



Paterson Charter School for Science/Technology
 (80-7503-970)
 Grades Offered: KG-12
 2018-2019

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Charters
District	Paterson Charter School for Science and Technology
Principal Name	Mr. Ali Riza Gurcanli
Address	196 WEST RAILWAY AVENUE PATERSON, NJ 07503
Phone Number	973-247-0600
Email Address	riza.gurcanli@pcsst.org
Website	https://www.pcsst.org/
Facebook	https://www.facebook.com/pcsstk12
Twitter	https://twitter.com/pcsstk12



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	79	137	143
1	79	141	141
2	78	140	141
3	79	94	142
4	80	96	90
5	80	94	95
6	83	92	93
7	83	94	94
8	74	72	84
9	81	119	105
10	88	95	103
11	86	73	90
12	2	78	67
Total	972	1,325	1,388

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.2%	50.9%	50.7%
Male	50.8%	49.1%	49.3%
Economically Disadvantaged Students	86.0%	82.9%	90.3%
Students with Disabilities	10.7%	12.5%	12.2%
English Learners	4.0%	5.1%	5.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.2%	0.3%
Military-Connected Students	0.0%	0.1%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.7%	4.2%	4.3%
Hispanic	61.5%	63.8%	65.4%
Black or African American	34.2%	31.2%	29.8%
Asian	0.1%	0.1%	0.5%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.4%	0.5%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	79	137	143

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	972	1,325	1,388
Shared Time Students	0	0	0
Full Time Equivalent	972	1,325	1,388

Enrollment by Home Language

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

Home Language	% of Students
English	70.1%
Spanish	26.9%
Arabic	1.9%
Other Languages	1.1%



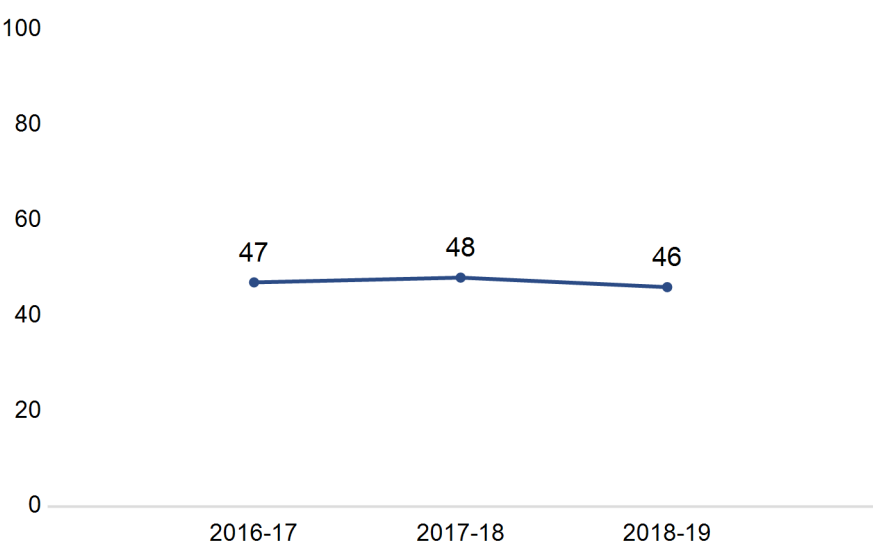
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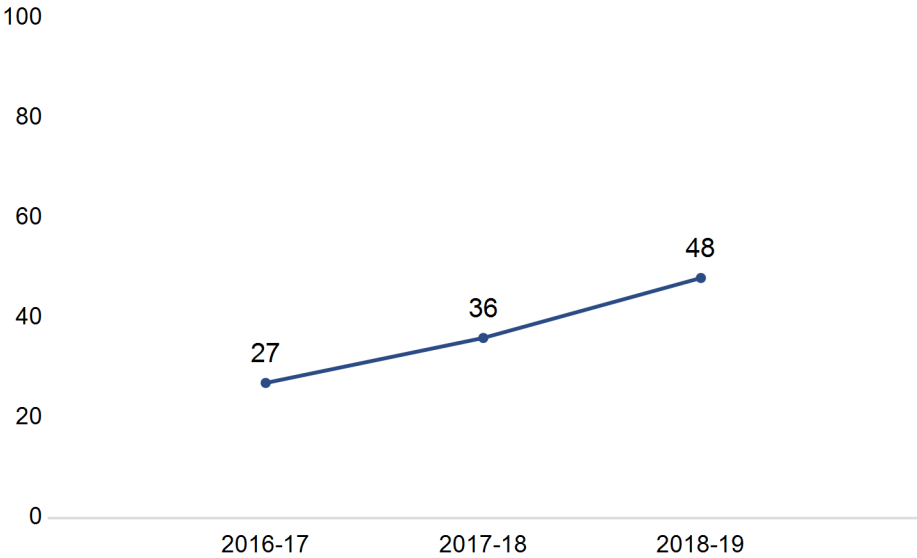
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	48	46	27	36	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46	46	50	Met Standard	48	48	50	Met Standard
White	66	66	50	**	66.5	66.5	52	**
Hispanic	47.5	47.5	49	Met Standard	49	49	47	Met Standard
Black or African American	36	36	45	Not Met	45	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	53	53	53	N	48	48	50	N
Male	42.5	42.5	47	N	48	48	51	N
Economically Disadvantaged Students	45	45	48	Met Standard	46	46	46	Met Standard
Students with Disabilities	24	24	43	Not Met	39	39	45	Not Met
English Learners	61	61	52	Exceeds Standard	63	63	50	Exceeds Standard
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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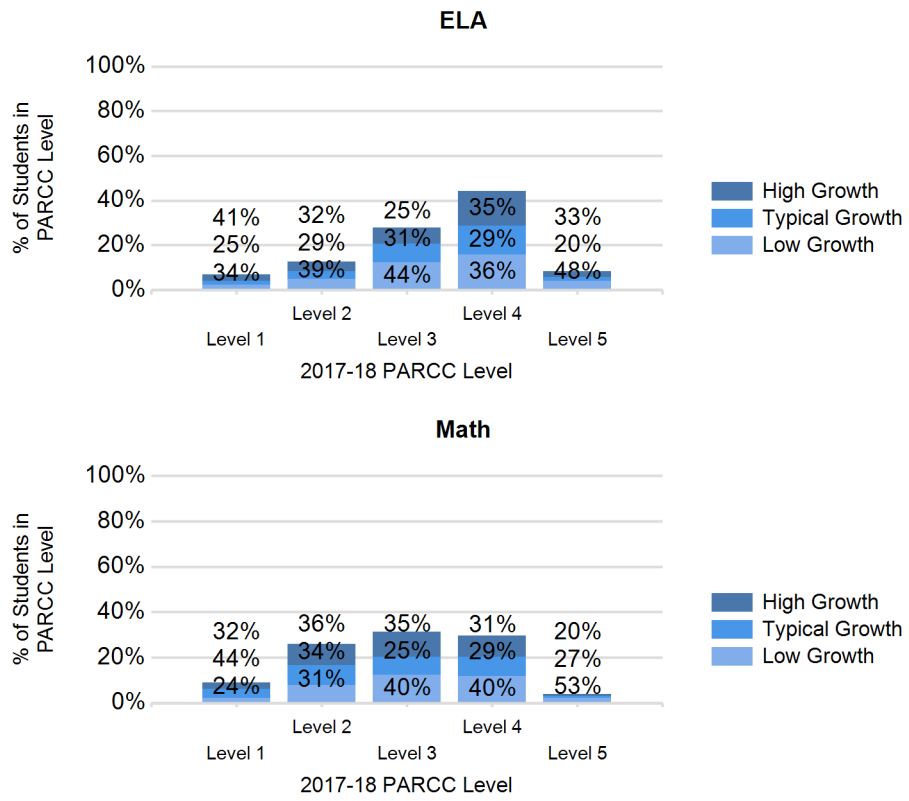
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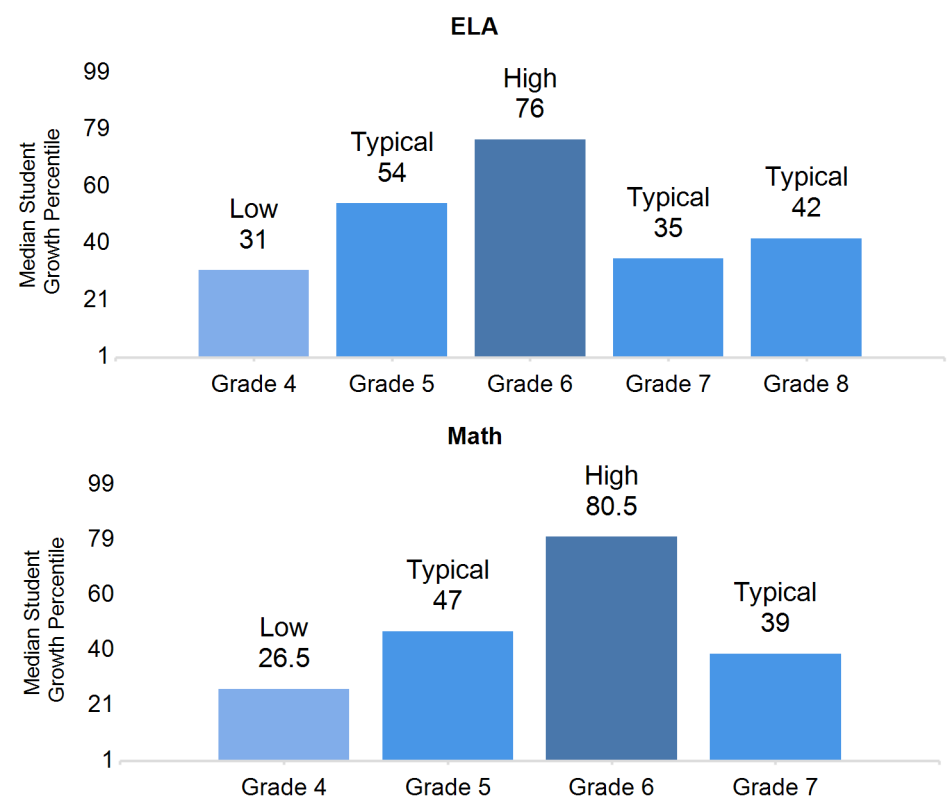
Student Growth by Performance Level

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



Student Growth by Grade

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





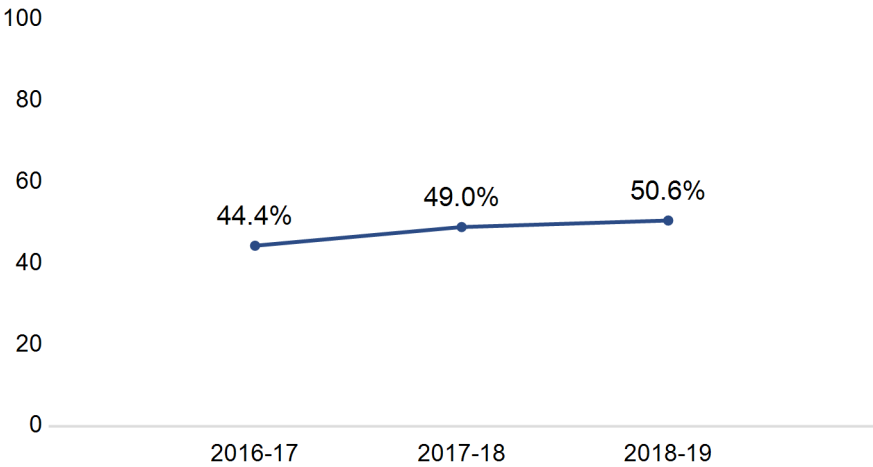
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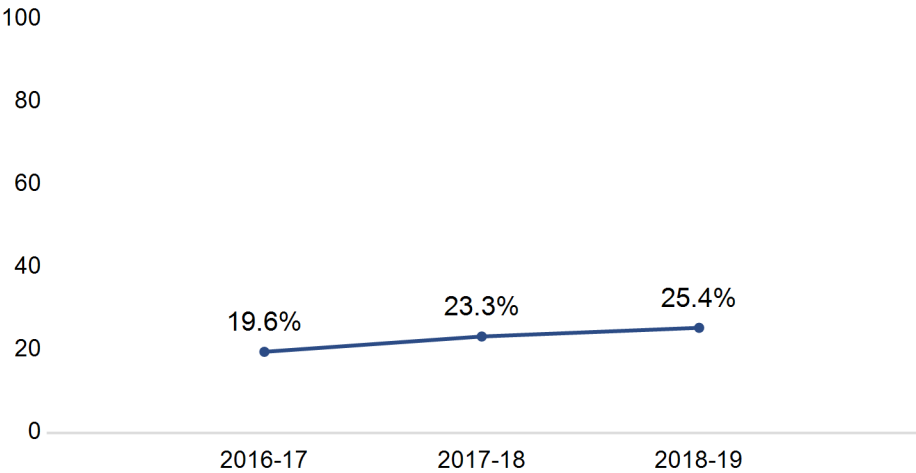
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.1%	99.5%	98.8%	99.1%	99.4%	98.6%
Proficiency Rate for Federal Accountability	44.4%	49.0%	50.6%	19.6%	23.3%	25.4%
Annual Target	45.9%	47.7%	49.5%	24.1%	27.1%	30.0%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	813	98.8	50.6	50.6	57.9	50.6	49.5	Met Target
White	*	*	*	*	66.9	*	48.4	Met Target
Hispanic	529	99.3	52.7	52.7	43.9	52.7	52	Met Target
Black or African American	243	97.6	44.0	44.0	38.5	44.0	44.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	N	64.4	N	**	**
Female	409	99.0	60.4	60.4	64.8	60.4		
Male	404	98.5	40.6	40.6	51.3	40.6		
Economically Disadvantaged Students	743	98.8	49.5	49.5	40.0	49.5	48.6	Met Target
Non-Economically Disadvantaged Students	70	98.6	61.4	61.4	67.9	61.4		
Students with Disabilities	109	98.2	17.4	17.4	22.7	17.4	21.8	Met Target†
Students without Disabilities	704	98.9	55.7	55.7	65.1	55.7		
English Learners	70	100.0	37.1	37.1	29.3	37.1	34.4	Met Target
Non-English Learners	743	98.7	51.8	51.8	60.6	51.8		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

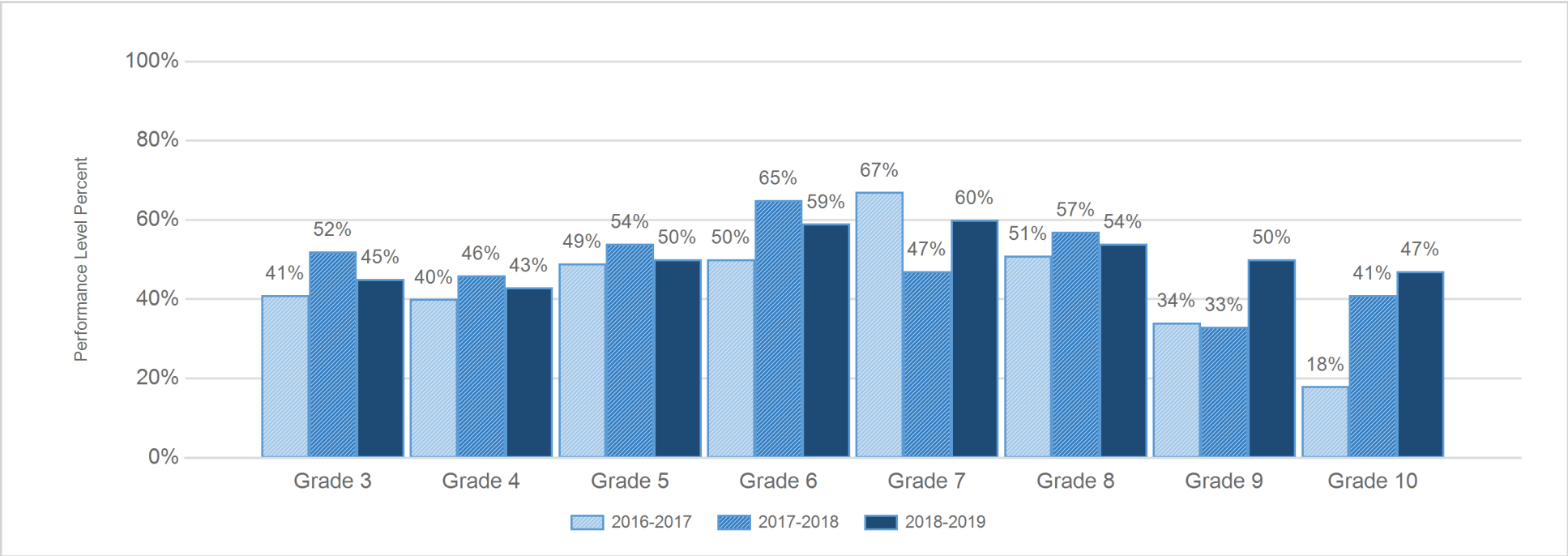


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	743	743	748	15%	15%	25%	*	*	45%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	92	741	741	734	15%	15%	26%	*	*	43%	36%
Black or African American	38	739	739	731	*	*	29%	39%	0%	39%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	82	750	750	753	*	*	22%	*	*	52%	55%
Male	60	733	733	743	*	*	30%	*	*	35%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	13	695	695	719	*	*	*	*	*	15%	24%
Students without Disabilities	129	748	748	754	*	*	*	*	*	48%	56%
English Learners	15	745	745	713	*	*	*	*	*	47%	17%
Non-English Learners	127	743	743	751	*	*	*	*	*	45%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	744	744	755	10%	19%	28%	*	*	43%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	67	743	743	743	*	16%	34%	*	*	40%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	45	756	756	760	*	*	29%	*	*	56%	62%
Male	51	734	734	750	*	*	27%	*	*	31%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	10	722	722	725	*	*	*	*	*	20%	25%
Students without Disabilities	86	747	747	761	*	*	*	*	*	45%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	750	750	756	*	20%	26%	*	*	50%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	69	751	751	743	*	17%	26%	*	*	52%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	37	753	753	761	*	*	30%	*	*	54%	64%
Male	57	748	748	750	*	*	23%	*	*	47%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	11	734	734	724	*	*	*	*	*	27%	23%
Students without Disabilities	83	752	752	762	*	*	*	*	*	53%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	760	760	754	*	*	27%	41%	19%	59%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	63	760	760	743	*	*	29%	44%	16%	60%	43%
Black or African American	29	756	756	738	*	*	*	*	*	52%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	59	771	771	762	*	*	*	*	*	71%	64%
Male	37	742	742	748	*	*	*	*	*	41%	48%
Economically Disadvantaged Students	84	760	760	740	*	*	*	*	*	57%	39%
Non-Economically Disadvantaged Students	12	760	760	763	*	*	*	*	*	75%	67%
Students with Disabilities	10	721	721	722	*	*	*	*	*	*	19%
Students without Disabilities	86	764	764	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Paterson Charter School for Science/Technology
 (80-7503-970)
 Grades Offered: KG-12
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	751	751	761	*	14%	18%	*	*	60%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	55	758	758	747	*	*	*	*	*	65%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	53	759	759	769	*	*	*	*	*	70%	71%
Male	42	740	740	753	*	*	*	*	*	48%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	17	704	704	720	*	*	*	*	*	12%	22%
Students without Disabilities	78	761	761	769	*	*	*	*	*	71%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	95	751	751	763	*	14%	18%	*	*	60%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	750	750	762	13%	11%	23%	42%	12%	54%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	60	758	758	747	*	*	20%	*	*	65%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	46	766	766	771	0%	*	*	*	*	70%	71%
Male	47	734	734	753	26%	*	*	*	*	38%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	17	706	706	721	*	*	*	*	*	18%	22%
Students without Disabilities	76	759	759	770	*	*	*	*	*	62%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	746	746	753	*	11%	31%	*	*	50%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	57	747	747	737	*	*	23%	*	*	54%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	44	753	753	760	*	*	25%	*	*	59%	63%
Male	52	741	741	746	*	*	37%	*	*	42%	49%
Economically Disadvantaged Students	86	747	747	734	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	10	744	744	762	*	*	*	*	*	50%	65%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	749	749	757	12%	13%	29%	35%	13%	47%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	69	751	751	738	*	*	30%	35%	14%	49%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	46	756	756	766	*	*	35%	*	*	52%	66%
Male	58	743	743	749	*	*	24%	*	*	43%	51%
Economically Disadvantaged Students	94	747	747	735	13%	*	*	*	*	45%	40%
Non-Economically Disadvantaged Students	10	760	760	767	0%	*	*	*	*	70%	67%
Students with Disabilities	23	736	736	711	*	*	52%	*	*	22%	19%
Students without Disabilities	81	752	752	765	*	*	22%	*	*	54%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	796	98.6	25.4	25.4	44.5	25.4	30	Not Met
White	*	*	*	*	54.1	*	37.7	Met Target†
Hispanic	523	99.1	27.9	27.9	28.8	27.9	31.5	Not Met
Black or African American	233	97.5	18.0	18.0	23.0	18.0	26.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	N	53.3	N	**	**
Female	402	98.8	26.9	26.9	44.9	26.9		
Male	394	98.5	23.9	23.9	44.2	23.9		
Economically Disadvantaged Students	727	98.8	24.6	24.6	26.3	24.6	30.1	Not Met
Non-Economically Disadvantaged Students	69	97.2	33.3	33.3	54.9	33.3		
Students with Disabilities	112	98.2	*	*	17.4	*	13.3	Not Met
Students without Disabilities	684	98.7	*	*	50.0	*		
English Learners	68	100.0	22.1	22.1	25.0	22.1	24.5	Met Target†
Non-English Learners	728	98.5	25.7	25.7	46.5	25.7		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

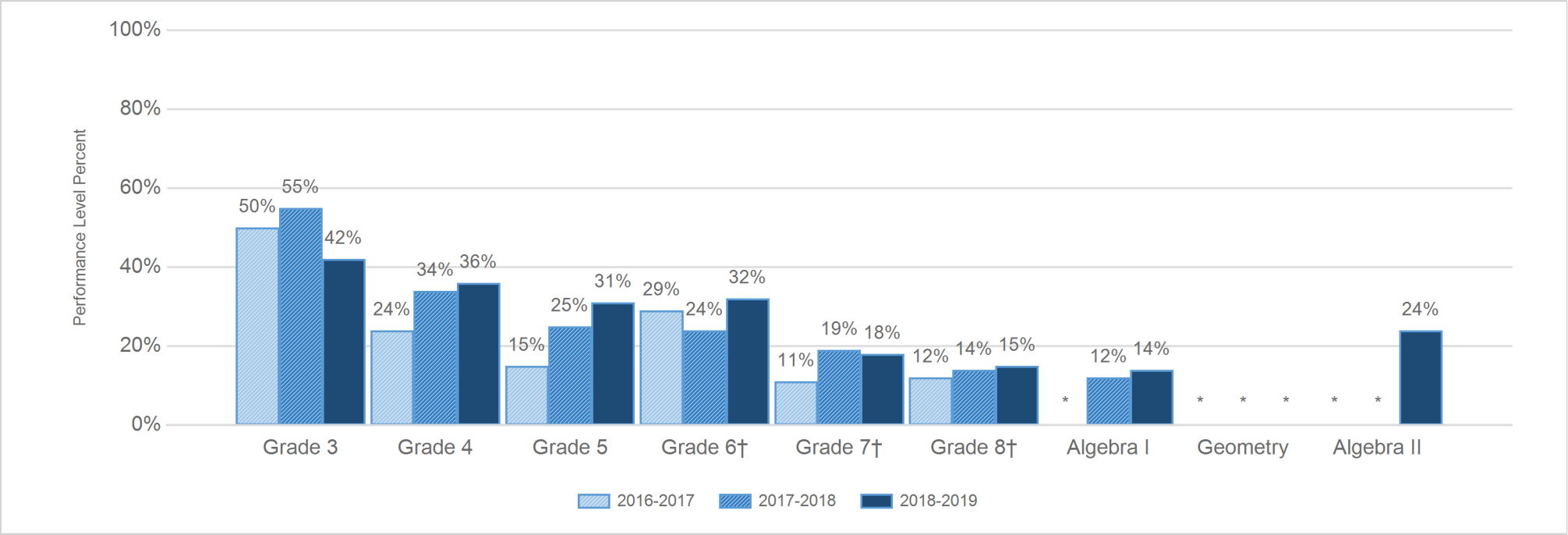


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	746	746	752	*	19%	33%	*	*	42%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	92	746	746	739	*	20%	28%	*	*	45%	40%
Black or African American	38	740	740	735	*	*	42%	32%	0%	32%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	82	744	744	751	*	*	34%	*	*	38%	54%
Male	60	749	749	752	*	*	32%	*	*	48%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	13	712	712	731	*	*	*	*	*	15%	31%
Students without Disabilities	129	750	750	756	*	*	*	*	*	45%	60%
English Learners	15	746	746	728	*	*	*	*	*	33%	26%
Non-English Learners	127	746	746	754	*	*	*	*	*	43%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	737	737	749	*	30%	24%	*	*	36%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	67	736	736	737	*	30%	24%	*	*	36%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	45	739	739	749	*	31%	*	*	*	33%	50%
Male	51	736	736	749	*	29%	*	*	*	39%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	10	705	705	726	*	*	*	*	*	10%	25%
Students without Disabilities	86	741	741	754	*	*	*	*	*	40%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	736	736	747	*	29%	34%	*	*	31%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	69	739	739	735	*	25%	36%	*	*	33%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	37	731	731	747	*	27%	41%	*	*	22%	47%
Male	57	740	740	747	*	30%	30%	*	*	37%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	11	719	719	725	*	*	*	*	*	18%	19%
Students without Disabilities	83	739	739	752	*	*	*	*	*	33%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	738	738	741	*	25%	35%	*	*	32%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	63	739	739	729	*	*	38%	32%	0%	32%	24%
Black or African American	29	731	731	722	*	*	34%	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	59	745	745	742	*	22%	34%	*	*	42%	42%
Male	37	727	727	740	*	30%	38%	*	*	16%	40%
Economically Disadvantaged Students	84	738	738	726	*	*	*	*	*	31%	21%
Non-Economically Disadvantaged Students	12	739	739	750	*	*	*	*	*	42%	53%
Students with Disabilities	10	701	701	716	*	*	*	*	*	*	12%
Students without Disabilities	86	743	743	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Paterson Charter School for Science/Technology
 (80-7503-970)
 Grades Offered: KG-12
 2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	730	730	744	11%	36%	36%	*	*	18%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	55	735	735	733	*	29%	36%	*	*	27%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	53	732	732	744	*	30%	43%	*	*	21%	42%
Male	42	727	727	743	*	43%	26%	*	*	14%	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	17	706	706	718	*	*	*	*	*	*	13%
Students without Disabilities	78	735	735	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	95	730	730	745	11%	36%	36%	*	*	18%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Paterson Charter School for Science/Technology
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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	714	714	728	29%	28%	28%	15%	0%	15%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	47	722	722	722	*	28%	36%	*	*	17%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	36	725	725	731	*	*	*	*	*	19%	31%
Male	39	704	704	726	*	*	*	*	*	10%	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	16	679	679	707	*	*	*	*	*	*	10%
Students without Disabilities	59	723	723	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	720	720	744	19%	44%	24%	14%	0%	14%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	72	722	722	728	21%	38%	25%	17%	0%	17%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	48	728	728	745	*	*	*	*	*	*	44%
Male	62	713	713	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	16	712	712	717	*	*	*	*	*	13%	12%
Students without Disabilities	94	721	721	748	*	*	*	*	*	14%	47%
English Learners	10	703	703	710	*	*	*	*	*	*	*
Non-English Learners	100	721	721	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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 2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	721	721	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	48	722	722	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	36	722	722	738	*	*	*	*	*	*	36%
Male	38	719	719	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	64	720	720	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	10	725	725	743	*	*	*	*	*	*	43%
Students with Disabilities	18	704	704	712	*	*	*	*	*	*	*
Students without Disabilities	56	726	726	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	729	729	755	*	*	*	*	*	24%	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	17	729	729	755	*	*	*	*	*	24%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	32.1%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	49	*	*
3-4	14	*	*
5 or more	*	*	*



Paterson Charter School for Science/Technology

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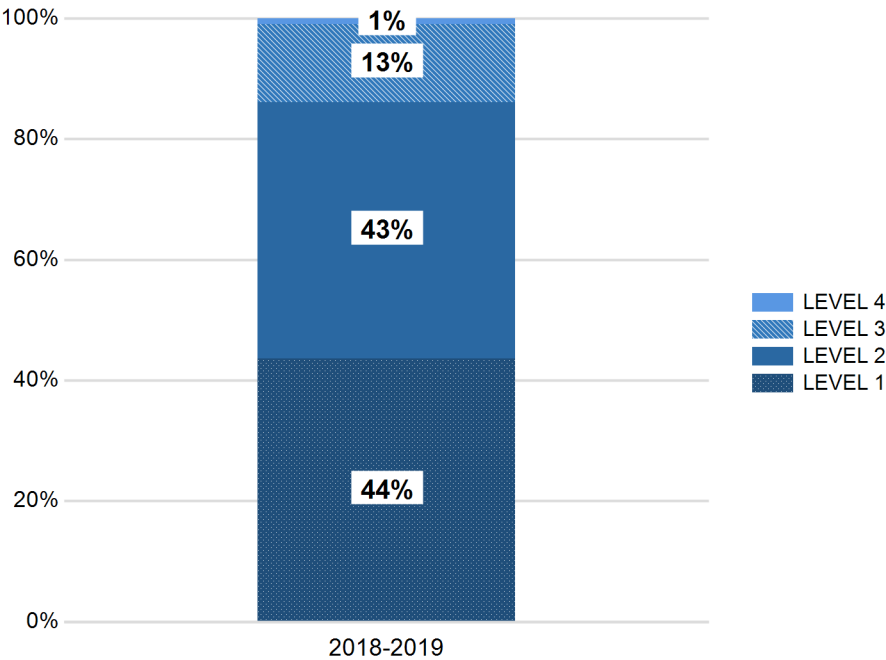
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	43	13	1
White	*	*	*	*
Hispanic	43	43	15	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	49	43	8	0
Male	40	42	16	2
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	73	9	18	0
Students without Disabilities	40	47	12	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



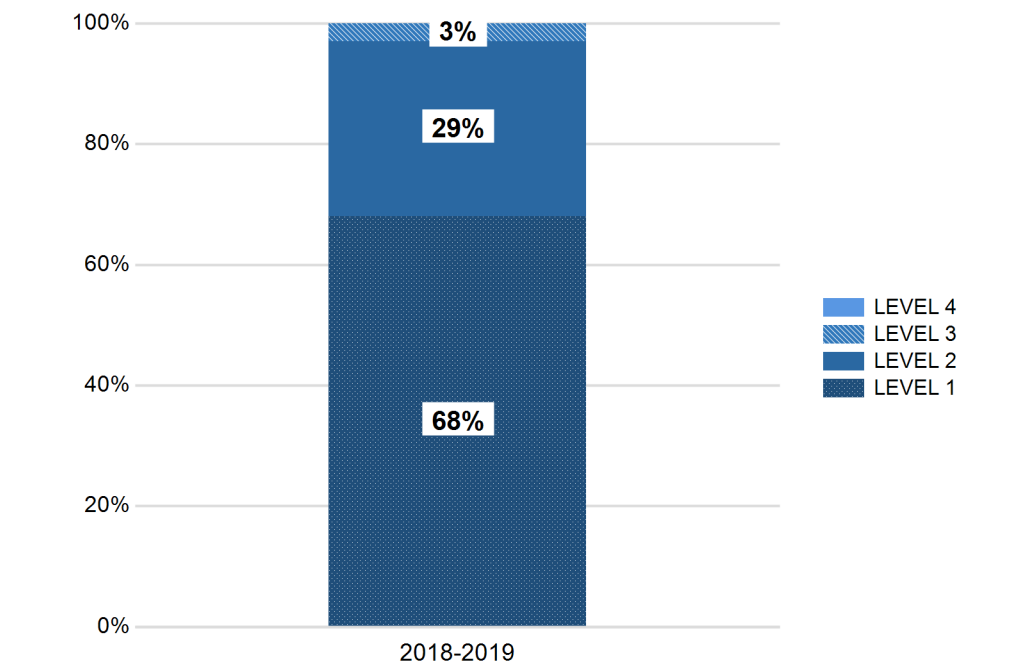
Paterson Charter School for Science/Technology
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NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	68	29	3	0
White	*	*	*	*
Hispanic	62	33	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	65	30	4	0
Male	70	28	2	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Paterson Charter School for Science/Technology

(80-7503-970)

Grades Offered: KG-12

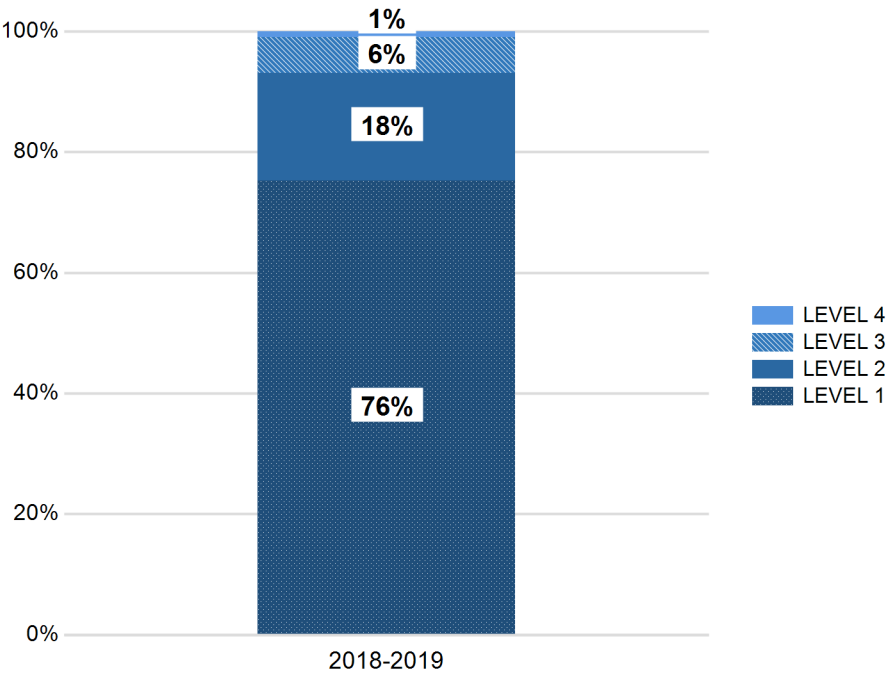
2018-2019

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NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	18	6	1
White	*	*	*	*
Hispanic	75	18	8	0
Black or African American	79	21	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	80	15	2	2
Male	70	20	9	0
Economically Disadvantaged Students	79	16	5	0
Non-Economically Disadvantaged Students	54	31	8	8
Students with Disabilities	86	7	7	0
Students without Disabilities	74	20	5	1
English Learners	N	N	N	N
Non-English Learners	76	18	6	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Paterson Charter School for Science/Technology
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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	55.2%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	409	476	Grade 10: 430 Grade 11: 460	29%	61%
PSAT 10/NMSQT - Math	404	477	Grade 10: 480 Grade 11: 510	14%	43%
SAT - Reading and Writing	471	539	480	46%	70%
SAT - Math	457	541	530	16%	53%
ACT - Reading	18	25	22	22%	66%
ACT - English	17	24	18	35%	81%
ACT - Math	17	24	22	11%	65%
ACT - Science	16	24	23	11%	57%



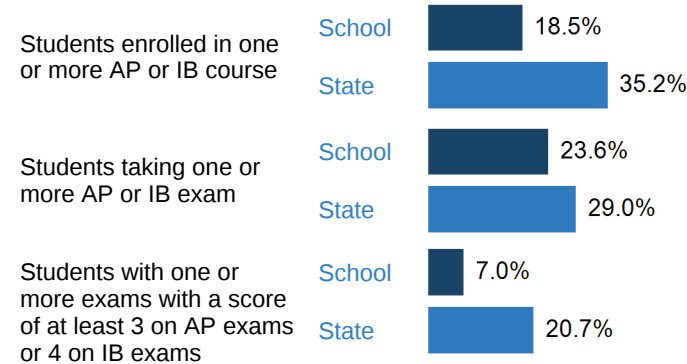
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

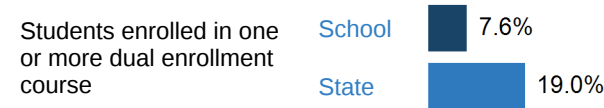
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	3	3
AP Chemistry	7	7
AP Computer Science Principles	0	8
AP English Language and Composition	9	9
AP English Literature and Composition	8	8
AP Physics 1	8	8
AP Psychology	0	13
AP U.S. History	12	11
AP World History	8	8
Total Exams taken		75
Exams with scores of at least 3 on AP exams or 4 on IB exams		23



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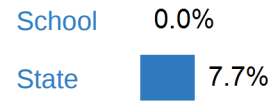
Report Key:
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and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

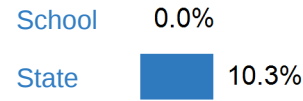
Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



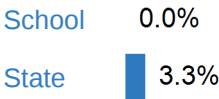
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

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



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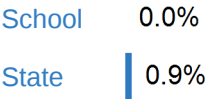
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	88
7	0	0	0	0	0	0	96
8	19	0	0	0	0	0	78
9	96	11	0	0	0	0	66
10	20	65	19	0	0	0	6
11	0	21	58	5	0	0	24
12	0	0	4	4	3	0	19
Total	135	97	81	9	3	0	377
Enrolled in AP/IB Course					3	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	84	13	0	6	0	6
10	5	99	0	2	1	4
11	7	12	0	10	71	5
12	0	0	0	25	8	8
Total	96	124	0	43	80	23
Enrolled in AP/IB Course	0	7		0	8	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	80	4	0	13	2	30
10	10	73	0	14	5	16
11	3	76	0	11	6	18
12	0	2	0	5	9	39
Total	93	155	0	43	22	103
Enrolled in AP/IB Course	8	12	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	48	0	0	0	0	0	48
7	96	0	0	0	0	0	0
8	0	0	0	0	0	0	96
9	51	0	0	0	0	0	13
10	72	0	0	0	0	0	11
11	33	0	0	0	0	0	11
12	26	0	0	0	0	0	3
Total	326	0	0	0	0	0	182
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	12	0	0	0	0	0	0
Enrolled in Level 3 or Higher	36	0	0	0	0	0	8



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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	10	0	0	0	0	0
10	8	0	0	0	0	0
11	5	0	0	0	0	0
12	15	0	0	0	0	0
Total	38	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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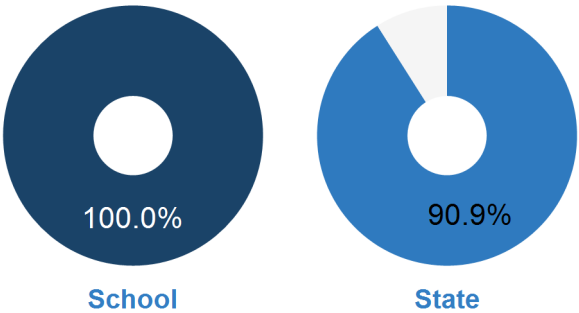
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Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

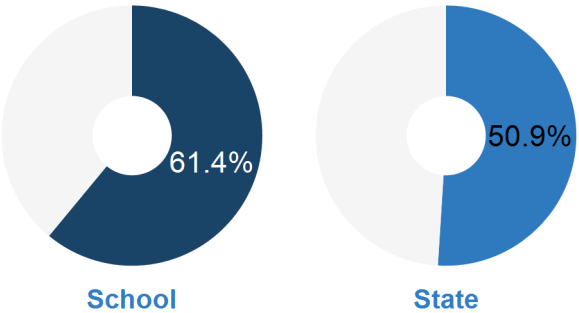
Grades 6-8:

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

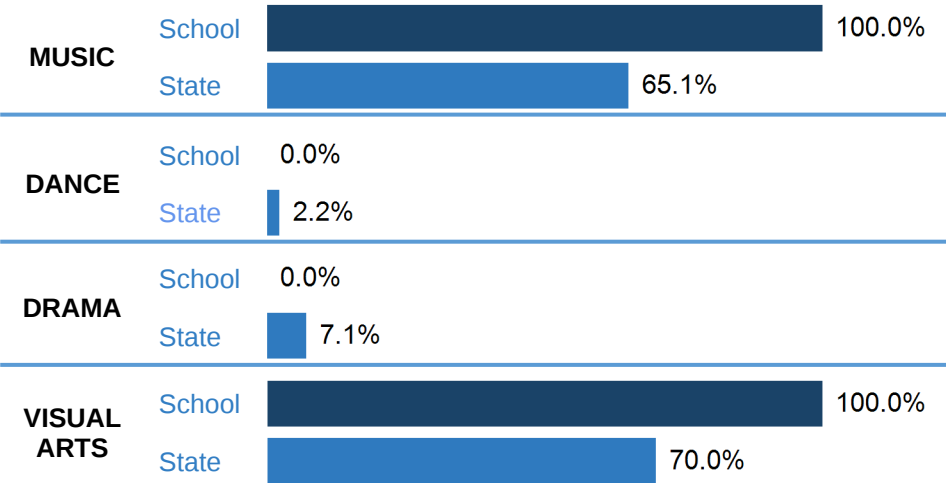


Grades 9-12:

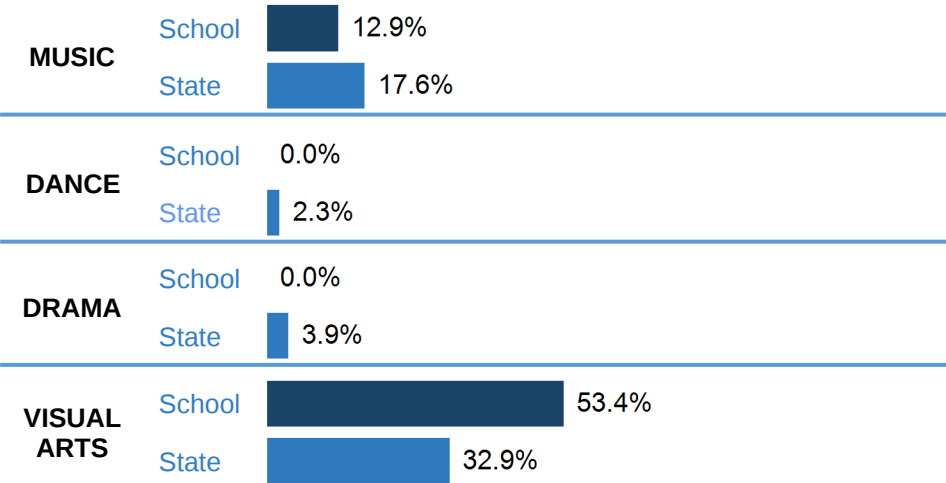
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





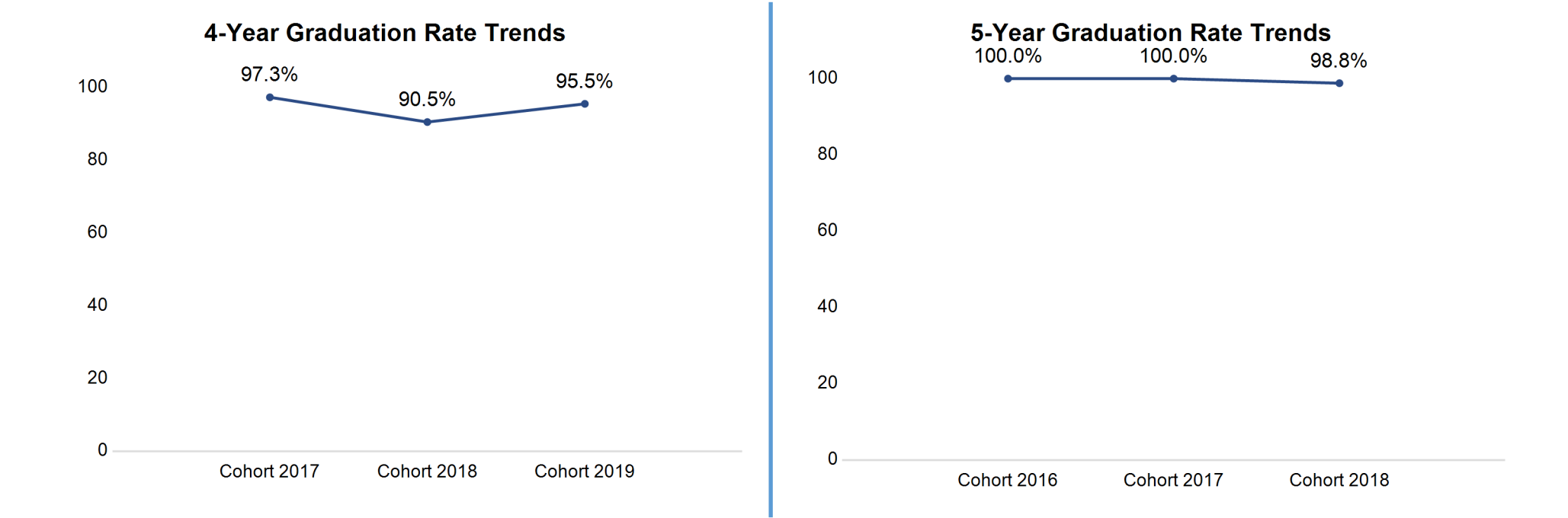
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.3%	90.5%	95.5%	100.0%	100.0%	98.8%
Annual Target	N	93.5%		N	N	
Met Annual Target?	Met Goal	Not Met		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	95.5%	90.6%	98.8%	92.5%	90.5%	93.5%	Not Met	100.0%	N	Met Goal
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	95.6%	84.5%	98.0%	87.3%	86.3%	95.0%	Not Met	100.0%	N	Met Goal
Black or African American	94.1%	83.3%	*	87.1%	*	N	Met Goal	*	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	100.0%	92.8%	97.5%	94.4%	97.5%			100.0%		
Male	91.2%	88.5%	100.0%	90.8%	84.1%			100.0%		
Economically Disadvantaged Students	94.5%	84.0%	98.4%	87.3%	92.1%	93.3%	Not Met	100.0%	N	Met Goal
Students with Disabilities	*	79.2%	*	83.8%	*	**	**	N	N	N
English Learners	N	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			*		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	9.5%	9.5%
Substitute Competency Test	76.2%	77.8%
Portfolio Appeals Process	7.9%	6.3%
Alternate Requirements specified in IEP	6.3%	6.3%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%



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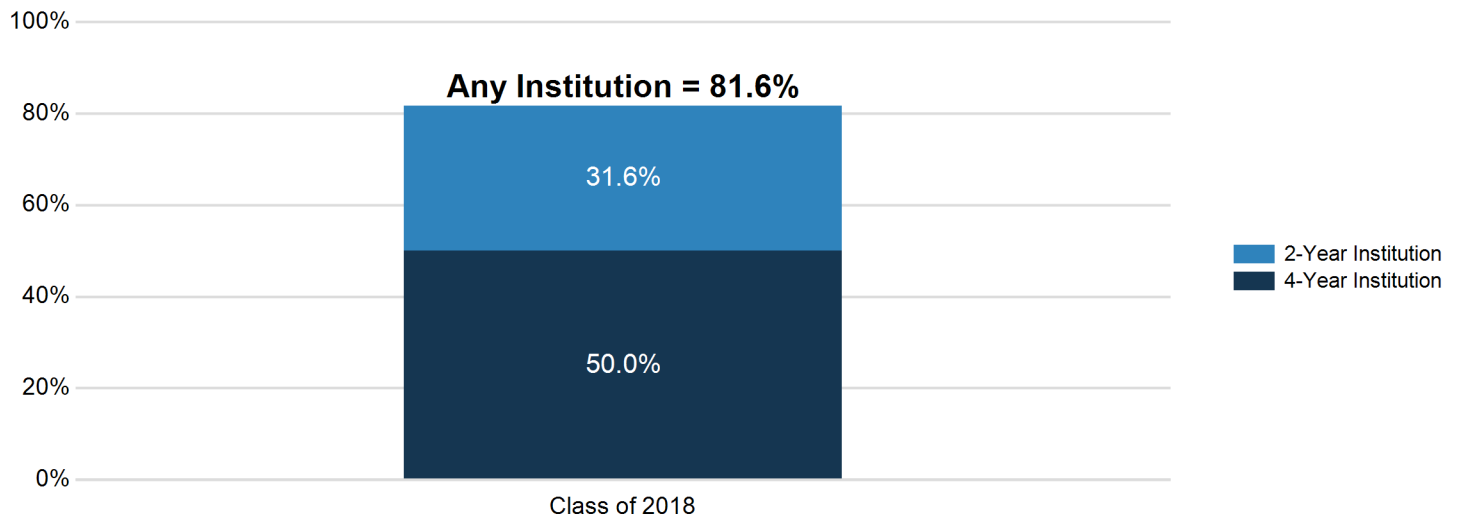
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	31.6%
% Enrolled in 4-Year Institution	50.0%
% Enrolled in Any Postsecondary Institution	81.6%



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Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	70.6%	16.7%	83.3%
White	*	*	*
Hispanic	68.1%	15.6%	84.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	71.2%	14.3%	85.7%
Students with Disabilities	*	*	*
English Learners	*	*	*

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	81.6%	38.7%	61.3%	75.8%	24.2%	82.3%	17.7%
White	*	*	*	*	*	*	*
Hispanic	77.8%	42.9%	57.1%	74.3%	25.7%	88.6%	11.4%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	80.6%	44%	56%	82%	18%	88%	12%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

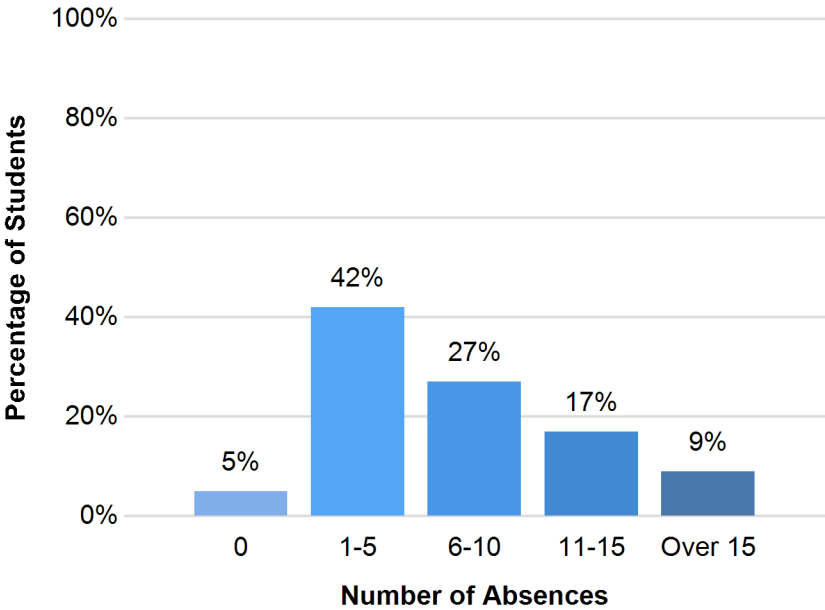
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	27	1.9	10.6	Met
White	*	*	10.6	Met
Hispanic	15	1.6	10.6	Met
Black or African American	12	2.9	10.6	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	11	1.5		
Male	16	2.3		
Economically Disadvantaged Students	25	2.0	10.6	Met
Students with Disabilities	6	3.5	10.6	Met
English Learners	2	2.9	10.6	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





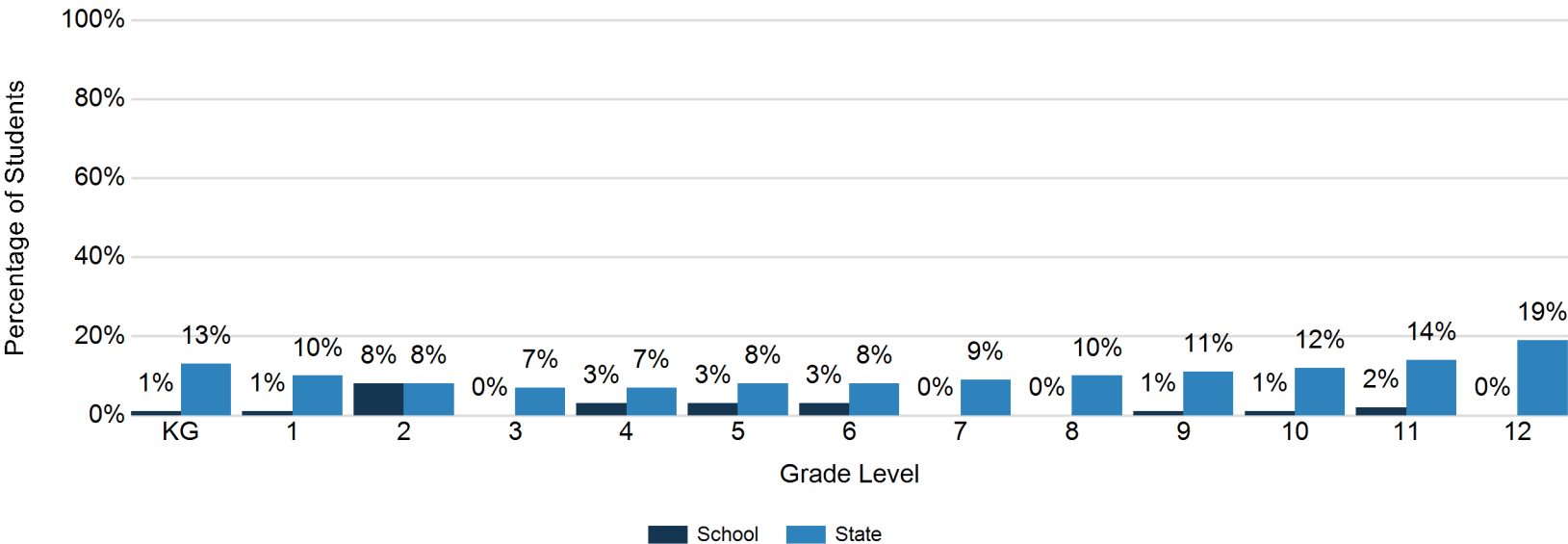
Paterson Charter School for Science/Technology
(80-7503-970)
Grades Offered: KG-12
2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	20
Weapons	2
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	38
Incidents Per 100 Students Enrolled	2.74

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	1	0	1
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	1	0	1
Disability	0	2	2
Other	7	8	15
No Identified Nature	15		15

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	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	15	1.1%
Out-of-School Suspensions	42	3.0%
Any Suspension	48	3.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
201



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:45 AM
Typical End Time	3:25 PM
Length of School Day	7 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 28 Mins
Shared Time - Instructional Time	6 Hrs. 28 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	114	118,214
Average years experience in public schools	3.8	12.1
Average years experience in district	3.0	10.8
Percentage of Teachers with 4 or more years experience in the district	32.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,530
Average years experience in public schools	8.8	16.0
Average years experience in district	8.8	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	139:1	139:1
Teachers to Administrators	11:1	11:1
Students to Librarians/Media Specialists		1388:1
Students to Nurses		1388:1
Students to Counselors		347:1
Students to Child Study Team Members		694:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.7%	72.8%	40.0%	48.4%	77.1%	54.9%
Male	49.3%	27.2%	60.0%	51.6%	22.9%	45.1%
White	4.3%	71.9%	70.0%	42.4%	83.6%	77.4%
Hispanic	65.4%	9.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.8%	11.4%	30.0%	15.0%	6.6%	13.9%
Asian	0.5%	6.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.9%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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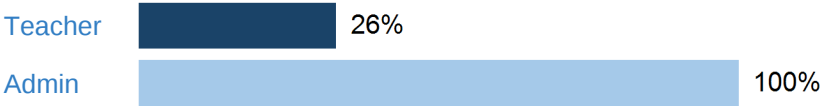
Teachers and Administrators - Level of Education

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

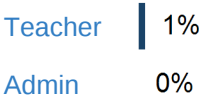
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	82.9%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.4%	49.0%	50.6%
Math Proficiency	19.6%	23.3%	25.4%
ELA Growth	47	48	46
Math Growth	27	36	48
4-Year Graduation Rate†	97.3%	90.5%	95.5%
5-Year Graduation Rate†	100.0%	100.0%	98.8%
Progress toward English Language Proficiency		58.3%	32.1%
Chronic Absenteeism	4.4%	6.7%	1.9%

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



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 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Not Met	Met Goal	Met Standard	Met Standard	Met Target†	Met	No
White	Met Target	Met Target†	**	**	**	**	n/a	Met	No
Hispanic	Met Target	Not Met	Not Met	Met Goal	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Goal	Met Goal	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Goal	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	**	**	Not Met	Not Met	n/a	Met	No
English Learners	Met Target	Met Target†	**	**	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	No

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



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School Narrative

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

 Highlights:	- PCSST'S K-1 Campus has taken the initiative to focus on Teaching with Mindfulness Techniques. Techniques that promote attentives and brain development to assist in all aspects of learning. - PCSST elementary school has a reteach period built into the regular school day which allows teachers to meet with the students in need of extra help in Math and ELA. - PCSST's 7-12 campus has created a unique intervention period that reinforces a growth mindset. Four days a week, students have the opportunity to meet with their teachers for enrichment and extra help.
 Mission, Vision, Theme:	PCSST'S Mission is to provide our students with a rigorous education that produces literate, responsible, self-directed students who can contribute to society.
 Awards, Recognition, Accomplishments:	PCSST earned Middle States accreditation for growth in 2014. PCSST will be working towards accreditation in Excellence for Design in the upcoming school year. PCSST offers 12 Advanced Placement courses, and in the 2018-19 school year 100% of the students enrolled in the AP Calculus course passed the AP exam. PCSST students have received Ivy League acceptances every year since 2013, with the first West Point acceptance in the class of 2019. PCSST currently have students taking dual enrollment courses with three different universities. PCSST has an award winning JROTC program, with over two hundred cadets participating.



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 Courses, Curriculum, Instruction:	PCSST provides students with a standards based curriculum. College and career readiness is at the core of the curriculum at our 7-12 campus. PCSST offers twelve different AP courses, in addition to a variety of honors courses. The vast course catalog allows students to explore different career paths through a variety of hands and engaging electives. PCSST effectively use/integrate technology in all subjects by providing one-on-one devices in middle and high school. Teachers utilize the "I Do, We Do, You Do" model during a block period of instruction to provide students with skills based instruction that allows for the mastery of skills and standards that students will need to be successful in their courses and on state assessments.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Girls) The objectives for PCSST's athletic programs are to develop character traits and leadership skills in all athletes. The coaches instill the attributes of respect, dedication, commitment, work ethic and dependability which translate to success in school and in life. At PCSST it's important that the athletic programs provide a rewarding experience for all students. PCSST gives an opportunity for students to represent their school and community in a positive way and create an environment that contributes to school spirit. In addition, PCSST athletic programs develop self-esteem and athletic skills for all student-athletes in an enriching environment. PCSST varsity Boys Basketball team was the Meadowland Division champion in 2017 and 2019. PCSST offers 8 Varsity sports as well as 2 JV. Boy's Volleyball Varsity team will be added to the offering in 2019-20.
 Clubs and Activities:	PCSST offers a full extracurricular program which includes over 50 club, competition, and sports teams so that students can pursue their passions and interests outside of the classroom. Clubs range from traditional options such as Arts&Crafts Club, Reading Club, Spanish Club, Book Club, Music Clubs, Academic Clubs, Computer Club, Technology Clubs and Fitness/Sports Clubs. We also offer activities that send students to compete across the state in Science Olympiads, JROTC Raiders competitions, Robotics competitions, science, social studies and art fairs and sporting events activities as well as opportunities for service learning.



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 Before and After School Programs:	PCSST offers after school programs to student who need extra help on core courses and enrichment programs for the college bound students. Credit recovery is a program for high school students to be on track of graduation and after school. Math and LA tutoring is offered to elementary and middle school students to provide them extra support afterschool. College Coaching Program is designed for college bound students to get them ready for college by providing enrichment activities and SAT prep.
 Staff and Professional Learning:	PCSST faculty members begin their school year with an extensive professional development program. New staff members receive five days of professional development during and extensive new teacher orientation, with an additional five days during full staff orientation. Five school days are allocated throughout the year for continued professional development. The theme of this year's professional development social and emotional learning. PCSST staff received one and a half days of training from outside organizations to help incorporate SEL practices into our classrooms. Based on need, professional development workshops are planned by PCSST administrators. Staff also participates in out of district professional development, webinars, and are members of professional organizations to help them meet their individual professional development goals.
 Postsecondary Information:	PCSST class of 2019 consisted of 69 students of which 75 percent applied to post-secondary institutions including 4-year universities and 2-year colleges. As a result, 85% percent of the applicants were accepted and collectively received over \$4,000,000.00 worth of Scholarships.. The remaining students applied to military and trade schools. Students who are uncertain about post-secondary plan usually seek employment which is supported by PCSST Alumni program. Through the years PCSST students continues on a trail blazing path to various post-secondary institutions including WestPoint, Princeton, Cornell, Carnegie Institute of Technology, FIU, UCLA, Boston College, George Washington, Howard, Rutgers, WPU, DSU, Felician, MSU, FDU, NJIT, Penn State, NJCU, Rider, Seton Hall, Caldwell, Bloomfield, NYU, Emerson College, Berkeley, Pace, Morgan State, Ramapo College, Norwich, Kean, Lehigh, University of Florida, NYIT, Saint Peters, Boston, Rowen, Coppin State, US Army



Paterson Charter School for Science/Technology
 (80-7503-970)
 Grades Offered: KG-12
 2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note, see note below table

School Narrative

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 Student Supports and Services:	PCSST implements a high-intensity ESL program for ELL students by providing a minimum of 90 min of daily ESL instruction through in-class support or pull-out classes. PCSST has a special education program in place for students who are identified as eligible through CST evaluations. An in-class resource program is available for students who are able to function successfully in the general education classroom. For students who need a modified curriculum and small group instruction PCSST provides a resource replacement program. Speech/language therapy, occupational therapy, and physical therapy are also provided to students based on their identified needs in the IEP. Supports and services for struggling students include additional support through use of basics skills teachers, small group instruction, and tutoring programs. PCSST also has an I&RS committee that assists with the intervention process for students who are experiencing learning and behavior difficulties.
 Student Health and Wellness:	PCSST elementary school organizes a Healthy U assembly every year to emphasize and encourage a healthy lifestyle. During the event, students get informed about healthy eating habits and the importance of exercising with fun activities.
 Parent and Community Involvement:	The goals of PCSST are to encourage interaction between family and school, serve as a source of support, and work with teachers, staff, and the community at large to improve children's educational experience. The PTO works closely with the school administration to meet these goals.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers PCSST administers the New Jersey School Climate Survey two times a year during the Fall and Spring to our staff, parents, and students. The survey was designed by the New Jersey Department of Education (NJDOE), in collaboration with the Bloustein Center for Survey Research (Bloustein) at Rutgers. The NJSCS includes four validated questionnaires to support local school climate and culture improvement activities, as an integral part of their continuous efforts to improve student's educations and prevent at-risk student behavior. Our 2018-19 results from staff, student, and parent surveys show strength in our Physical Environment, Parental Support, Morale in the School Community, Administration Support and Safety
 Facilities:	PCSST has three campuses (K-1, 2-6 and 7-12) all located in Paterson, New Jersey. The K-1 campus located on Main Street in downtown Paterson opened in fall of 2017. The three-storey building was originally a department store. It has fully equipt kindergarten classes along with regular classes, a cafeteria, and a large indoor play area. This campus currently accommodates 288 students in Kindergarten and first grade. The 2-6 Campus is a 68,000 square-foot building located at 276 Wabash Avenue opened in the fall of 2005. The building was originally a warehouse and currently accommodates 624 students in second through sixth grade. The 7-12 campus building is an 87,200 square-foot building located at 196 West Railway Avenue opened in the fall of 2014. This location was originally a warehouse, converted into a school by the landlord which features with the state of art facilities including a spacious gymnasium. This campus currently accommodates 576 students in seventh through 12th grade.



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 Technology and STEM:	PCSST offers STEM programs starting at ealry ages: In Elelmntary school, students are exposed to engineering and teccnology education by makerspace and robatics programs. In high school, students are prepared for STEM field with the makerspace program, hands-on Science labs, AP level Science and Math courses. Also, PCSST offers various computer education programs, including Cisco Networking Academy courses and AP Computer Science Principles, and AP Computer Science A courses.
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 Other Information	The admission policy for PCSST is non-discriminatory and is designed to ensure equal opportunity for interested applicants in grades K through 12. Enrollment is open based the availability of seats in each grade level. Total applications received for 2019-20 academic year was 1955. Due to this overwhelming applications for admission, PCSST conducts an annual open public lottery event to identify accepted students and the order of enrollment for each grade. PCSST has a strict uniform policy in place for all grades. Transportation is available for all eligible students through Paterson Public Schools. PCSST provides a grade-level appropriate daily schedule at its three campuses. The elementary schedule accommodates breaks and recesses, whereas the high school utilizes a block schedule. All campuses utilize a variety of communication tools to reach out to parents including the school database system, emails, SMS and automated phone messaging, social media and one-on-one parent meetings. Home visits are also utilized by the faculty to reach out parents and families. PCSST is providing opportunities for students to be able to gain and exercise leadership skills through student-led organizations such as Student Council, National Honor Societies, Hero and Cool Kids, Teen Summit participation, mentoring programs, JROTC Leadership and Raiders teams and JROTC Cadet formation. Student achievements and recognition are a big part of the school culture where learning is encouraged. In addition to the morning assemblies, Honor Roll ceremonies, Students of the Month, Lion Pride, SWAG (Student with Academic Greatness), grade level assemblies, pep-rallies, special tag days (students representing school in competitions are allowed to wear their team/club t-shirt) are other ways of celebrating and acknowledging success. PCSST tries to make these recognition activities inclusive of all students. In addition to meeting high standards, students who are making progress toward those stand
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