 719 | * | * | * | * | * | * | 20% |
| Students in Foster Care | * | * | 718 | * | * | * | * | * | * | 15% |
| Military-Connected Students | * | * | 747 | * | * | * | * | * | * | 49% |
| Migrant Students | * | * | 713 | * | * | * | * | * | * | 23% |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

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 who took the NJSLA, which includes students who were enrolled less than half a year.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 77 | 765 | 750 | 1% | 9% | 36% | 34% | 19% | 53% | 52% |
| White | * | * | 760 | * | * | * | * | * | * | 63% |
| Hispanic | 50 | 756 | 736 | 2% | 14% | 44% | 22% | 18% | 40% | 37% |
| Black or African American | 24 | 782 | 734 | 0% | 0% | 25% | 50% | 25% | 75% | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 778 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | * | * | 754 | * | * | * | * | * | * | 53% |
| Two or More Races | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | * | 766 | 755 | 2% | 12% | 30% | 33% | 23% | 56% | 57% |
| Male | * | 763 | 745 | 0% | 6% | 44% | 35% | 15% | 50% | 48% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 54 | 762 | 732 | 0% | 11% | 41% | 31% | 17% | 48% | 33% |
| Non-Economically Disadvantaged Students | 23 | 772 | 761 | 4% | 4% | 26% | 39% | 26% | 65% | 64% |
| Students with Disabilities | * | * | 719 | * | * | * | * | * | * | 20% |
| Students without Disabilities | * | 769 | 756 | 0% | 6% | 36% | 37% | 21% | 59% | 59% |
| Multilingual Learners | * | * | 705 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 765 | 754 | 1% | 9% | 36% | 34% | 19% | 53% | 57% |
| Students Experiencing Homelessness | * | * | 718 | * | * | * | * | * | * | 22% |
| Students in Foster Care | * | * | 721 | * | * | * | * | * | * | 20% |
| Military-Connected Students | * | * | 747 | * | * | * | * | * | * | 48% |
| Migrant Students | * | * | 721 | * | * | * | * | * | * | 20% |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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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 who took the NJSLA, which includes students who were enrolled less than half a year.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 80 | 774 | 751 | 1% | 4% | 13% | 51% | 31% | 83% | 53% |
| White | * | * | 760 | * | * | * | * | * | * | 63% |
| Hispanic | 48 | 771 | 738 | 2% | 6% | 13% | 50% | 29% | 79% | 39% |
| Black or African American | 26 | 773 | 735 | 0% | 0% | 12% | 62% | 27% | 88% | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 778 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | * | * | 748 | * | * | * | * | * | * | 49% |
| Two or More Races | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | * | 779 | 756 | 0% | 0% | 8% | 58% | 34% | 92% | 59% |
| Male | * | 770 | 746 | 2% | 7% | 17% | 45% | 29% | 74% | 48% |
| Non-binary/undesignated gender | * | * | 753 | * | * | * | * | * | * | 60% |
| Economically Disadvantaged Students | 63 | 774 | 735 | 2% | 5% | 10% | 52% | 32% | 84% | 35% |
| Non-Economically Disadvantaged Students | 17 | 774 | 761 | 0% | 0% | 24% | 47% | 29% | 76% | 65% |
| Students with Disabilities | * | * | 719 | * | * | * | * | * | * | 17% |
| Students without Disabilities | * | 777 | 758 | 0% | 3% | 12% | 51% | 34% | 85% | 60% |
| Multilingual Learners | * | * | 707 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 774 | 754 | 1% | 4% | 13% | 51% | 31% | 83% | 57% |
| Students Experiencing Homelessness | * | * | 724 | * | * | * | * | * | * | 23% |
| Students in Foster Care | * | * | 724 | * | * | * | * | * | * | 22% |
| Military-Connected Students | * | * | 754 | * | * | * | * | * | * | 55% |
| Migrant Students | * | * | 712 | * | * | * | * | * | * | 29% |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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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 who took the NJSLA, which includes students who were enrolled less than half a year.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 75 | 774 | 752 | 1% | 5% | 16% | 41% | 36% | 77% | 54% |
| White | * | * | 761 | * | * | * | * | * | * | 64% |
| Hispanic | 49 | 769 | 737 | 2% | 8% | 12% | 49% | 29% | 78% | 39% |
| Black or African American | 25 | 783 | 734 | 0% | 0% | 24% | 28% | 48% | 76% | 37% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | * | * | 747 | * | * | * | * | * | * | 51% |
| Two or More Races | * | * | 759 | * | * | * | * | * | * | 60% |
| Female | * | 777 | 758 | 0% | 7% | 11% | 48% | 34% | 82% | 60% |
| Male | * | 770 | 746 | 3% | 3% | 23% | 32% | 39% | 71% | 48% |
| Non-binary/undesignated gender | * | * | 754 | * | * | * | * | * | * | 53% |
| Economically Disadvantaged Students | 61 | 770 | 734 | 2% | 5% | 18% | 46% | 30% | 75% | 36% |
| Non-Economically Disadvantaged Students | 14 | 789 | 762 | 0% | 7% | 7% | 21% | 64% | 86% | 64% |
| Students with Disabilities | * | * | 715 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | 778 | 759 | 0% | 4% | 13% | 43% | 40% | 82% | 61% |
| Multilingual Learners | * | * | 700 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 775 | 756 | 1% | 4% | 16% | 42% | 36% | 78% | 58% |
| Students Experiencing Homelessness | * | * | 717 | * | * | * | * | * | * | 21% |
| Students in Foster Care | * | * | 712 | * | * | * | * | * | * | 17% |
| Military-Connected Students | * | * | 747 | * | * | * | * | * | * | 50% |
| Migrant Students | * | * | * | * | * | * | * | * | * | * |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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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 who took the NJSLA, which includes students who were enrolled less than half a year.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 71 | 775 | 751 | 4% | 8% | 14% | 44% | 30% | 73% | 53% |
| White | * | * | 760 | * | * | * | * | * | * | 62% |
| Hispanic | 43 | 772 | 736 | 5% | 9% | 19% | 40% | 28% | 67% | 39% |
| Black or African American | 28 | 779 | 735 | 4% | 7% | 7% | 50% | 32% | 82% | 37% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 783 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | * | * | 754 | * | * | * | * | * | * | 52% |
| Two or More Races | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | * | 786 | 759 | 0% | 5% | 14% | 48% | 34% | 82% | 60% |
| Male | * | 757 | 743 | 11% | 15% | 15% | 37% | 22% | 59% | 46% |
| Non-binary/undesignated gender | * | * | 766 | * | * | * | * | * | * | 63% |
| Economically Disadvantaged Students | 57 | 770 | 734 | 5% | 11% | 16% | 44% | 25% | 68% | 36% |
| Non-Economically Disadvantaged Students | 14 | 795 | 761 | 0% | 0% | 7% | 43% | 50% | 93% | 63% |
| Students with Disabilities | * | * | 713 | * | * | * | * | * | * | 16% |
| Students without Disabilities | * | 781 | 758 | 2% | 6% | 13% | 47% | 33% | 80% | 60% |
| Multilingual Learners | * | * | 701 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 775 | 755 | 4% | 8% | 14% | 44% | 30% | 73% | 56% |
| Students Experiencing Homelessness | * | * | 719 | * | * | * | * | * | * | 23% |
| Students in Foster Care | * | * | 708 | * | * | * | * | * | * | 14% |
| Military-Connected Students | * | * | 743 | * | * | * | * | * | * | 43% |
| Migrant Students | * | * | * | * | * | * | * | * | * | * |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

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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. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who 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 status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

| Student Group | Valid Scores | % of students taking test | District: % of testers met/exceeded expectations | State: % of testers met/exceeded expectations | Proficiency Rate for Federal Accountability | Annual Target | Met Annual Target |
|---|--------------|---------------------------|--|---|---|---------------|-------------------|
| Districtwide | 456 | 100% | 44.3% | 40.2% | 44.3% | 48.7% | Not Met |
| White | * | * | * | 51.1% | * | ** | ** |
| Hispanic | 288 | 100% | 44.1% | 24.2% | 44.1% | 46.7% | Met Target† |
| Black or African American | 150 | 100% | 42.7% | 20.1% | 42.7% | 50% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 74.4% | * | ** | ** |
| American Indian or Alaska Native | * | * | * | 42% | * | ** | ** |
| Two or More Races | * | * | * | 48.9% | * | ** | ** |
| Female | * | 100% | 43% | 38.4% | 43% | | |
| Male | * | 100% | 45.9% | 42% | 45.9% | | |
| Non-binary/undesignated gender | * | * | * | 47.3% | * | | |
| Economically Disadvantaged Students | 362 | 100% | 42.3% | 21.7% | 42.3% | 44.1% | Met Target† |
| Non-Economically Disadvantaged Students | 94 | 100% | 52.1% | 51.5% | 52.1% | | |
| Students with Disabilities | 39 | 100% | 10.3% | 16.6% | 10.3% | 8.8% | Met Target |
| Students without Disabilities | 417 | 100% | 47.5% | 45.4% | 47.5% | | |
| Multilingual Learners | * | * | * | 18.7% | * | ** | ** |
| Non-Multilingual Learners | * | 100% | 44.5% | 43.5% | 44.5% | | |
| Students Experiencing Homelessness | * | * | * | 12.9% | * | | |
| Students in Foster Care | * | * | * | 12.4% | * | | |
| Military-Connected Students | * | * | * | 38.8% | * | | |
| Migrant Students | * | * | * | <10% | * | | |

† Target was met within a confidence interval.

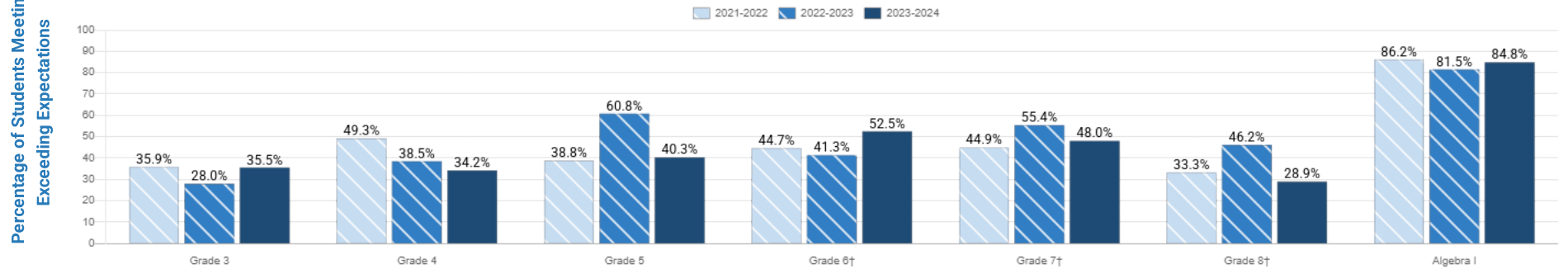
Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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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 New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.



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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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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 who took the NJSLA, which includes students who were enrolled less than half a year.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 76 | 739 | 747 | 12% | 17% | 36% | 30% | 5% | 36% | 48% |
| White | * | * | 757 | * | * | * | * | * | * | 60% |
| Hispanic | 46 | 743 | 732 | 7% | 11% | 43% | 35% | 4% | 39% | 31% |
| Black or African American | 27 | 735 | 728 | 15% | 30% | 26% | 22% | 7% | 30% | 27% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 776 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | * | * | 753 | * | * | * | * | * | * | 51% |
| Two or More Races | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | * | 740 | 744 | 14% | 10% | 43% | 26% | 7% | 33% | 45% |
| Male | * | 739 | 749 | 9% | 26% | 26% | 35% | 3% | 38% | 50% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 66 | 738 | 729 | 14% | 17% | 35% | 30% | 5% | 35% | 28% |
| Non-Economically Disadvantaged Students | 10 | 747 | 758 | 0% | 20% | 40% | 30% | 10% | 40% | 60% |
| Students with Disabilities | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | 740 | 751 | 12% | 16% | 36% | 32% | 4% | 36% | 52% |
| Multilingual Learners | * | * | 722 | * | * | * | * | * | * | 20% |
| Non-Multilingual Learners | * | 739 | 751 | 12% | 17% | 36% | 30% | 5% | 36% | 52% |
| Students Experiencing Homelessness | * | * | 717 | * | * | * | * | * | * | 17% |
| Students in Foster Care | * | * | 719 | * | * | * | * | * | * | 18% |
| Military-Connected Students | * | * | 746 | * | * | * | * | * | * | 47% |
| Migrant Students | * | * | 727 | * | * | * | * | * | * | 12% |

Academic Achievement

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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 who took the NJSLA, which includes students who were enrolled less than half a year.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 79 | 743 | 744 | 1% | 24% | 41% | 29% | 5% | 34% | 45% |
| White | * | * | 754 | * | * | * | * | * | * | 57% |
| Hispanic | 54 | 741 | 730 | 0% | 24% | 43% | 30% | 4% | 33% | 28% |
| Black or African American | 20 | 742 | 726 | 5% | 30% | 35% | 25% | 5% | 30% | 24% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 773 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | * | * | 746 | * | * | * | * | * | * | 50% |
| Two or More Races | * | * | 752 | * | * | * | * | * | * | 54% |
| Female | * | 745 | 743 | 0% | 15% | 54% | 21% | 10% | 31% | 43% |
| Male | * | 741 | 746 | 3% | 33% | 28% | 38% | 0% | 38% | 47% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 63 | 741 | 727 | 0% | 27% | 40% | 30% | 3% | 33% | 25% |
| Non-Economically Disadvantaged Students | 16 | 751 | 755 | 6% | 13% | 44% | 25% | 13% | 38% | 58% |
| Students with Disabilities | * | * | 722 | * | * | * | * | * | * | 21% |
| Students without Disabilities | * | 745 | 749 | 0% | 22% | 42% | 31% | 5% | 36% | 50% |
| Multilingual Learners | * | * | 718 | * | * | * | * | * | * | 14% |
| Non-Multilingual Learners | * | 743 | 748 | 1% | 23% | 41% | 29% | 5% | 35% | 49% |
| Students Experiencing Homelessness | * | * | 716 | * | * | * | * | * | * | 15% |
| Students in Foster Care | * | * | 716 | * | * | * | * | * | * | 15% |
| Military-Connected Students | * | * | 744 | * | * | * | * | * | * | 43% |
| Migrant Students | * | * | 721 | * | * | * | * | * | * | 17% |

Academic Achievement

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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 who took the NJSLA, which includes students who were enrolled less than half a year.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 77 | 748 | 741 | 3% | 17% | 40% | 32% | 8% | 40% | 40% |
| White | * | * | 751 | * | * | * | * | * | * | 53% |
| Hispanic | 50 | 744 | 726 | 4% | 18% | 40% | 34% | 4% | 38% | 23% |
| Black or African American | 24 | 752 | 722 | 0% | 17% | 42% | 29% | 13% | 42% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 772 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | * | * | 745 | * | * | * | * | * | * | 47% |
| Two or More Races | * | * | 748 | * | * | * | * | * | * | 49% |
| Female | * | 745 | 739 | 5% | 23% | 33% | 33% | 7% | 40% | 38% |
| Male | * | 751 | 742 | 0% | 9% | 50% | 32% | 9% | 41% | 42% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 54 | 747 | 724 | 2% | 22% | 37% | 30% | 9% | 39% | 20% |
| Non-Economically Disadvantaged Students | 23 | 749 | 752 | 4% | 4% | 48% | 39% | 4% | 43% | 53% |
| Students with Disabilities | * | * | 717 | * | * | * | * | * | * | 16% |
| Students without Disabilities | * | 750 | 746 | 1% | 16% | 39% | 36% | 9% | 44% | 45% |
| Multilingual Learners | * | * | 711 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 748 | 744 | 3% | 17% | 40% | 32% | 8% | 40% | 44% |
| Students Experiencing Homelessness | * | * | 712 | * | * | * | * | * | * | 12% |
| Students in Foster Care | * | * | 714 | * | * | * | * | * | * | 10% |
| Military-Connected Students | * | * | 741 | * | * | * | * | * | * | 40% |
| Migrant Students | * | * | 724 | * | * | * | * | * | * | 27% |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOEs Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

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 who took the NJSLA, which includes students who were enrolled less than half a year.

Students in sixth grade who were enrolled in an Algebra I or Geometry course were required to take both the corresponding end-of-course assessment (Algebra I or Geometry) and the Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data. The Algebra I or Geometry results will be used when the student is in grade 9.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 80 | 752 | 737 | 3% | 24% | 21% | 38% | 15% | 53% | 36% |
| White | * | * | 746 | * | * | * | * | * | * | 47% |
| Hispanic | 48 | 752 | 723 | 0% | 25% | 21% | 42% | 13% | 54% | 20% |
| Black or African American | 26 | 746 | 718 | 8% | 23% | 23% | 35% | 12% | 46% | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | * | * | * | * | * | * | 73% |
| American Indian or Alaska Native | * | * | 735 | * | * | * | * | * | * | 33% |
| Two or More Races | * | * | 743 | * | * | * | * | * | * | 45% |
| Female | * | 748 | 736 | 3% | 29% | 18% | 37% | 13% | 50% | 34% |
| Male | * | 755 | 738 | 2% | 19% | 24% | 38% | 17% | 55% | 38% |
| Non-binary/undesignated gender | * | * | 733 | * | * | * | * | * | * | 36% |
| Economically Disadvantaged Students | 63 | 750 | 721 | 2% | 24% | 24% | 35% | 16% | 51% | 17% |
| Non-Economically Disadvantaged Students | 17 | 757 | 747 | 6% | 24% | 12% | 47% | 12% | 59% | 48% |
| Students with Disabilities | * | * | 714 | * | * | * | * | * | * | 12% |
| Students without Disabilities | * | 755 | 741 | 1% | 19% | 23% | 41% | 16% | 57% | 41% |
| Multilingual Learners | * | * | 707 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 752 | 740 | 3% | 24% | 21% | 38% | 15% | 53% | 39% |
| Students Experiencing Homelessness | * | * | 711 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | 711 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | 739 | * | * | * | * | * | * | 37% |
| Migrant Students | * | * | 704 | * | * | * | * | * | * | 13% |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

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 who took the NJSLA, which includes students who were enrolled less than half a year.

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 75 | 755 | 739 | 1% | 8% | 43% | 33% | 15% | 48% | 37% |
| White | * | * | 748 | * | * | * | * | * | * | 50% |
| Hispanic | 49 | 752 | 728 | 2% | 4% | 47% | 39% | 8% | 47% | 23% |
| Black or African American | 25 | 757 | 724 | 0% | 16% | 36% | 24% | 24% | 48% | 18% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | * | * | 734 | * | * | * | * | * | * | 33% |
| Two or More Races | * | * | 743 | * | * | * | * | * | * | 44% |
| Female | * | 750 | 738 | 2% | 7% | 48% | 32% | 11% | 43% | 36% |
| Male | * | 762 | 739 | 0% | 10% | 35% | 35% | 19% | 55% | 39% |
| Non-binary/undesignated gender | * | * | 734 | * | * | * | * | * | * | 38% |
| Economically Disadvantaged Students | 61 | 753 | 726 | 0% | 10% | 44% | 33% | 13% | 46% | 20% |
| Non-Economically Disadvantaged Students | 14 | 765 | 747 | 7% | 0% | 36% | 36% | 21% | 57% | 48% |
| Students with Disabilities | * | * | 716 | * | * | * | * | * | * | 12% |
| Students without Disabilities | * | 758 | 743 | 0% | 7% | 41% | 35% | 16% | 51% | 43% |
| Multilingual Learners | * | * | 714 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 755 | 741 | 1% | 8% | 42% | 34% | 15% | 49% | 40% |
| Students Experiencing Homelessness | * | * | 716 | * | * | * | * | * | * | 11% |
| Students in Foster Care | * | * | 711 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | 740 | * | * | * | * | * | * | 39% |
| Migrant Students | * | * | 708 | * | * | * | * | * | * | * |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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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 who took the NJSLA, which includes students who were enrolled less than half a year.

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 38 | 731 | 719 | 13% | 26% | 32% | 29% | 0% | 29% | 19% |
| White | * | * | 729 | * | * | * | * | * | * | 27% |
| Hispanic | 24 | 732 | 713 | 8% | 29% | 42% | 21% | 0% | 21% | 13% |
| Black or African American | 14 | 731 | 707 | 21% | 21% | 14% | 43% | 0% | 43% | 10% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 740 | * | * | * | * | * | * | 40% |
| American Indian or Alaska Native | * | * | 722 | * | * | * | * | * | * | 21% |
| Two or More Races | * | * | 722 | * | * | * | * | * | * | 22% |
| Female | * | 736 | 719 | 5% | 32% | 32% | 32% | 0% | 32% | 19% |
| Male | * | 724 | 719 | 25% | 19% | 31% | 25% | 0% | 25% | 20% |
| Non-binary/undesignated gender | * | * | 732 | * | * | * | * | * | * | 27% |
| Economically Disadvantaged Students | * | 730 | 711 | 14% | 26% | 34% | 26% | 0% | 26% | 12% |
| Non-Economically Disadvantaged Students | * | * | 725 | * | * | * | * | * | * | 25% |
| Students with Disabilities | * | * | 702 | * | * | * | * | * | * | * |
| Students without Disabilities | * | 736 | 724 | 6% | 26% | 35% | 32% | 0% | 32% | 23% |
| Multilingual Learners | * | * | 701 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 731 | 721 | 13% | 26% | 32% | 29% | 0% | 29% | 21% |
| Students Experiencing Homelessness | * | * | 704 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | 696 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | 722 | * | * | * | * | * | * | 19% |
| Migrant Students | * | * | * | * | * | * | * | * | * | * |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

| Student Group | Valid Scores | 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 or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Districtwide | 33 | 773 | 738 | 0% | 0% | 15% | 70% | 15% | 85% | 40% |
| White | * | * | 748 | * | * | * | * | * | * | 51% |
| Hispanic | 19 | 777 | 723 | 0% | 0% | 5% | 79% | 16% | 95% | 23% |
| Black or African American | 14 | 766 | 719 | 0% | 0% | 29% | 57% | 14% | 71% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 773 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | * | * | 737 | * | * | * | * | * | * | 38% |
| Two or More Races | * | * | 746 | * | * | * | * | * | * | 49% |
| Female | * | 775 | 737 | 0% | 0% | 14% | 64% | 23% | 86% | 39% |
| Male | * | 768 | 739 | 0% | 0% | 18% | 82% | 0% | 82% | 41% |
| Non-binary/undesignated gender | * | * | 738 | * | * | * | * | * | * | 45% |
| Economically Disadvantaged Students | 22 | 772 | 722 | 0% | 0% | 14% | 68% | 18% | 86% | 22% |
| Non-Economically Disadvantaged Students | 11 | 775 | 747 | 0% | 0% | 18% | 73% | 9% | 82% | 50% |
| Students with Disabilities | * | * | 710 | * | * | * | * | * | * | 11% |
| Students without Disabilities | * | 773 | 743 | 0% | 0% | 15% | 70% | 15% | 85% | 45% |
| Multilingual Learners | * | * | 705 | * | * | * | * | * | * | * |
| Non-Multilingual Learners | * | 773 | 741 | 0% | 0% | 15% | 70% | 15% | 85% | 43% |
| Students Experiencing Homelessness | * | * | 712 | * | * | * | * | * | * | 13% |
| Students in Foster Care | * | * | 703 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | 734 | * | * | * | * | * | * | 31% |
| Migrant Students | * | * | 696 | * | * | * | * | * | * | * |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | ELA: Participation Rate | Math: # Students Tested | Math: Participation Rate |
|-------|------------------------|-------------------------|-------------------------|--------------------------|
| 3 | N | N | N | N |
| 4 | N | N | N | N |
| 5 | N | N | N | N |
| 6 | N | N | N | N |
| 7 | N | N | N | N |
| 8 | N | N | N | N |

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of multilingual learner students taking the ACCESS for ELLs Assessment for English language proficiency and the number and percentage of students tested who 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 Below 4.5 | # Students with Overall Score of 4.5 or Above | % Students with Overall Score 4.5 or Above |
|-------------------|-------------------|---|---|---|--|
| 0-2 | * | * | * | * | * |
| 3-4 | * | * | * | * | * |
| 5 or more | N | N | N | N | N |

English Language Progress to Proficiency

This table shows the percentage of multilingual 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 | Annual Target | Met Target? |
|----------------------------------|---|---------------|-------------|
| Schoolwide/Multilingual Learners | * | * | * |

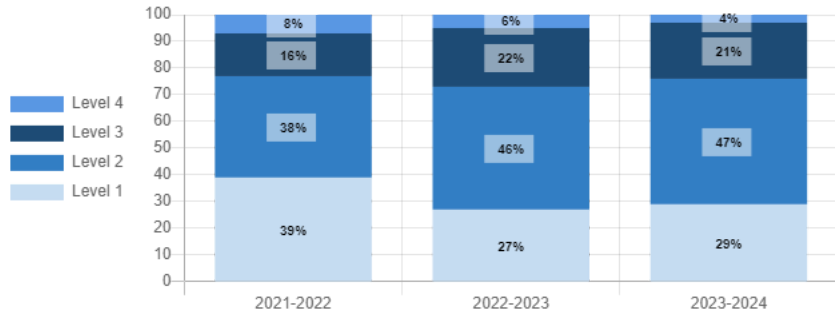
† Target was met within a confidence interval.

Academic Achievement

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 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 who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results. For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

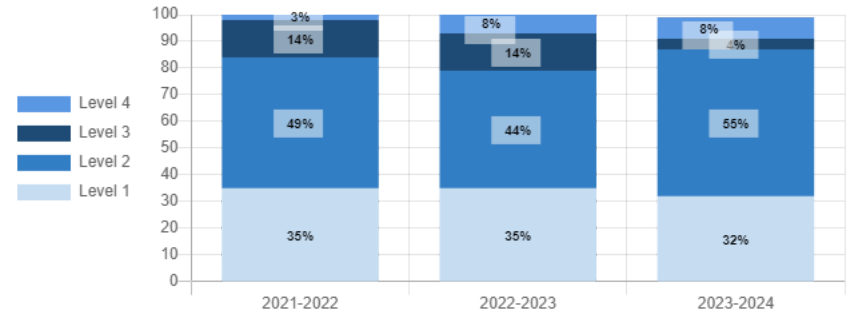
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 8 Summary

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



Academic Achievement

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 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 who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5

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

| Student Group | District % Level 1 | District % Level 2 | District % Level 3 | District % Level 4 | State % Level 1 | State % Level 2 | State % Level 3 | State % Level 4 |
|---|--------------------|--------------------|--------------------|--------------------|-----------------|-----------------|-----------------|-----------------|
| Districtwide | 29% | 47% | 21% | 4% | 35% | 37% | 21% | 6% |
| White | * | * | * | * | 22% | 42% | 28% | 8% |
| Hispanic | 38% | 46% | 12% | 4% | 51% | 36% | 12% | 2% |
| Black or African American | 13% | 54% | 33% | 0% | 54% | 34% | 10% | 2% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 12% | 30% | 38% | 20% |
| American Indian or Alaska Native | * | * | * | * | 36% | 31% | 23% | 10% |
| Two or More Races | * | * | * | * | 27% | 36% | 27% | 10% |
| Female | 30% | 44% | 23% | 2% | 35% | 39% | 20% | 6% |
| Male | 26% | 50% | 18% | 6% | 35% | 35% | 22% | 7% |
| Non-binary/undesignated gender | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 31% | 41% | 22% | 6% | 54% | 35% | 10% | 1% |
| Non-Economically Disadvantaged Students | 22% | 61% | 17% | 0% | 24% | 39% | 28% | 10% |
| Students with Disabilities | * | * | * | * | 64% | 27% | 8% | 2% |
| Students without Disabilities | 23% | 50% | 23% | 4% | 30% | 39% | 24% | 7% |
| Multilingual Learners | * | * | * | * | 78% | 20% | 2% | 0% |
| Non-Multilingual Learners | 29% | 47% | 21% | 4% | 30% | 39% | 23% | 7% |
| Students Experiencing Homelessness | * | * | * | * | 68% | 25% | 6% | 1% |
| Students in Foster Care | * | * | * | * | 67% | 28% | 3% | 1% |
| Military-Connected Students | * | * | * | * | 30% | 42% | 23% | 5% |
| Migrant Students | * | * | * | * | 73% | 27% | 0% | 0% |

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

Academic Achievement

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 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 who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 8

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

| Student Group | District % Level 1 | District % Level 2 | District % Level 3 | District % Level 4 | State % Level 1 | State % Level 2 | State % Level 3 | State % Level 4 |
|---|--------------------|--------------------|--------------------|--------------------|-----------------|-----------------|-----------------|-----------------|
| Districtwide | 32% | 55% | 4% | 8% | 36% | 45% | 14% | 5% |
| White | * | * | * | * | 23% | 52% | 19% | 6% |
| Hispanic | 40% | 51% | 5% | 5% | 51% | 42% | 6% | 1% |
| Black or African American | 21% | 61% | 4% | 14% | 56% | 38% | 6% | 1% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 11% | 42% | 29% | 18% |
| American Indian or Alaska Native | * | * | * | * | 44% | 37% | 16% | 4% |
| Two or More Races | * | * | * | * | 27% | 46% | 19% | 8% |
| Female | 25% | 59% | 7% | 9% | 35% | 47% | 13% | 4% |
| Male | 44% | 48% | 0% | 7% | 37% | 43% | 14% | 6% |
| Non-binary/undesignated gender | * | * | * | * | 19% | 44% | 25% | 12% |
| Economically Disadvantaged Students | 37% | 54% | 2% | 7% | 53% | 40% | 5% | 1% |
| Non-Economically Disadvantaged Students | 14% | 57% | 14% | 14% | 26% | 48% | 19% | 7% |
| Students with Disabilities | * | * | * | * | 67% | 29% | 3% | 1% |
| Students without Disabilities | 25% | 61% | 5% | 9% | 30% | 48% | 16% | 6% |
| Multilingual Learners | * | * | * | * | 75% | 24% | 1% | 0% |
| Non-Multilingual Learners | 32% | 55% | 4% | 8% | 32% | 47% | 15% | 5% |
| Students Experiencing Homelessness | * | * | * | * | 66% | 32% | 2% | 0% |
| Students in Foster Care | * | * | * | * | 80% | 19% | 1% | 0% |
| Military-Connected Students | * | * | * | * | 40% | 47% | 10% | 3% |
| Migrant Students | * | * | * | * | * | * | * | * |

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|--------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 80 |
| 7 | 0 | 0 | 75 |
| 8 | 33 | 0 | 38 |
| Total | 33 | 0 | 193 |

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|--------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 80 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 75 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 71 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 226 | 0 | 0 | 0 | 0 | 0 | 0 |

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Computer Science – 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.

| Grade | Computer Programming | Principles of Computer Science | Computing Systems | Other Computer Science | Networking | Information Systems | Other IT |
|--------------|----------------------|--------------------------------|-------------------|------------------------|------------|---------------------|----------|
| KG | N | N | N | N | N | N | N |
| 1 | N | N | N | N | N | N | N |
| 2 | N | N | N | N | N | N | N |
| 3 | N | N | N | N | N | N | N |
| 4 | N | N | N | N | N | N | N |
| 5 | N | N | N | N | N | N | N |
| 6 | N | N | N | N | N | N | N |
| 7 | N | N | N | N | N | N | N |
| 8 | N | N | N | N | N | N | N |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

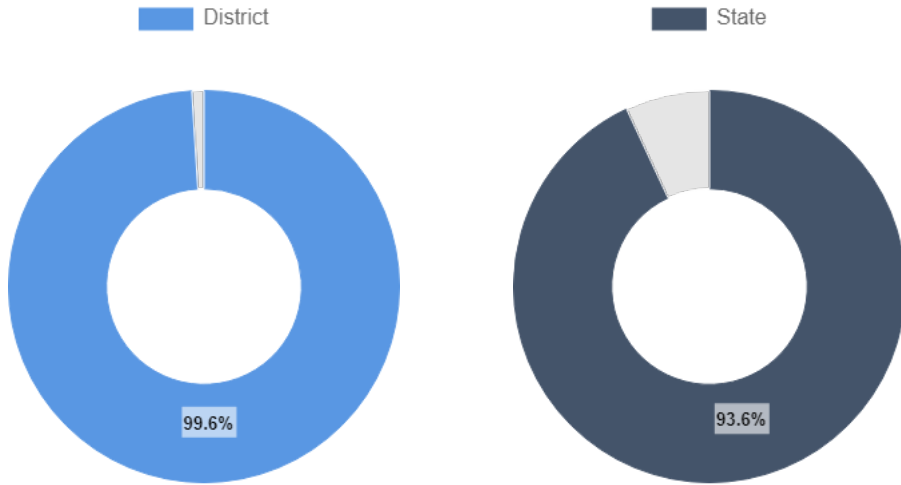
College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

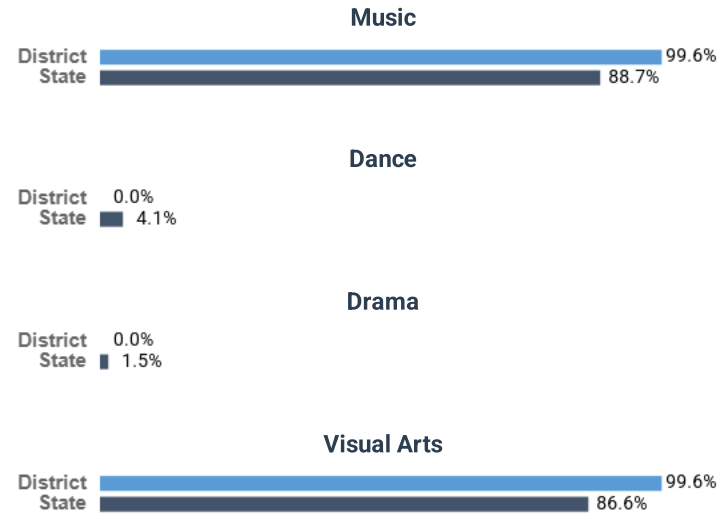
Visual and Performing Arts – Course Participation

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 second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades K-5: Students enrolled in one or more visual and performing arts classes



Students enrolled in one or more classes by discipline:



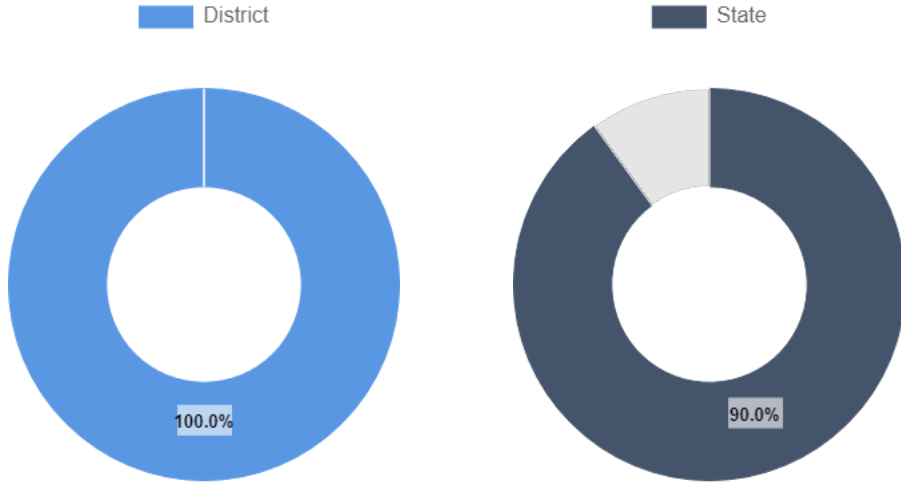
College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

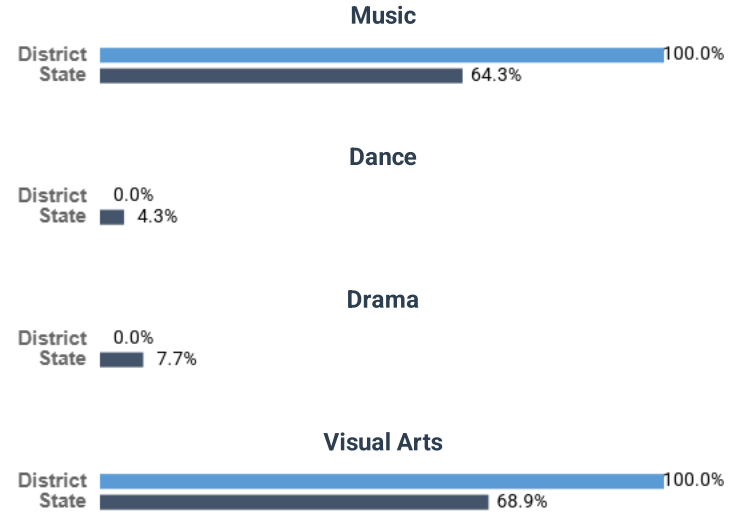
Visual and Performing Arts – Course Participation

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 second set of charts 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



Students enrolled in one or more classes by discipline:

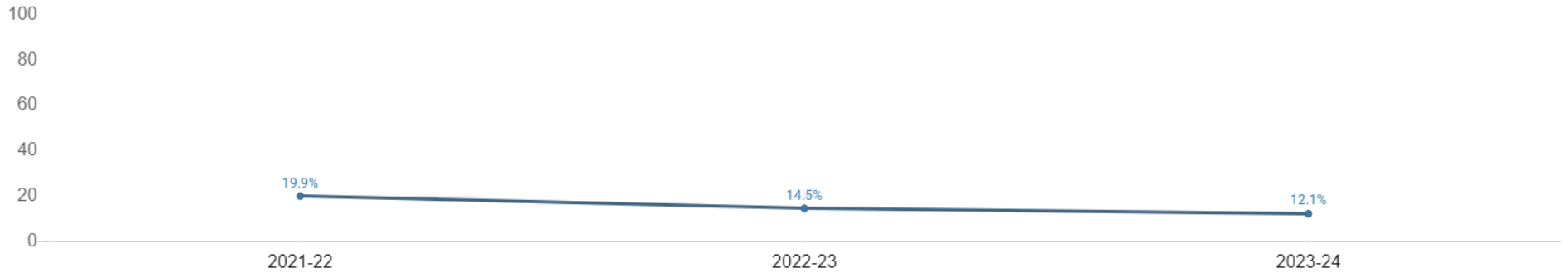


Climate and Environment

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 NJDOE used input from stakeholders 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 Trends

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 ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").



| Performance Measure | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Chronic Absenteeism Rate | 19.9% | 14.5% | 12.1% |
| ESSA Target (State Average for Grades Served) | 17.3% | 16.0% | 13.8% |
| Met ESSA Target | Not Met | Met | Met |
| Statewide Chronic Absenteeism Rate (All Grades) | 18.1% | 16.6% | 14.9% |

Climate and Environment

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 NJDOE used input from stakeholders 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 ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

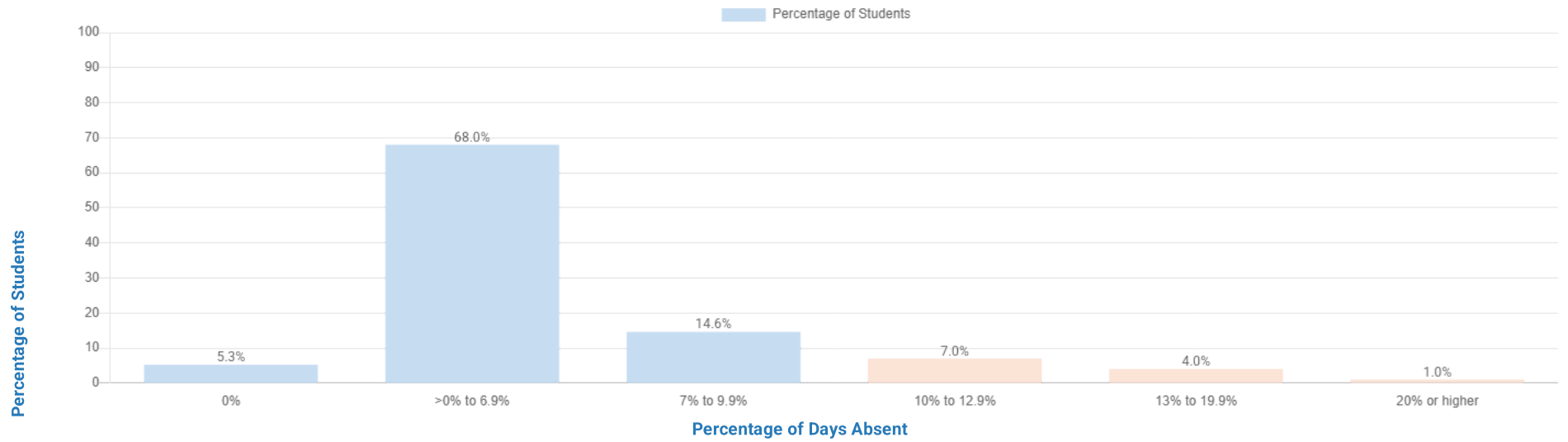
| Student Group | # of Students Chronically Absent | % of Students Chronically Absent | ESSA Target: State Average for Grades Served | Met ESSA Target |
|---|----------------------------------|----------------------------------|--|-----------------|
| Districtwide | 84 | 12.1% | 13.8% | Met |
| White | * | * | ** | ** |
| Hispanic | 60 | 13.4% | 13.8% | Met |
| Black or African American | 20 | 9.2% | 13.8% | Met |
| Asian, Native Hawaiian, or Pacific Islander | * | * | ** | ** |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 2 | 15.4% | ** | ** |
| Female | * | 10.8% | | |
| Male | * | 13.5% | | |
| Non-Binary/Undesignated Gender | * | * | | |
| Economically Disadvantaged Students | 65 | 11.6% | 13.8% | Met |
| Students with Disabilities | 11 | 14.3% | 13.8% | Not Met |
| Multilingual Learners | * | * | ** | ** |
| Students Experiencing Homelessness | * | * | | |
| Students in Foster Care | * | * | | |
| Military-Connected Students | * | * | | |
| Migrant Students | * | * | | |

Climate and Environment

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 NJDOE used input from stakeholders 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.

Percentage of Days Absent

This graph shows the percentage of K-12 students by the percentage of days enrolled that the students were absent during the school year. The last three bars, 10% to 12.9%, 13% to 19.9%, and 20% or higher represent students who were chronically absent.

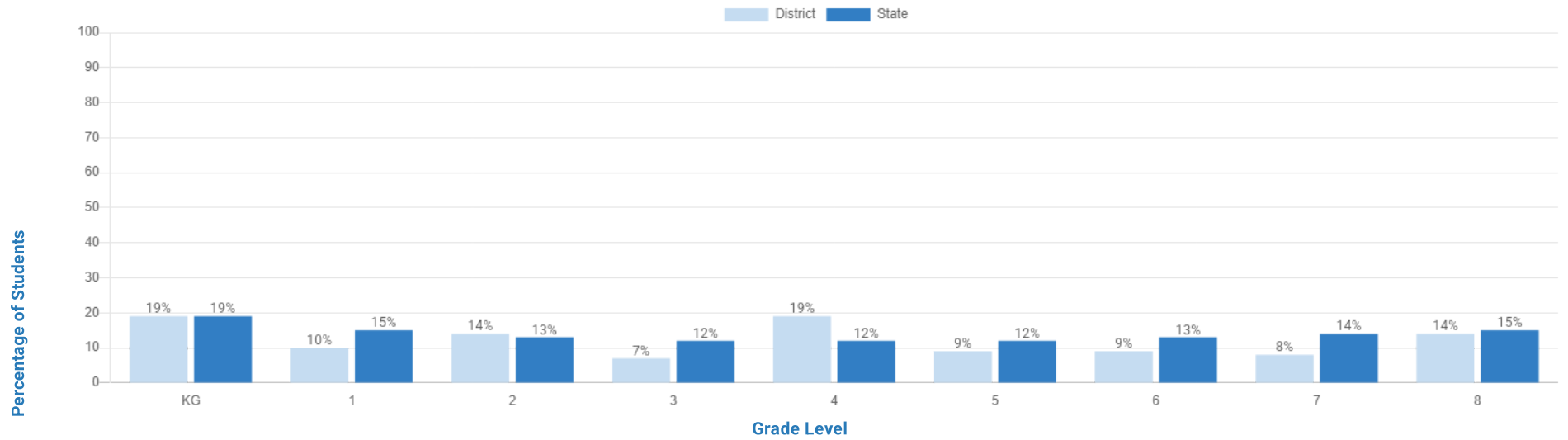


Climate and Environment

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 NJDOE used input from stakeholders 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 by Grade

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



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

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 8 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 4 |
| Total Unique Incidents | 12 |
| Incidents Per 100 Students Enrolled | 1.72 |

Police Notifications

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

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

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 1 | 1 | 2 |
| Other | 1 | 2 | 3 |
| No Identified Nature | 2 | | 2 |

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

| Student Group | # of Students with at least one In-School Suspension | % of Students with at least one In-School Suspension | # of Students with at least one Out-of-School Suspension | % of Students with at least one Out-of-School Suspension | # of Students with Any Suspension | % of Students with Any Suspension | # of Students with a Removal to other education program | % of Students with a Removal to other education program | # of Students with an Expulsion | % of Students with an Expulsion |
|-------------------------------------|--|--|--|--|-----------------------------------|-----------------------------------|---|---|---------------------------------|---------------------------------|
| White | * | * | * | * | * | * | * | * | * | * |
| Hispanic | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 0 | 0% | 4 | 2% | 4 | 2% | 0 | 0% | 0 | 0% |
| Asian | * | * | * | * | * | * | * | * | * | * |
| Native Hawaiian or Pacific Islander | * | * | * | * | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * | * | * | * | * |
| Two or more races | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% |
| Male | * | 0% | * | 1% | * | 1% | * | 0% | * | 0% |
| Non-Binary/Undesignated Gender | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 0 | 0% | 3 | 1% | 3 | 1% | 0 | 0% | 0 | 0% |
| Students with disabilities | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Student Disciplinary Removals: By Grade Level

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

| Grade | # of Students with at least one In-School Suspension | % of Students with at least one In-School Suspension | # of Students with at least one Out-of-School Suspension | % of Students with at least one Out-of-School Suspension | # of Students with Any Suspension | % of Students with Any Suspension | # of Students with a Removal to other education program | % of Students with a Removal to other education program | # of Students with an Expulsion | % of Students with an Expulsion |
|--------------|--|--|--|--|-----------------------------------|-----------------------------------|---|---|---------------------------------|---------------------------------|
| Districtwide | 0 | 0% | 13 | 2% | 13 | 2% | 0 | 0% | 0 | 0% |
| KG | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 1 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 3 | 0 | 0% | 2 | 3% | 2 | 3% | 0 | 0% | 0 | 0% |
| 4 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 5 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 6 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 7 | 0 | 0% | 2 | 3% | 2 | 3% | 0 | 0% | 0 | 0% |
| 8 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the counts of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

| Student Group | # of Students involved in at least one incident | % of Students involved in at least one incident | # of Students involved in at least one violent incident | % of Students involved in at least one violent incident | # of Students involved in at least one vandalism incident | % of Students involved in at least one vandalism incident | # of Students involved in at least one substance related incident | % of Students involved in at least one substance related incident | # of Students involved in at least one weapons related incident | % of Students involved in at least one weapons related incident | # of Students involved in at least one HIB incident | % of Students involved in at least one HIB incident | # of Students involved in at least one other incident type | % of Students involved in at least one other incident type |
|-------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|--|--|
| Districtwide | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Hispanic | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Native Hawaiian or Pacific Islander | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Two or more races | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% |
| Male | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% |
| Non-Binary/Undesignated Gender | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with disabilities | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Students Involved in Police Notifications: By Grade Level

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

| Grade | # of Students involved in at least one incident | % involved in an incident | # of Students involved in at least one violent incident | % of Students involved in a violent incident | # of Students involved in at least one vandalism incident | % of Students involved in a vandalism incident that led to police notification | # of Students involved in at least one substance related incident | % of Students involved in a substance related incident | # of Students involved in at least one weapons related incident | % of Students involved in a weapons related incident | # of Students involved in at least one HIB incident | % of Students involved in an HIB incident that led to police notification | # of Students involved in at least one other incident type | % of Students involved in an other incident type |
|--------------|---|---------------------------|---|--|---|--|---|--|---|--|---|---|--|--|
| Districtwide | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| KG | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 1 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 3 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 4 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 5 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 6 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 7 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 8 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Students Arrested by Type of Incident Leading to Arrest: By Student Group

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

| Student Group | # of Students Arrested | % of Students Arrested | # of students involved in at least one violent incident that led to arrest | % of students involved in a violent incident that led to arrest | # of students involved in at least one vandalism incident that led to arrest | % of students involved in a vandalism incident that led to arrest | # of students involved in at least one substance related incident that led to arrest | % of students involved in a substance related incident that led to arrest | # of students involved in at least one weapons related incident that led to arrest | % of students involved in a weapons related incident that led to arrest | # of students involved in at least one HIB incident that led to arrest | % of students involved in an HIB incident that led to arrest | # of students involved in at least one other type of incident that led to arrest | % of students involved in an other type of incident that led to arrest |
|---|------------------------------|------------------------------|--|---|--|---|--|---|--|---|--|--|--|--|
| Districtwide | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Hispanic | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Native Hawaiian or Pacific Islander | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Two or more races | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% |
| Male | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% | * | 0% |
| Non- Binary/Undesignated Gender | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with disabilities | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Students Arrested by Type of Incident Leading to Arrest: By Grade Level

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

| Grade | # of Students Arrested | % of Students Arrested | # of Students involved in at least one violent incident that led to arrest | % involved in a violent incident that led to arrest | # of Students involved in at least one vandalism incident that led to arrest | % involved in a vandalism incident that led to arrest | # of Students involved in at least one substance related incident that led to arrest | % involved in a substance related incident that led to arrest | # of Students involved in at least one weapons related incident that led to arrest | % involved in a weapons related incident that led to arrest | # of Students involved in at least one HIB incident that led to arrest | % involved in an HIB incident that led to arrest | # of Students involved in at least one other type incident that led to arrest | % involved in an other type incident that led to arrest |
|--------------|------------------------|------------------------|--|---|--|---|--|---|--|---|--|--|---|---|
| Districtwide | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| KG | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 1 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 3 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 4 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 5 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 6 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 7 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 8 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

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

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

School Days Missed due to Out-of-School Suspensions

This table shows the total number of days missed due to out-of-school suspension for all students during the school year.

School Days Missed due to Out-of-School Suspensions

28

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

Climate and Environment

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. [Reports about student access to technology and internet connectivity](#) can be found on the NJDOE website.

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

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

| Category | Teachers in District | Teachers in State |
|--|----------------------|-------------------|
| Total Number of teachers | 41 | 119,239 |
| Average years experience in public schools | 14.6 | 12.6 |
| Average years experience in district | 11.6 | 11.3 |
| Number of Teachers with 4 or more years experience in the district | 37 | 87,243 |
| Percentage of Teachers with 4 or more years experience in the district | 90.2% | 73.6% |
| Number of out-of-field teachers | 0 | 2,931 |
| Percentage of out-of-field teachers | 0% | 2.5% |
| Number of Teachers with Provisional Credentials | 7 | 9,065 |
| Percentage of Teachers with Provisional Credentials | 17.1% | 7.6% |

Administrators – Experience

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 | 10,170 |
| Average years experience in public schools | 26.0 | 16.2 |
| Average years experience in district | 17.5 | 12.5 |
| Number of Administrators with 4 or more years experience in the district | 4 | 7,734 |
| Percentage of Administrators with 4 or more years experience in the district | 100.0% | 76.8% |

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system.

| Staff Category | District: Total Staff Members | State: Total Staff Members |
|---------------------------------|-------------------------------|----------------------------|
| Teachers | 41 | 119,239 |
| Administrators | 4 | 10,170 |
| Librarians/Media Specialists | N | 1,160 |
| Nurses | 1 | 3,025 |
| School Counselors | 1 | 4,673 |
| Child Study Team Members | 8 | 9,654 |
| School Psychologists | 1 | 2,185 |
| School Social Workers | 1 | 2,750 |
| Student Assistance Coordinators | N | 400 |
| School Safety Specialists | 1 | 681 |

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system.

| Ratio | District Ratio |
|---|----------------|
| Students to Teachers | 17:1 |
| Students to Administrators | 175:1 |
| Teachers to Administrators | 10:1 |
| Students to Librarians/Media Specialists † | N |
| Students to Nurses † | 698:1 |
| Students to Counselors † | 698:1 |
| Students to Child Study Team Members †,†† | 10:1 |
| Students to School Psychologists † | 698:1 |
| Students to School Social Workers † | 698:1 |
| Students to Student Assistance Coordinators † | N |
| Students to School Safety Specialists † | 698:1 |

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

| Category | Students in District | Teachers in District | Administrators in District | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|----------------------|----------------------|----------------------------|-------------------|-------------------|-------------------------|
| Female | 54.0% | 80-90% | * | 48.0% | 77.0% | 57.0% |
| Male | 46.0% | 10-20% | * | 52.0% | 23.0% | 43.0% |
| Non-Binary/Undesignated Gender | ≤1% | ≤10% | * | ≤1% | ≤1% | ≤1% |
| White | 1.3% | 63.4% | 100.0% | 38.2% | 81.8% | 74.5% |
| Hispanic | 64.2% | 24.4% | 0.0% | 34.0% | 8.6% | 8.6% |
| Black or African American | 31.2% | 4.9% | 0.0% | 14.2% | 6.4% | 14.4% |
| Asian | 1.0% | 2.4% | 0.0% | 10.1% | 2.5% | 1.6% |
| American Indian or Alaska Native | 0.4% | 0.0% | 0.0% | 0.2% | 0.1% | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 2.4% | 0.0% | 0.2% | 0.4% | 0.5% |
| Two or More Races | 1.9% | 2.4% | 0.0% | 3.1% | 0.3% | 0.4% |

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

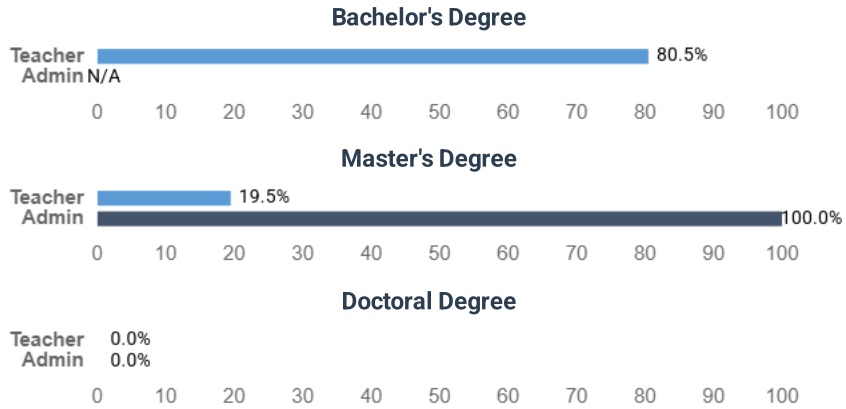
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2022-23 that were still assigned to this district in 2023-24. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2022-23 Teachers: Same district 2023-24 | 95.2% | 89.5% |
| 2022-23 Administrators: Same district 2023-24 | 100.0% | 87.9% |

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

| Subject Area | Total Number of Teachers | % Female | % Male | % Non-binary or Undesignated Gender | % White | % Hispanic | % Black or African American | % Asian | % Native Hawaiian, Pacific Islander | % American Indian or Native American | % Two or More Races | % 4 or more years experience in the district | % Bachelor's Degree(Highest Degree) | % Master's Degree(Highest Degree) | % Doctoral Degree(Highest Degree) |
|--|--------------------------|----------|--------|-------------------------------------|---------|------------|-----------------------------|---------|-------------------------------------|--------------------------------------|---------------------|--|-------------------------------------|-----------------------------------|-----------------------------------|
| Elementary (Not Subject Specific) | 17 | >80% | ≤20% | ≤20% | 52.9% | 35.3% | 0.0% | 0.0% | 5.9% | 0.0% | 5.9% | 82.4% | 70.6% | 29.4% | 0.0% |
| English/Language Arts/Literacy | 9 | * | * | * | 55.6% | 33.3% | 11.1% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 88.9% | 11.1% | 0.0% |
| English to Speakers of Other Languages | 1 | * | * | * | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% |
| Mathematics | 4 | * | * | * | 75.0% | 0.0% | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 100.0% | 0.0% | 0.0% |
| Science | 2 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 100.0% | 0.0% | 0.0% |
| Social Studies/History | 2 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 100.0% | 0.0% | 0.0% |
| World Language | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Visual and Performing Arts | 2 | * | * | * | 50.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 50.0% | 100.0% | 0.0% | 0.0% |
| Health/Physical Education | 2 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 100.0% | 0.0% | 0.0% |
| Family & Consumer Sciences | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Financial Literacy | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Business | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Computer Science/IT | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Industrial Arts | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Career and Technical Education | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Special Education | 3 | * | * | * | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 66.7% | 33.3% | 0.0% |
| Bilingual | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2023-24 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [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 [Annual Comprehensive Financial Report \(ACFR\) 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 2023-24 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.

| Robert Treat Academy Cs | Federal | State & Local | Total | ADE** |
|-------------------------------------|---------|---------------|----------|-------|
| District Level Total Expenditures | \$5,236 | \$16,862 | \$22,098 | 698.5 |
| District Level Central Expenditures | | \$1,065 | \$1,065 | 698.5 |
| Robert Treat Academy Charter School | \$5,236 | \$15,797 | \$21,033 | 698.5 |

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

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
 - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

The NJDOE identified schools for CSI and ATSI status in fall 2023 based on data from the 2022-2023 school year, so the NJDOE did not identify schools for CSI or ATSI status based on 2023-2024 school year data. The NJDOE only identified schools for TSI status based on data from the 2023-2024 school year.

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

Report Key:

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- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2025-26 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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

There are currently no schools identified as requiring comprehensive or targeted support during the 2025-26 school year.

Accountability

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:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth:** For 2022-23 and 2023-24, this data reflects median student growth percentiles (MSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The federal adjusted cohort graduation rate. Prior year graduation rates are used for ESSA Accountability, so the graduation rates shown for 2023-2024 represent the Cohort 2023 4-year and Cohort 2022 5-year rates. **Progress toward English Language Proficiency:** The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English language proficiency. **Chronic absenteeism:** The percentage of K-12 students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2023-24: The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE resumed using MSGPs in 2022-2023, so 2021-22 growth data should not be compared to other years.

| ESSA Accountability Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| ELA Proficiency | 64.7% | 68.1% | 66.4% |
| Math Proficiency | 44.4% | 46.9% | 44.3% |
| ELA Growth† | 13 | 60 | 57 |
| Math Growth† | 1 | 64 | 59 |
| 4-Year Graduation Rate (Prior Year)†† | N | N | N |
| 5-Year Graduation Rate (Prior Year)†† | N | N | N |
| Progress toward English Language Proficiency | * | * | * |
| Chronic Absenteeism | 19.9% | 14.5% | 12.1% |

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.

††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

| Student Group | ELA Proficiency | Math Proficiency | ELA Growth | Math Growth | 4-Year Graduation Rate | 5-Year Graduation Rate | Progress toward English Language Proficiency | Chronic Absenteeism |
|---|-----------------|------------------|--------------|------------------|------------------------|------------------------|--|---------------------|
| Districtwide | Met Target† | Not Met | Met Standard | Met Standard | N | N | ** | Met |
| White | ** | ** | ** | ** | N | N | | ** |
| Hispanic | Met Target† | Met Target† | Met Standard | Met Standard | N | N | | Met |
| Black or African American | Not Met | Not Met | Met Standard | Met Standard | N | N | | Met |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | ** | ** | N | N | | ** |
| American Indian or Alaska Native | ** | ** | ** | ** | N | N | | ** |
| Two or More Races | ** | ** | ** | ** | N | N | | ** |
| Economically Disadvantaged Students | Met Target† | Met Target† | Met Standard | Met Standard | N | N | | Met |
| Students with Disabilities | Met Target† | Met Target | Met Standard | Exceeds Standard | N | N | | Not Met |
| Multilingual Learners | ** | ** | ** | ** | N | N | ** | ** |

†Target was met within a confidence interval.

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- In 2008 Robert Treat Academy was named a NCLB Blue Ribbon School of Distinction.
- Our High School Placement Program matches students with high schools that meet their academic and social needs. The Academy partners with over 60 private day, boarding, public, and parochial schools.
- The Academy consistently meets the high academic standards. On the 2024 NJSLA students were 15% above the state average in ELA and 5% above the state average in Math.



Mission, Vision, Theme:

ROBERT TREAT ACADEMY OFFERS CHILDREN AGES FIVE AND OLDER AN OPPORTUNITY TO LEARN AND GROW IN A SAFE AND STIMULATING ACADEMIC ENVIRONMENT IN WHICH THE CORE SUBJECTS OF LANGUAGE ARTS, MATHEMATICS, SCIENCE, TECHNOLOGY, SOCIAL SCIENCE AND WORLD LANGUAGE ARE BONDED TO THE VALUES OF SELF-WORTH, RESPECT FOR ONE ANOTHER, ONE'S COMMUNITY, STATE AND NATION. STUDENTS, PARENTS, STAFF AND ADULT COMMUNITY MEMBERS WILL EACH PLAY CRITICAL ROLES IN THE ACADEMY, A TOTAL INVOLVEMENT INSTITUTION. PARENTAL PARTICIPATION, YEAR-ROUND LEARNING AND CULTURAL EXPERIENCES WILL DEMONSTRATE TO ALL THAT SUCCESS, HOPE AND PERSEVERANCE ARE HABITS JUST AS CARING, COMPASSION AND FAIRNESS ARE HABITS. THE ACADEMY NURTURES A TOTAL COMMITMENT TO HIGH ACADEMIC STANDARDS, SOCIALLY ACCEPTABLE BEHAVIOR AND THE RECOGNITION THAT ALL INDIVIDUALS ARE CREATED EQUAL AND MUST BE GIVEN AN EQUAL EDUCATIONAL OPPORTUNITY.



Awards, Recognition, Accomplishments:

The Academy was awarded the NCLB Blue Ribbon of Distinction for outstanding academic achievement in 2008. Attained Tier 1 Summative Rank on the Academic Performance Framework Report 2013 through 2017. Robert Treat Academy was recognized as a "Best Elementary School" and a "Best Middle School" in 2024 by US News & World Report.

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Courses, Curriculum, Instruction:

All core subjects English/Language Arts/Literacy, Mathematics, Science Technology, Social Studies, Visual/Performing Arts, Health/Physical Education, World Language, 21st Century Life and Careers, SEL are aligned with New Jersey Student Learning Standards. Additionally, RTA students all attend character education classes weekly on all grade levels to build citizenship skills. The Academy also offers honors courses. Our gifted and talented program is administered through a partnership with Johns Hopkins Center for Talented Youth along with honors courses are available to our students through a partnership with Johns Hopkins University Center for Talented Youth.



Sports and Athletics:

Sports Offered: Baseball (Boys & Girls), Cheerleading (Boys & Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Volleyball (Boys & Girls)
The Academy partners with Just One Soccer League, The North Ward Center's Athletic League and The Charter School Athletic League for soccer, softball, flag football, volleyball and basketball activities.



Clubs and Activities:

The following is a sampling of extracurricular activities; chorus, band/orchestra/jazz band, piano lab, Step(dancing), Student Council, Community Service, Chess, Art, Audio/Visual Club, Frisbee, Gardening, Kid-fit, Art Portfolio, Yearbook, Story time, iPad Club, American Sign Language and Kids Who Code, Architecture Club (Kits for Kids), Film making club . These activities are organized and run by our staff.

Narrative

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Before and After School Programs:

Remedial and homework support, clubs and activities are available before and after the regular school day. The following is a sampling of extracurricular activities; chorus, band/orchestra/jazz band, Step(dancing), Student Council, Community Service, Chess, Art, Audio/Visual Club, Frisbee, Gardening, Kid-fit, Art Portfolio, Yearbook, Story time, iPad Club, American Sign Language and Kids Who Code. These activities are organized and run by our staff.



Staff and Professional Learning:

Professional development provided by the Academy is collaborative in nature and is based in the culture of the Academy. Collaboration can take the form of grade level meetings, content area meetings, staff meetings and staff survey results. Through needs assessments in collaboration with teachers and administrators, professional development needs are identified. A plan is developed and staff receive a Professional Enrichment Plan. One main focus of professional development has always been on the improvement of teachers and administrators skills in preparing students for the rigors of the current state mandated tests. Another main focus of professional development is data analysis and implementation of instructional or curricular adjustments. A comprehensive mentoring program for novice teachers is provided by administration and master teachers.



Postsecondary Information:

N/A

Narrative

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Student Supports and Services:

ELL Program, Students with Disabilities services include: resource room or push-in support, speech language therapy, occupational therapy, physical therapy, counseling/social skills, specialized behavior plans, 1:1 or shared paraprofessionals. Intervention services include: language enrichment, guided reading, Orton-Gillingham, remediation, homework help, School Wide Title 1, behavioral intervention plans, and two instructors in every classroom. The Academy partners with Johns Hopkins Center for Talented Youth and supports our gifted and talented program. Every year qualified students spend 3 weeks at colleges and universities across the United States.



Student Health and Wellness:

Breakfast service starts at 7:30 a.m. and continues through lunch periods. All students receive physical education and health instruction. Annual student physical screenings are administered by our nursing staff. Annually our nursing staff provides parents with information on how to keep their children healthy including directing them to the appropriate health care professionals when necessary. The Academy has initiated a comprehensive Social and Emotional curriculum. The social and emotional wellbeing of our students is monitored by our instructional staff, school social worker, school psychologist and administrators.



Parent and Community Involvement:

Parental involvement is essential to the mission of the Academy. Through the Parent Teacher Organization, parents participate in monthly meetings and a variety of school-wide events including Founder's Day, International Dinner Night, and serve as classroom parents. Parent/Teacher conferences are held twice yearly. Parents have access to multiple parent portals. Our founding organization, The North Ward Center provides social services and other resources to our school community.

Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. The School Climate Survey is conducted annually and is available on-line and in paper form. Categories include level of satisfaction with; academic program, technology, student safety, student achievement, care and respect for students, instructional and administrative staff, length of school day/year. Overwhelmingly parents, students, and staff again expressed satisfaction with the school climate. Results are communicated to staff and parents and are used to address areas needing improvement. Parents, teachers, and students were highly satisfied with the level of instruction and support for students and parents in our regular environment. Teachers were also overwhelmingly satisfied with the training they received to deliver the academic program.



Facilities:

Robert Treat Academy Charter School offers elementary school aged children an opportunity to learn and grow in a safe, caring and clean environment. The Academy has designated homeroom classes, computer lab, science lab, library, art room, fine arts pavilion/music room, multi-purpose room. Both campuses are air conditioned, have state of the art security systems, and are equipped with AED devices.



School Safety:

The Board of Trustees and the Academy's Chief School Administrator recognize the importance of providing students and staff with a safe and secure learning environment. In keeping with this responsibility, a comprehensive Safety and Security plan has been developed. The Robert Treat Academy will continue to review, revise, develop, and implement the safety and security plans, procedures, and mechanisms in consultation with law enforcement, health, social service, emergency management agencies, and other community members in accordance with N.J.A.C. 6A:16-5.1 et seq. The Academy disseminates the applicable sections of the school safety plan to all school employees. The Academy also provides training to all school employees, as appropriate, to enable them to recognize and appropriately respond to safety and security concerns. This training is provided by the certified School Safety Specialist.

Narrative

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Technology and STEM:

All classrooms are equipped with new smart-boards and several computers. Between the two campuses there are four mobile labs. In grades K - 8th each student is provided with a Chromebook that they are allowed to bring home. Each campus has a designated computer lab equipped with 30 computers. Students receive instruction on keyboarding skills and computer programs. Through the i-Ready online curriculum program students receive digital individualized instruction in reading and math based on diagnostic results. Periodically students are assessed and through data analysis teachers are able to provide small group targeted instruction. The ultimate goal of our mathematics program is for all of our students prepared to take Algebra 1 by their 8th grade year.



Early Childhood Education:

N/A

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

Narrative

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Other Information:

The Academy was in the first cohort of charter schools to open in the state of New Jersey in 1997. In fact, according to our records, we were the first NJ charter school to open our doors. The Academy offers an eleven-month school year, averaging between 190-200 school days and provides instruction on about 20 Saturdays a year for grades 3-8. Our campuses are located at 443 Clifton Avenue and 180 William Street. The school year starts at the beginning of August. Classrooms are staffed with a certified teacher and another professional who is either a second certified teacher or a highly qualified instructional assistant. The Extended School Day runs from 7:30 a.m. until 8:30 a.m. and from 3:30 p.m. -5:30 p.m. Saturday classes operate from 8:00 a.m. -12:00 p.m. Students begin each day at a school-wide morning assembly led by students. Once a month our students' achievements are recognized and celebrated through the awarding of certificates for; Citizen of the Month, Honor Roll, Principal's list and Student of the Month. The Academy has a rich history of developing in our students a sense of what it means to be a good citizen of our community. Our Community Service Program along with our Student Council and Character Education Curriculum offers our students the opportunity to volunteer their time both in and out of school. Our Student Council organizes fundraisers for Jeans for Troops - GI Go Fund, American Red Cross, American Cancer Society and American Heart Association. Robert Treat Academy holds lotteries in grades K-8. The lotteries are run and certified by a certified public accounting firm. For more information on the lottery go to www.roberttreatacademy.org.