



**Passaic Arts and Science Charter School
2016-2017**

Grade Span KG-10


**80-6080-966
CHARTERS**

**Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055**

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	60	78	81
1	59	79	83
2	60	77	84
3	60	78	84
4	60	78	82
5	60	77	81
6	60	66	93
7	60	66	75
8	57	63	74
9	0	57	59
10	0	0	49
Ungraded	0	0	0
Total	536	719	845

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	54%	56%	54%
Male	46%	45%	46%
Economically Disadvantaged Students	85%	83%	83%
Students with Disabilities	4%	5%	6%
English Learners	3%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	83.0%
Black or African American	11.4%
Asian	3.1%
White	2.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	58	78	81

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	845
Shared Time Students	0
Full Time Equivalent	845

Enrollment by Home Language

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

Home Language	% of Students
Spanish	52.2%
English	44.9%
<i>Other</i>	2.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	513	99.2	49.50	49.50	54.90	49.5	56.2	Not Met
White	16	100.0	62.50	62.50	63.90	62.5	**	**
Hispanic	412	99.2	47.80	47.80	39.80	47.8	54.2	Not Met
Black or African American	64	98.5	42.20	42.20	35.20	42.2	47.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	18	100.0	94.40	94.40	80.70	94.4	N	N
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	284	98.8	54.50	54.50	62.20	54.5		
Male	229	99.6	43.20	43.20	48.10	43.2		
Economically Disadvantaged Students	411	99.0	46.50	46.50	36.20	46.5	52.6	Not Met
Non-Economically Disadvantaged Students	102	100.0	61.80	61.80	65.80	61.8		
Students with Disabilities	35	100.0	*	*	20.50	*	14.9	Met Target†
Students without Disabilities	478	99.1	*	*	61.90	*		
English Learners	20	96.3	*	*	25.20	*	N	N
Non-English Learners	493	99.3	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	724	724	749	30%	*	*	*	*	25%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	70	724	724	734	31%	21%	26%	*	*	21%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	55	727	727	754	24%	*	*	*	*	26%	55%
Male	29	719	719	745	41%	*	*	*	*	24%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	746	746	753	13%	19%	27%	27%	15%	41%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	70	748	748	740	*	21%	29%	27%	*	41%	40%
Black or African American	10	731	731	737	*	0%	*	*	*	40%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	49	746	746	758	*	*	*	22%	*	37%	61%
Male	34	746	746	749	*	*	*	32%	*	47%	51%
Economically Disadvantaged Students	69	741	741	737	*	23%	*	*	*	36%	36%
Non-Economically Disadvantaged Students	14	768	768	764	*	0%	*	*	*	64%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	744	744	756	*	21%	34%	33%	*	39%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	66	743	743	743	*	20%	35%	32%	*	38%	44%
Black or African American	10	728	728	740	*	*	*	*	0%	20%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	49	753	753	761	*	*	25%	*	*	51%	66%
Male	34	731	731	750	*	*	47%	*	*	21%	53%
Economically Disadvantaged Students	65	743	743	740	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	18	746	746	765	*	*	*	*	*	44%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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PASSAIC, NJ 07055

Grade Span KG-10

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	751	751	752	*	*	34%	49%	*	53%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	79	751	751	740	*	*	35%	49%	*	52%	38%
Black or African American	10	740	740	736	*	*	*	*	0%	40%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	43	759	759	758	*	*	26%	61%	*	67%	61%
Male	51	745	745	746	*	*	41%	39%	*	41%	46%
Economically Disadvantaged Students	81	749	749	737	*	*	*	*	*	52%	34%
Non-Economically Disadvantaged Students	13	765	765	761	*	*	*	*	*	62%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	94	751	751	753	*	*	34%	49%	*	53%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Passaic Arts and Science Charter School
2016-2017

Grade Span KG-10

80-6080-966
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	754	754	756	*	*	23%	31%	23%	53%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	61	751	751	742	*	*	23%	31%	*	51%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	35	763	763	764	*	*	*	*	*	63%	68%
Male	40	747	747	749	*	*	*	*	*	45%	51%
Economically Disadvantaged Students	54	751	751	739	*	*	*	*	*	48%	40%
Non-Economically Disadvantaged Students	21	764	764	766	*	*	*	*	*	67%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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2016-2017
Grade Span KG-10

80-6080-966
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 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	754	754	757	*	14%	22%	47%	*	58%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	59	750	750	742	*	*	24%	49%	*	56%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	44	767	767	766	*	*	*	57%	*	75%	68%
Male	30	735	735	749	*	*	*	33%	*	33%	50%
Economically Disadvantaged Students	63	753	753	739	*	*	*	*	*	54%	40%
Non-Economically Disadvantaged Students	11	762	762	766	*	*	*	*	*	82%	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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Grade Span KG-10

English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	759	759	749	*	*	22%	54%	*	66%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	48	755	755	733	*	*	23%	56%	*	63%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	35	761	761	756	*	*	*	63%	*	69%	60%
Male	24	757	757	741	*	*	*	42%	*	63%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
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 PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	757	757	743	*	*	*	45%	20%	65%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	43	757	757	728	*	*	*	49%	*	65%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	21	764	764	752	*	*	*	52%	*	71%	54%
Male	30	753	753	734	*	*	*	40%	*	60%	39%
Economically Disadvantaged Students	36	754	754	726	*	*	*	*	*	64%	32%
Non-Economically Disadvantaged Students	15	766	766	751	*	*	*	*	*	67%	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

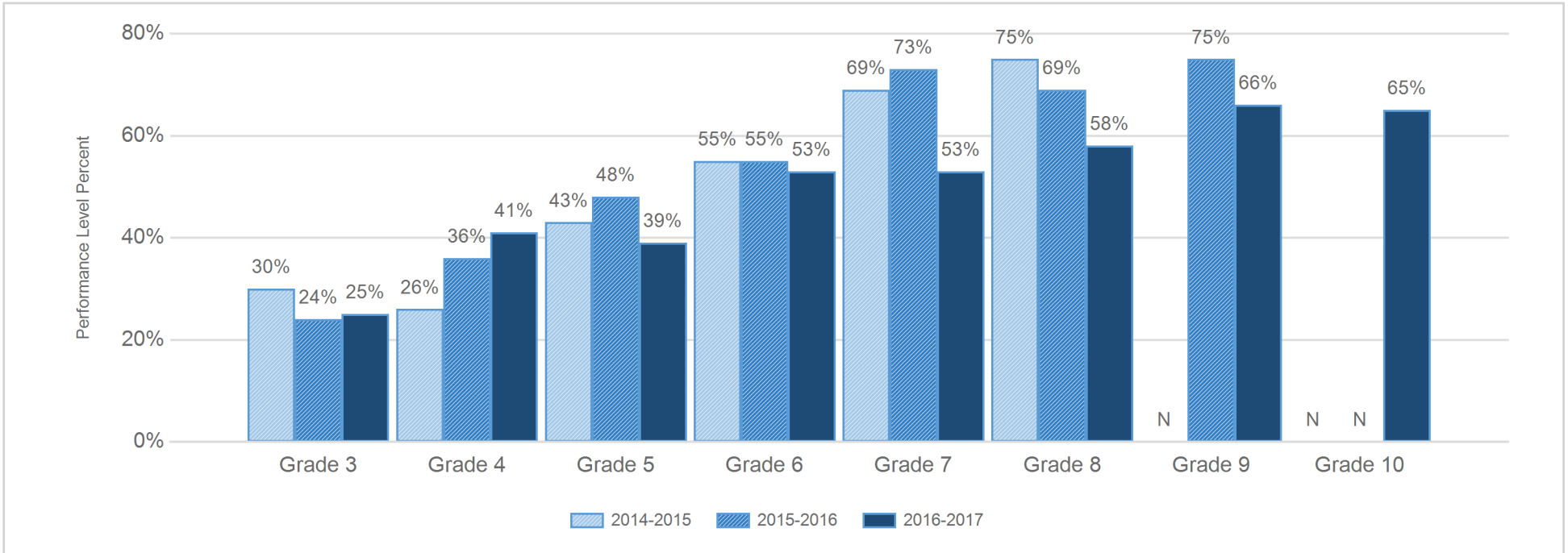


**Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10**

80-6080-966
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7 ST. FRANCIS WAY
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Performance Trends

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



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**Passaic Arts and Science Charter School
2016-2017**

Grade Span KG-10

80-6080-966
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Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	497	98.6	35.40	35.40	43.50	35.4	44.3	Not Met
White	16	100.0	56.30	56.30	52.40	56.3	**	**
Hispanic	399	98.6	34.10	34.10	27.60	34.1	42.3	Not Met
Black or African American	61	98.5	24.60	24.60	21.70	24.6	39.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	18	100.0	83.30	83.30	75.60	83.3	N	N
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	276	98.8	34.70	34.70	44.10	34.7		
Male	221	98.5	36.20	36.20	42.90	36.2		
Economically Disadvantaged Students	398	98.8	33.70	33.70	25.10	33.7	41	Not Met
Non-Economically Disadvantaged Students	99	98.1	42.40	42.40	54.30	42.4		
Students with Disabilities	32	100.0	*	*	16.50	*	19.2	Not Met
Students without Disabilities	465	98.6	*	*	48.80	*		
English Learners	20	96.2	*	*	23.30	*	N	N
Non-English Learners	477	98.8	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**Passaic Arts and Science Charter School
2016-2017**

Grade Span KG-10

80-6080-966
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Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	732	732	751	*	27%	32%	18%	*	27%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	70	731	731	738	*	27%	34%	16%	*	24%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	55	734	734	751	*	*	31%	*	*	27%	52%
Male	29	729	729	751	*	*	35%	*	*	28%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Passaic Arts and Science Charter School
2016-2017

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Grade Span KG-10

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	743	743	747	*	21%	31%	39%	*	43%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	70	744	744	734	*	21%	31%	40%	*	44%	30%
Black or African American	10	734	734	729	*	*	*	*	*	30%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	49	741	741	747	*	*	*	37%	*	39%	47%
Male	34	747	747	747	*	*	*	41%	*	50%	48%
Economically Disadvantaged Students	69	741	741	732	*	*	*	*	*	39%	27%
Non-Economically Disadvantaged Students	14	755	755	757	*	*	*	*	*	64%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
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 Passaic Arts and Science Charter School
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 PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	730	730	747	*	37%	25%	25%	*	27%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	66	729	729	735	*	39%	24%	27%	*	27%	30%
Black or African American	10	715	715	729	*	*	*	*	0%	10%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	49	732	732	747	*	37%	22%	*	*	31%	47%
Male	34	726	726	746	*	38%	29%	*	*	21%	46%
Economically Disadvantaged Students	65	729	729	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	18	731	731	756	*	*	*	*	*	22%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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**Passaic Arts and Science Charter School
2016-2017**

Grade Span KG-10

80-6080-966
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7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	742	742	743	*	18%	39%	35%	*	38%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	79	742	742	731	*	18%	41%	35%	*	38%	27%
Black or African American	10	727	727	724	*	*	*	*	0%	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	43	744	744	745	*	*	44%	33%	*	37%	45%
Male	51	741	741	742	*	*	35%	37%	*	39%	43%
Economically Disadvantaged Students	81	741	741	728	*	*	*	*	*	37%	24%
Non-Economically Disadvantaged Students	13	753	753	752	*	*	*	*	*	46%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	94	742	742	745	*	18%	39%	35%	*	38%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
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 Passaic Arts and Science Charter School
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 PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	749	749	741	*	16%	39%	40%	*	45%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	61	746	746	730	*	18%	39%	41%	*	43%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	35	751	751	743	0%	*	40%	37%	*	46%	41%
Male	40	747	747	740	0%	*	38%	43%	*	45%	38%
Economically Disadvantaged Students	54	747	747	729	*	*	35%	*	*	46%	22%
Non-Economically Disadvantaged Students	21	752	752	749	*	*	48%	*	*	43%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
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 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
 PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	728	728	728	*	22%	47%	*	0%	16%	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	44	727	727	721	*	*	48%	*	0%	16%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	26	729	729	730	*	*	46%	*	0%	15%	30%
Male	23	727	727	725	*	*	48%	*	0%	17%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
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 Passaic Arts and Science Charter School
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 PASSAIC, NJ 07055

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	745	745	743	*	18%	37%	44%	*	44%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	50	743	743	728	*	*	40%	40%	0%	40%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	33	748	748	744	*	*	39%	46%	*	46%	43%
Male	30	743	743	741	*	*	33%	43%	*	43%	40%
Economically Disadvantaged Students	51	746	746	727	*	*	*	*	0%	45%	23%
Non-Economically Disadvantaged Students	12	744	744	751	*	*	*	*	0%	42%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	733	733	734	*	28%	41%	*	0%	23%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	30	734	734	722	*	*	43%	*	0%	23%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	25	735	735	735	*	*	*	*	0%	24%	31%
Male	14	731	731	733	*	*	*	*	0%	21%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	39	733	733	735	*	28%	41%	*	0%	23%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Passaic Arts and Science Charter School
2016-2017

80-6080-966
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Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Grade Span KG-10

Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	14	748	748	725	*	*	*	*	*	43%	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	10	744	744	710	*	*	*	*	*	40%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	14	748	748	726	*	*	*	*	*	43%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



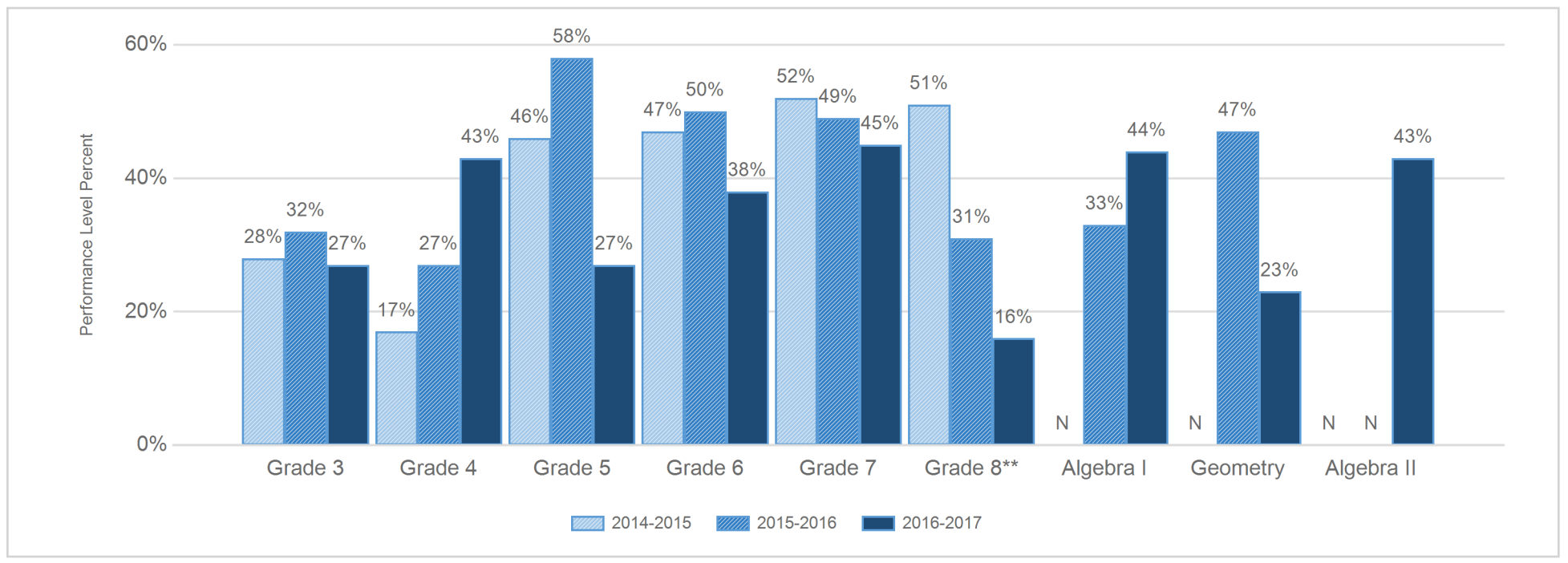
**Passaic Arts and Science Charter School
2016-2017**

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Grade Span KG-10

Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Passaic Arts and Science Charter School
2016-2017**

Grade Span KG-10

80-6080-966
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Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	16	87.5%	12.5%
2	14	85.7%	14.3%
3	*	*	*
4	*	*	*
5+	*	*	*

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Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
CHARTERS
 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
 PASSAIC, NJ 07055

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

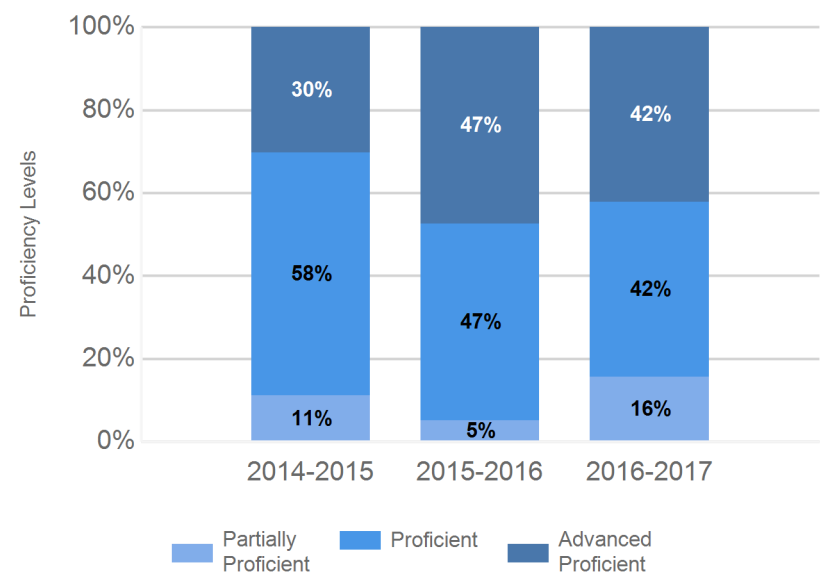
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	42%	42%	16%
White	N	*	*
Hispanic	44%	46%	10%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	38%	46%	16%
Students with Disabilities	N	*	*
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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



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**Passaic Arts and Science Charter School
2016-2017**

Grade Span KG-10

80-6080-966
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Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

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

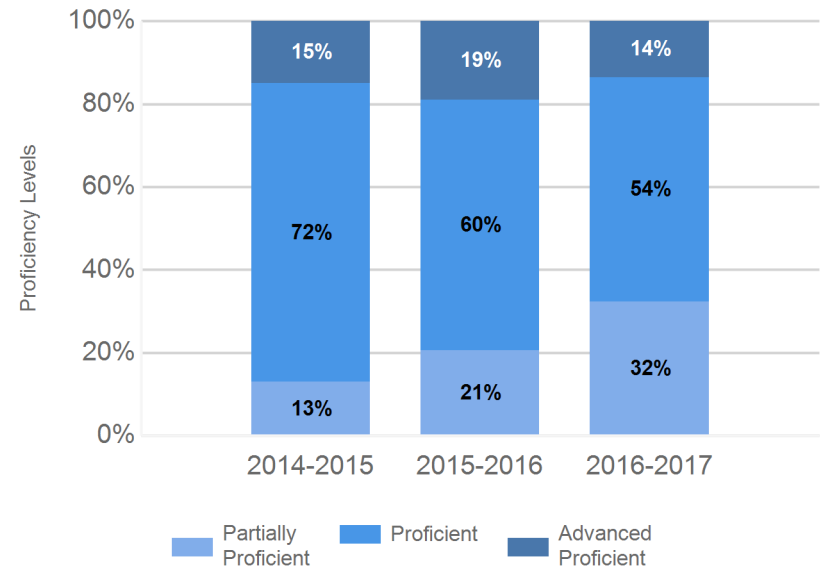
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	14%	54%	32%
White	N	*	N
Hispanic	12%	54%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	13%	52%	35%
Students with Disabilities	N	*	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





**Passaic Arts and Science Charter School
2016-2017**

Grade Span KG-10

80-6080-966
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Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

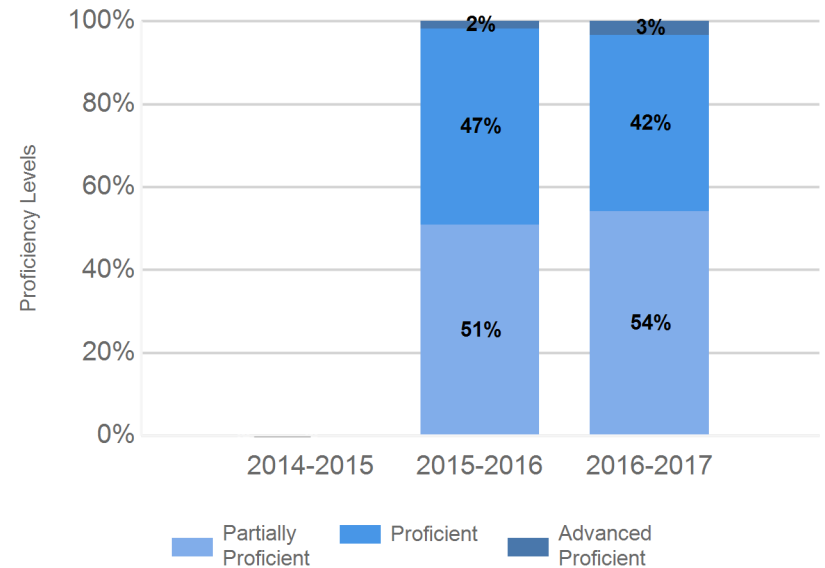
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	3%	42%	54%
White	*	*	*
Hispanic	*	40%	57%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	4%	43%	53%
Students with Disabilities	N	N	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





Passaic Arts and Science Charter School
2016-2017

Grade Span KG-10

80-6080-966
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Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	45	50	Met Target	45.5	45.5	50	Met Target
White	*	*	50	**	*	*	52	**
Hispanic	45	45	49	Met Target	45.5	45.5	47	Met Target
Black or African American	41.5	41.5	45	Met Target	35	35	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	45	45	47	Met Target	48	48	46	Met Target
Students with Disabilities	39	39	41	Not Met	41.5	41.5	43	Met Target
English Learners	46	46	53	**	53.5	53.5	51	**

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



Passaic Arts and Science Charter School
2016-2017

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Grade Span KG-10

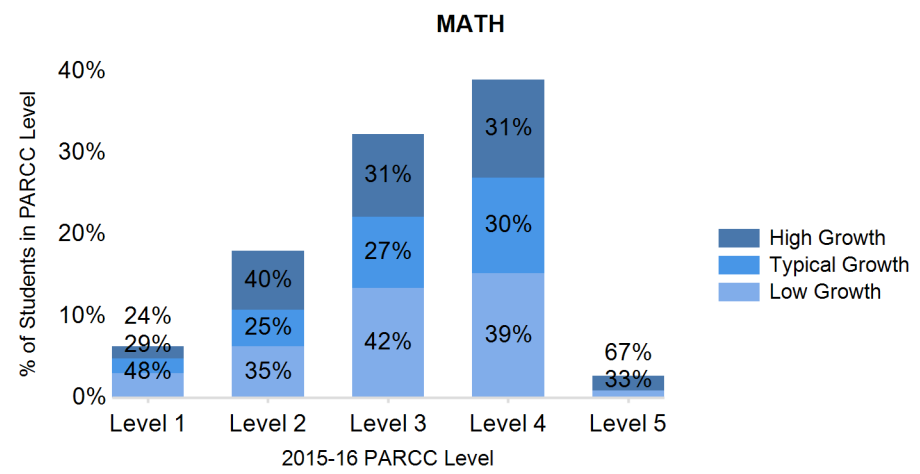
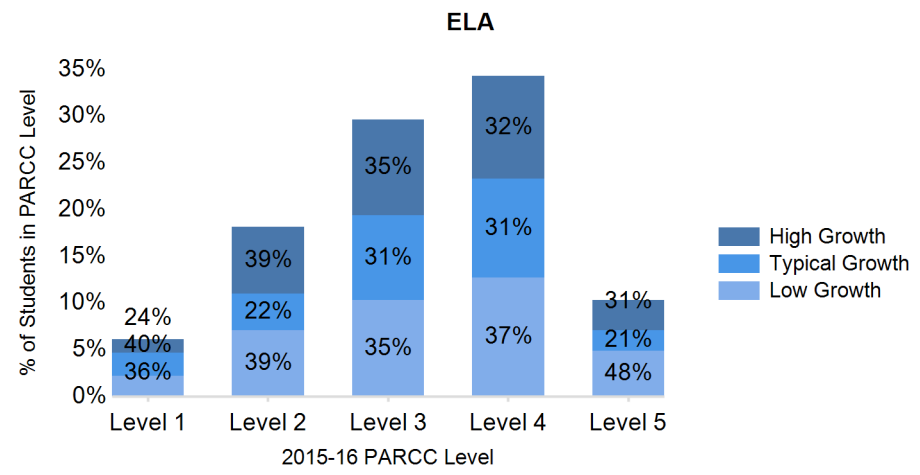
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

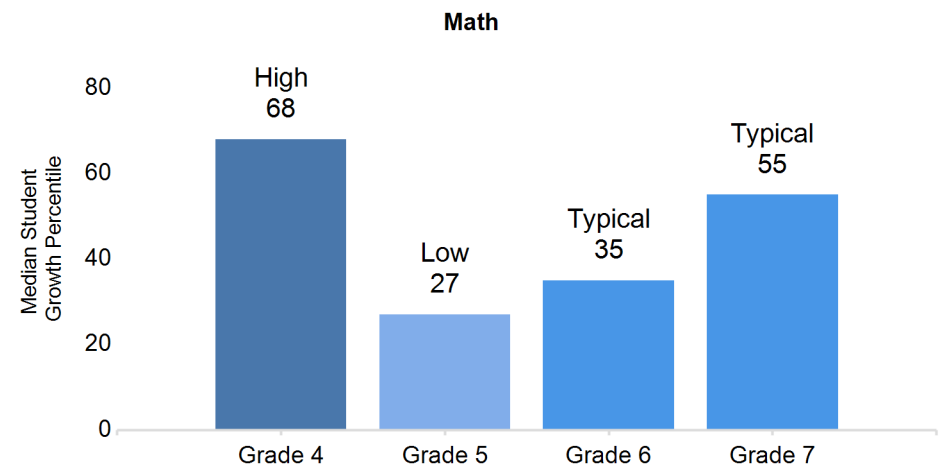
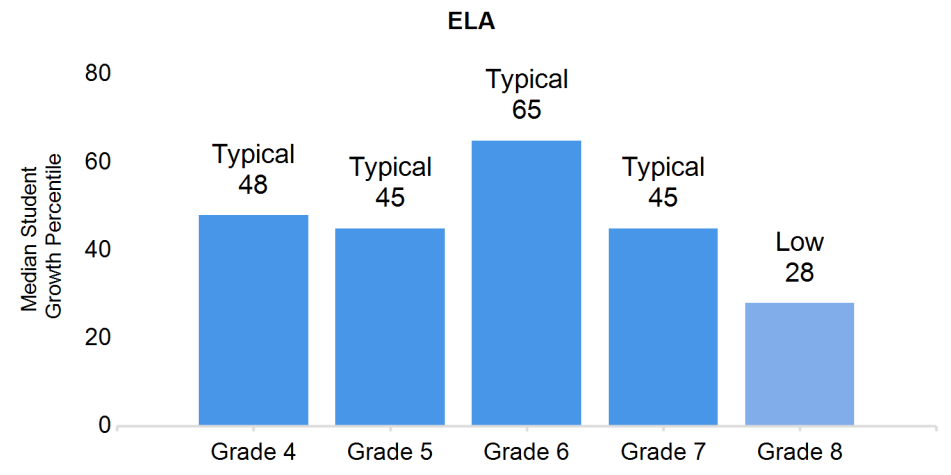
Student Growth by Performance Level

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



Student Growth by Grade

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



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**Passaic Arts and Science Charter School
2016-2017**

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Grade Span KG-10

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	N	89.4%
Percentage of students taking the SAT	N	70.0%
Percentage of students taking the ACT	N	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	N	481	N	1%	67%
PSAT - Math	N	483	N	1%	49%
SAT - Reading and Writing	N	551	N	1%	77%
SAT - Math	N	552	N	1%	58%
ACT - Reading	N	24	N	1%	65%
ACT - English	N	24	N	1%	79%
ACT - Math	N	24	N	1%	65%
ACT - Science	N	23	N	1%	54%



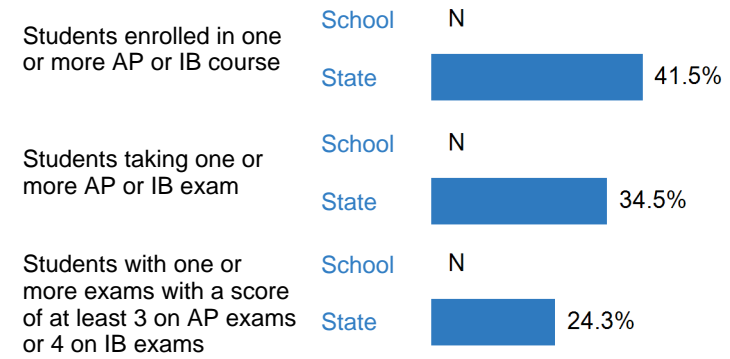
Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



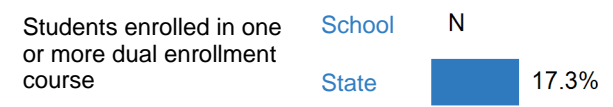
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	7	0
AP English Language and Composition	55	0
AP World History	5	0
Total Exams Taken		0
Exams with scores of at least 3 on AP exams or 4 on IB exams		0

Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.





Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
 CHARTERS
 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
 PASSAIC, NJ 07055

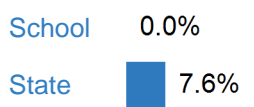
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

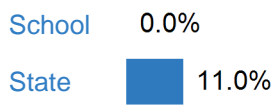
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

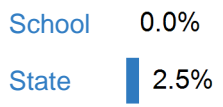
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
 CHARTERS
 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
 PASSAIC, NJ 07055

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	93
7	0	0	0	0	0	0	75
8	25	0	0	0	0	0	49
9	44	15	0	0	0	0	0
10	11	24	14	0	0	0	0
Schoolwide	80	39	14	0	0	0	217
Enrolled in AP/IB Course					N	N	N

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	59	0	0	0	0	0
10	7	49	0	0	0	0
Schoolwide	66	49	0	0	0	0
Enrolled in AP/IB Course	7	0		0	0	0



Passaic Arts and Science Charter School
2016-2017

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Grade Span KG-10

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	59	0	0	13	0	0
10	5	32	0	7	0	0
Schoolwide	64	32	0	20	0	0
Enrolled in AP/IB Course	5	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	93	0	0	0	0	0	0
7	75	0	0	0	0	0	0
8	74	0	0	0	0	0	0
9	29	0	0	0	0	0	0
10	33	0	0	0	0	0	10
Schoolwide	304	0	0	0	0	0	10
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	N	N	N	N	N	N	N

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



Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

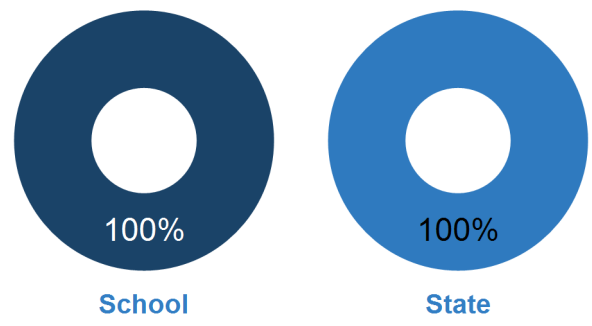
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 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
 PASSAIC, NJ 07055

Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

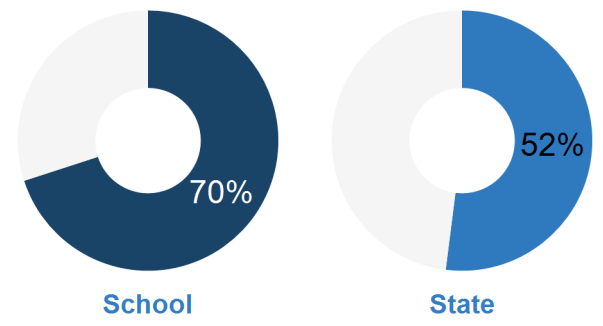
Grades 6-8:

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

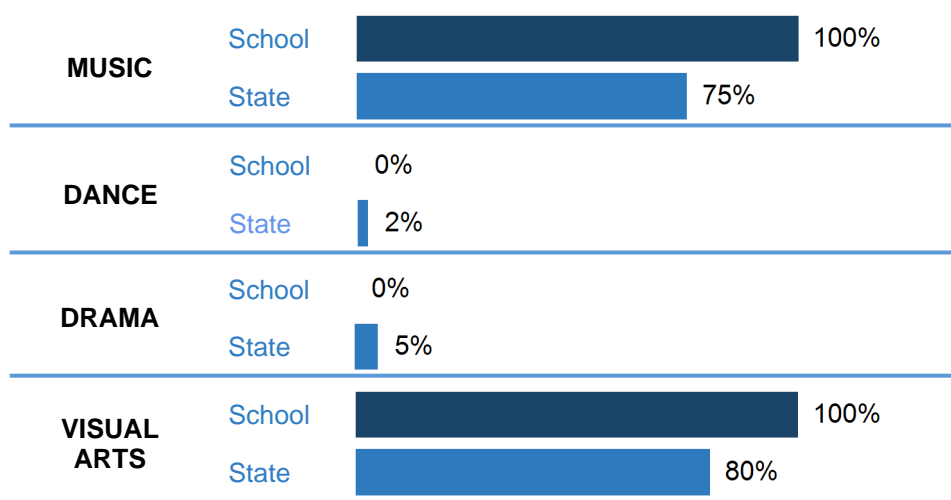


Grades 9-12:

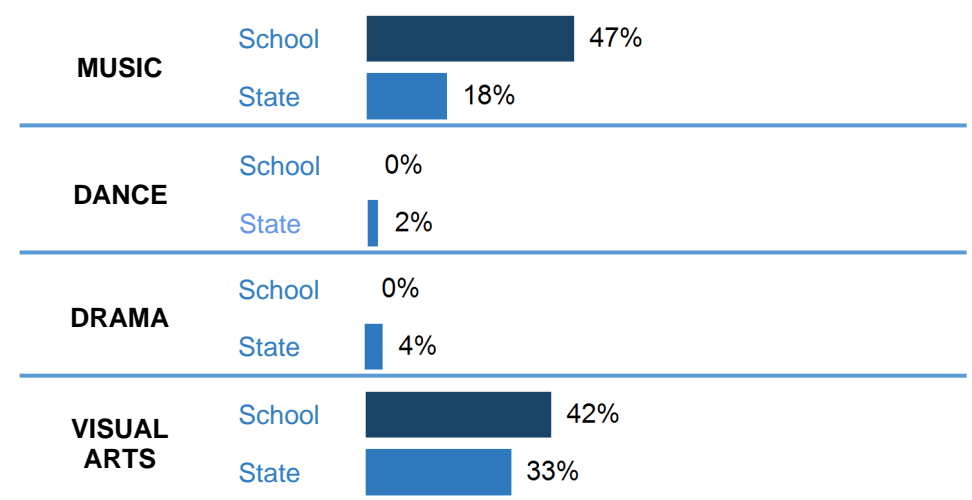
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
 CHARTERS
 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
 PASSAIC, NJ 07055

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

Chronic Absenteeism

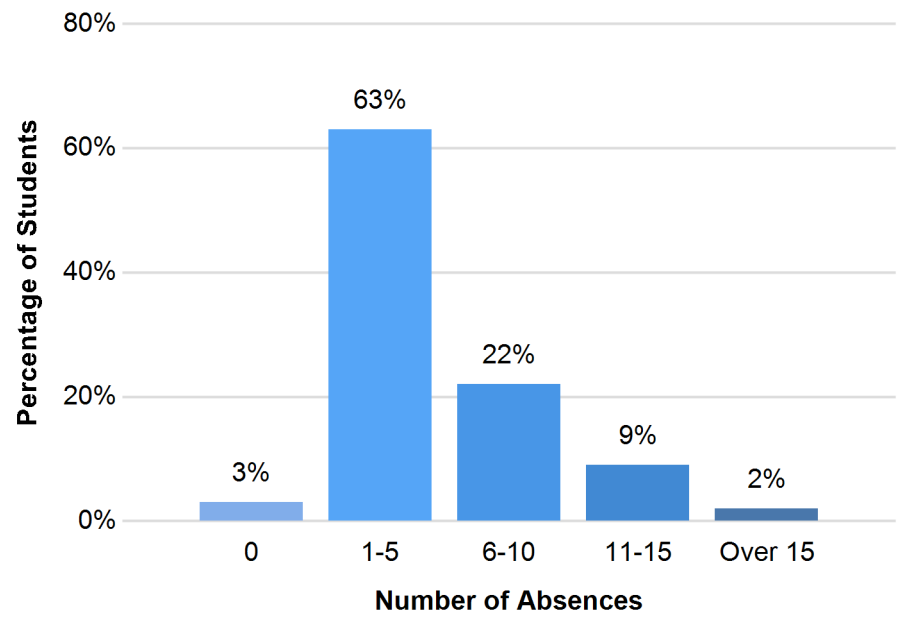
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	0.50	9.10	Met Target
White	N	**	**
Hispanic	0.40	9.10	Met Target
Black or African American	1.00	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	0.30	9.10	Met Target
Students with Disabilities	2.10	9.10	Met Target
English Learners	0	9.10	Met Target

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

Days Absent

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





**Passaic Arts and Science Charter School
2016-2017**

Grade Span KG-10

80-6080-966

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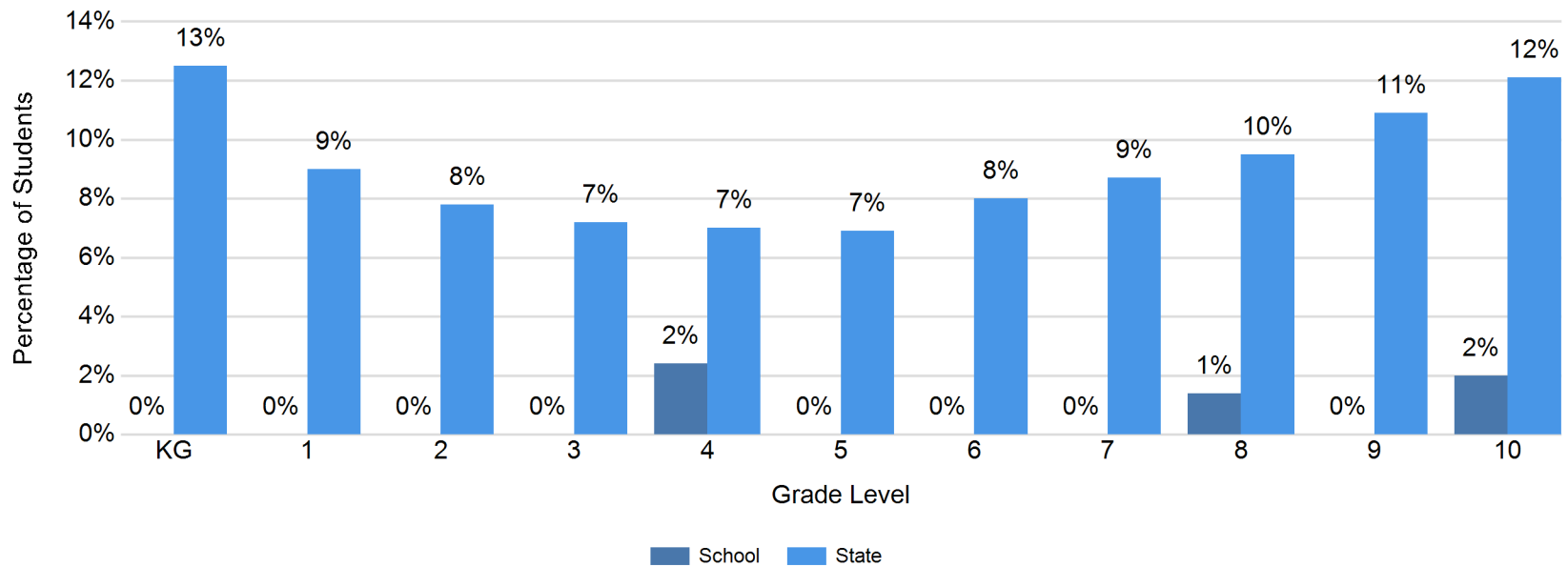
Passaic Arts and Science Charter School

7 ST. FRANCIS WAY

PASSAIC, NJ 07055

Chronic Absenteeism by Grade

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





Passaic Arts and Science Charter School
2016-2017

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Grade Span KG-10

School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	4:15PM
Length of School Day	8 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.5%
Out-of-School Suspensions	3.3%
Any Suspension	4.9%

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	15
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	2.25

Student Expulsions

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

Category	Number of Students
Expulsions	0



Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
 CHARTERS
 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
 PASSAIC, NJ 07055

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	355.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$904	\$14,480	\$15,384



Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
CHARTERS
 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
 PASSAIC, NJ 07055

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

- Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
- Teachers:** All classroom teachers
- Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
- Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	70	120,724
Average years experience in public schools	4.2	11.8
Average years experience in district	2.2	10.5
Teachers in district for 4 or more years	14%	74%

Administrators – Experience (District Level)

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

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

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	N	N
Librarian/Media Specialists		N
Nurses		423:1
Counselors		N
Child Study Team		845:1

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Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
 CHARTERS
 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
 PASSAIC, NJ 07055

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	55%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



Passaic Arts and Science Charter School
2016-2017
Grade Span KG-10

80-6080-966
 CHARTERS
 Passaic Arts and Science Charter School
 7 ST. FRANCIS WAY
 PASSAIC, NJ 07055

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	38.5	17.5%
Mathematics Proficiency	32.6	17.5%
Graduation - 4-Year	N	N
Graduation - 5-Year	N	N
English Language Arts Growth	31.9	25.0%
Mathematics Growth	35.6	25.0%
Chronic Absenteeism	99.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		44.3
Summative Rating: Percentile rank of Summative Score		40.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



Passaic Arts and Science Charter School
2016-2017

Grade Span KG-10

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	44.3	11.9	No	Not Met	Not Met	Met Target	N	N	Met Target	Met Target	No
White	**	**	No	**	**	**	N	N	**	**	No
Hispanic	55.4	11.9	No	Not Met	Not Met	Met Target	N	N	Met Target	Met Target	No
Black or African American	52.5	11.9	No	Met Target†	Not Met	Met Target	N	N	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	N	N	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	N	N	**	**	No
Economically Disadvantaged Students	63.9	11.9	No	Not Met	Not Met	Met Target	N	N	Met Target	Met Target	No
Students with Disabilities	44.5	11.9	No	Met Target†	Not Met	Met Target	N	N	Not Met	Met Target	No
English Learners	**	**	No	N	N	Met Target	N	N	**	**	No

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

† Target was met within a confidence interval.



Passaic Arts and Science Charter School
2016-2017

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055




Grade Span KG-10

School General Info

Principal:	Mr. Guvercin	Email Address:	nguvercin@ilearnschools.org
Address:	7 ST. FRANCIS WAY PASSAIC, NJ 07055	Website:	http://passaiccharter.ilearnschools.org
Phone:	(201)773-9140	Facebook:	https://www.facebook.com/passaiccharter
		Twitter:	https://twitter.com/passaiccharter

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Rigorous curriculum with digital components in core subjects, STEAM education, and Balanced Literacy in the lower grades • Technology integration into the curriculum via 1:1 iPad or chromebook implementation, Kindles, LMS, and educational apps • Achieved highest possible Tier 1 ranking by NJCSA.
 Mission, Vision, Theme:	Academic achievement, digital learning, co-curricular programs, and community involvement are the four tenets that make up the mission and vision of Passaic ASCS. Through challenging, project-based learning experiences, core competencies are learned and evidenced by students. STEAM challenges students to not only learn the content standards, but also to apply this new knowledge of 21st century skills and discoveries to tackle evolving real-world challenges.
 Awards, Recognition, Accomplishments:	Passaic ASCS achieved highest possible Tier 1 ranking by NJCSA.







**Passaic Arts and Science Charter School
2016-2017**

Grade Span KG-10

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

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 <p>Courses, Curriculum, Instruction:</p>	<p>A curriculum is designed around each grade level and subject. Unit Plans and Lesson Plans are created to fit the sequence and scope of each curriculum. The big idea, essential questions, topical questions, desired outcomes, anticipated misconceptions, primary texts, supplemental resources, and performance assessment tasks are addressed purposefully in relation to the common core standards. All textbooks are made available online. AP, Honors, and electives courses are offered.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Boys & Girls), Soccer (Boys), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls)</p> <p>The Passaic ASCS High School Girls Volleyball team won the New Jersey Charter School Athletic League Championship. The Cheerleading team took 1st place in the first ever NJCSAL championship. One student was selected 1st Team All League in basketball, with one student also chosen as an honorable mention in basketball.</p>
 <p>Clubs and Activities:</p>	<p>The following clubs and co-curricular opportunities are offered at Passaic ASCS: Student Government, Model UN, Students in Action, the College Coaching Program, Robotics, Science Olympiad, Math Counts, and Theatre. The schools also participate in the following activities throughout the school year: school plays, dances, winter and spring concerts, Maker's Fair, and the Garden State International Heritage Festival.</p>
 <p>Before and After School Programs:</p>	<p>Tutoring services are offered in both Math and English.</p>








Passaic Arts and Science Charter School
2016-2017

Grade Span KG-10

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

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 <p>Staff and Professional Learning:</p>	<p>Teachers receive ongoing support from content area coaches throughout weekly coaching sessions and Professional Learning Communities (PLCs). Professional development sessions are offered in a 2-week Summer Institute that is prepared and facilitated by program directors and content area coaches. 2 full-day professional development trainings are also offered throughout the school year. In collaboration with Rutgers, teachers moreover receive support through the School Systems Improvement Project.</p>
 <p>Postsecondary Information:</p>	<p>The SAT Prep and College Coaching Program (CCP), along with Saturday School, aid students in preparation for college. As the school expands to offer 11th and 12th grade courses, the college guidance department is working closely with students throughout the college applications and admissions processes.</p>
 <p>Student Supports and Services:</p>	<p>Passaic ASCS ensures that all learners are able to access the materials that they are being taught by providing free tutorials and support programs that are personalized to the learner's needs. At Passaic ASCS, the learning environment considers the needs of all learners and provides adequate resources and facilities for each child that it serves. Specific personnel are in place for ELLs and students with special needs. Reading programs are offered through the integration of Kindles.</p>
 <p>Student Health and Wellness:</p>	<p>Health classes are offered to students for one marking period, with physical education classes offered during the rest of the school year. The school nurse works in collaboration with the Health teacher in preparing materials for learning. Breakfast options are available each day. A free breakfast is provided to all students on testing days. Recess is available for students in grades K-2.</p>
 <p>Parent and Community Involvement:</p>	<p>Passaic ASCS recognizes the school as an anchor in the community. With its active PTO, Passaic ASCS organizes dress down days to raise money for nonprofit organizations, Thanksgiving food drive, and parental gatherings that serve as the grounding mechanism promoting connectivity and collaboration. Passaic ASCS is also partnered with Rutgers, GCU, and FDU, as well as local organizations such as: Boys and Girls club, Jefferson Awards Foundation, and the Susan G. Komen Breast Cancer Foundation.</p>



Passaic Arts and Science Charter School
2016-2017

Grade Span KG-10

80-6080-966
CHARTERS
Passaic Arts and Science Charter School
7 ST. FRANCIS WAY
PASSAIC, NJ 07055

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

To promote a healthy school climate and culture, carefully selected questions aligned with state guidelines are posed to obtain feedback from students, parents, and staff. Surveys are conducted twice each year in order to measure purposeful progress and to improve the school's culture, climate, and both academic and non-academic programs.