NJ SCHOOL PERFORMANCE REPORT

Paterson Charter School for Science/Technology
2016-2017

Grade Span KG-12

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

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

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

Other Resources:
- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

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

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

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

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80-7503-970
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PATERSON, NJ 07503

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	79	77	79
1	80	80	79
2	78	79	78
3	81	77	79
4	78	80	80
5	81	74	80
6	79	83	83
7	91	84	83
8	77	82	74
9	100	94	81
10	83	91	88
11	70	73	86
12	69	0	2
Ungraded	0	0	0
Total	1046	974	972

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	49%
Male	49%	50%	51%
Economically Disadvantaged Students	80%	86%	86%
Students with Disabilities	10%	10%	11%
English Learners	2%	2%	4%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	61.5%
Black or African American	34.2%
White	3.7%
American Indian or Alaska Native	0.4%
Asian	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	79	77	79

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	972
Shared Time Students	0
Full Time Equivalent	972

Enrollment by Home Language

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

Home Language	% of Students
English	61.8%
Spanish	35.3%
Arabic	1.3%
Other	1.5%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	617	99.1	44.40	44.40	54.90	44.4	45.9	Met Target†
White	19	100.0	63.20	63.20	63.90	63.2	N	N
Hispanic	375	99.7	44.50	44.50	39.80	44.5	48.6	Met Target†
Black or African American	217	97.8	42.00	42.00	35.20	42	40.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	298	98.7	54.30	54.30	62.20	54.3		
Male	319	99.4	35.20	35.20	48.10	35.2		
Economically Disadvantaged Students	446	99.0	44.80	44.80	36.20	44.8	44.9	Met Target†
Non-Economically Disadvantaged Students	171	99.4	43.30	43.30	65.80	43.3		
Students with Disabilities	69	97.5	15.90	15.90	20.50	15.9	14.9	Met Target
Students without Disabilities	548	99.3	48.00	48.00	61.90	48		
English Learners	14	100.0	28.60	28.60	25.20	28.6	**	**
Non-English Learners	603	99.1	44.80	44.80	57.40	44.8		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	744	744	749	*	19%	29%	39%	*	41%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	59	740	740	734	*	20%	32%	36%	*	36%	35%
Black or African American	16	747	747	731	*	*	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	33	747	747	754	*	*	33%	39%	*	42%	55%
Male	47	741	741	745	*	*	26%	38%	*	40%	46%
Economically Disadvantaged Students	59	740	740	731	*	*	*	36%	*	36%	31%
Non-Economically Disadvantaged Students	21	753	753	762	*	*	*	48%	*	57%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	746	746	753	*	23%	31%	30%	*	40%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	49	749	749	740	*	22%	31%	29%	*	43%	40%
Black or African American	27	738	738	737	*	*	37%	*	*	30%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	47	758	758	758	*	*	28%	*	*	57%	61%
Male	33	729	729	749	*	*	36%	*	*	15%	51%
Economically Disadvantaged Students	49	749	749	737	*	*	31%	29%	*	43%	36%
Non-Economically Disadvantaged Students	31	741	741	764	*	*	32%	32%	*	36%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	*	*	*	726	*	*	*	*	*	*	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	748	748	756	*	*	34%	44%	*	49%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	40	755	755	743	0%	*	43%	43%	*	50%	44%
Black or African American	39	741	741	740	*	*	26%	46%	*	49%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	41	759	759	761	*	*	24%	61%	*	68%	66%
Male	38	736	736	750	*	*	45%	26%	*	29%	53%
Economically Disadvantaged Students	40	755	755	740	*	*	43%	43%	*	50%	40%
Non-Economically Disadvantaged Students	39	741	741	765	*	*	26%	46%	*	49%	71%
Students with Disabilities	17	728	728	725	*	*	*	*	*	18%	22%
Students without Disabilities	62	754	754	762	*	*	*	*	*	58%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	751	751	752	*	16%	31%	38%	*	50%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	48	758	758	740	0%	*	29%	40%	*	58%	38%
Black or African American	32	739	739	736	*	*	34%	38%	0%	38%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	40	759	759	758	*	*	28%	48%	*	63%	61%
Male	44	743	743	746	*	*	34%	30%	*	39%	46%
Economically Disadvantaged Students	48	758	758	737	*	*	29%	40%	*	58%	34%
Non-Economically Disadvantaged Students	36	741	741	761	*	*	33%	36%	*	39%	65%
Students with Disabilities	13	725	725	722	*	*	*	*	*	15%	17%
Students without Disabilities	71	756	756	758	*	*	*	*	*	56%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	760	760	756	*	*	25%	42%	25%	67%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	50	759	759	742	*	*	24%	48%	20%	68%	44%
Black or African American	32	762	762	737	*	*	*	31%	34%	66%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	37	765	765	764	*	*	*	43%	30%	73%	68%
Male	47	756	756	749	*	*	*	40%	21%	62%	51%
Economically Disadvantaged Students	68	756	756	739	*	*	*	*	*	63%	40%
Non-Economically Disadvantaged Students	16	778	778	766	*	*	*	*	*	81%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	84	760	760	758	*	*	25%	42%	25%	67%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	745	745	757	*	21%	20%	43%	*	51%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	45	747	747	742	*	*	*	47%	*	56%	44%
Black or African American	32	743	743	738	*	*	*	38%	*	44%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	39	754	754	766	*	*	*	44%	*	56%	68%
Male	42	737	737	749	*	*	*	43%	*	45%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	15	724	724	718	*	*	*	*	*	13%	18%
Students without Disabilities	66	750	750	764	*	*	*	*	*	59%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	737	737	749	*	30%	25%	27%	*	34%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	45	738	738	733	*	31%	22%	29%	*	36%	35%
Black or African American	28	731	731	730	*	*	*	*	0%	25%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	35	738	738	756	*	29%	*	31%	*	37%	60%
Male	42	735	735	741	*	31%	*	24%	*	31%	43%
Economically Disadvantaged Students	67	738	738	731	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	10	726	726	758	*	*	*	*	*	20%	62%
Students with Disabilities	10	704	704	714	*	*	*	*	*	*	13%
Students without Disabilities	67	741	741	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	77	737	737	752	*	30%	25%	27%	*	34%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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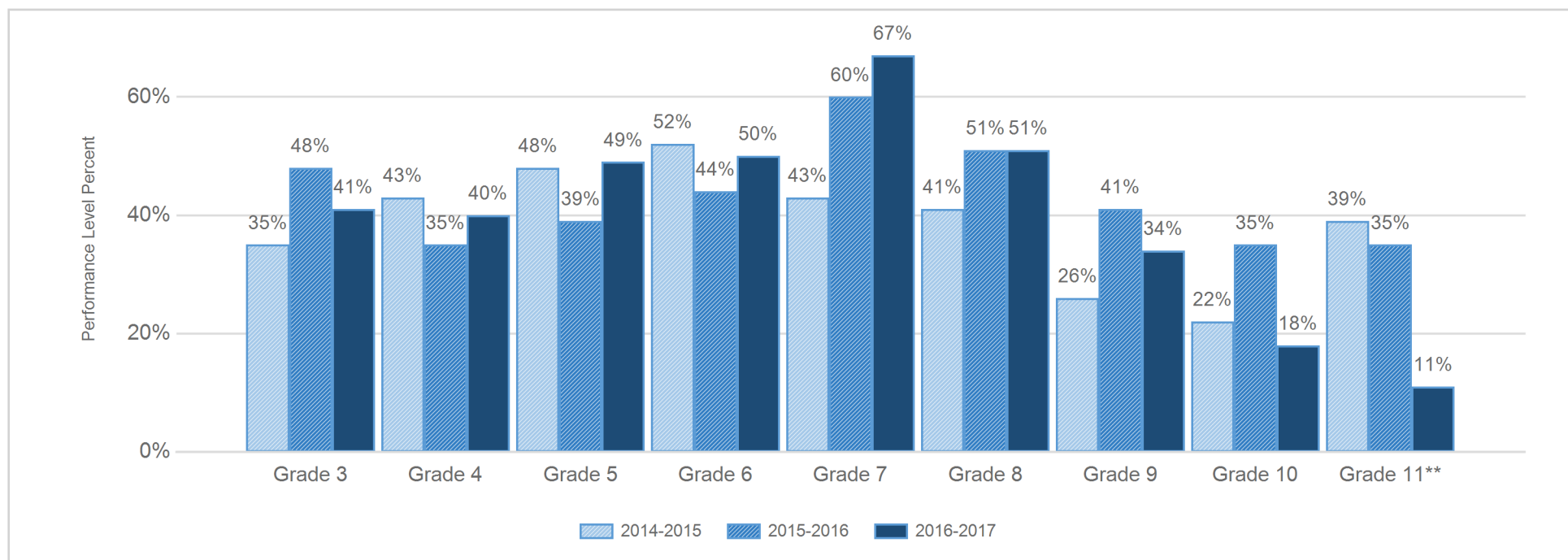## English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	720	720	743	31%	23%	28%	*	*	18%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	60	722	722	728	30%	22%	33%	*	*	15%	34%
Black or African American	20	718	718	725	*	*	*	*	0%	25%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	40	732	732	752	*	*	*	*	*	25%	54%
Male	47	709	709	734	*	*	*	*	*	13%	39%
Economically Disadvantaged Students	70	721	721	726	*	*	*	*	*	20%	32%
Non-Economically Disadvantaged Students	17	716	716	751	*	*	*	*	*	12%	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	716	716	736	27%	42%	20%	*	*	11%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	48	713	713	731	29%	42%	*	*	*	10%	34%
Black or African American	28	719	719	728	*	43%	*	*	*	14%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	43	718	718	744	*	*	*	*	*	*	46%
Male	36	713	713	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	79	716	716	737	27%	42%	20%	*	*	11%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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English Language Arts/Literacy Assessment - Performance Trends

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

** Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	624	99.1	19.60	19.60	43.50	19.6	24.1	Not Met
White	19	100.0	52.70	52.70	52.40	52.7	N	N
Hispanic	380	99.8	21.10	21.10	27.60	21.1	25.9	Not Met
Black or African American	219	97.9	12.80	12.80	21.70	12.8	20	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	300	98.7	20.00	20.00	44.10	20		
Male	324	99.4	19.20	19.20	42.90	19.2		
Economically Disadvantaged Students	452	99.0	19.90	19.90	25.10	19.9	24.2	Not Met
Non-Economically Disadvantaged Students	172	99.4	18.60	18.60	54.30	18.6		
Students with Disabilities	70	97.5	*	*	16.50	*	5.4	Met Target
Students without Disabilities	554	99.3	*	*	48.80	*		
English Learners	14	100.0	*	*	23.30	*	**	**
Non-English Learners	610	99.1	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	750	750	751	*	14%	35%	45%	*	50%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	59	749	749	738	*	*	37%	44%	*	48%	37%
Black or African American	16	749	749	733	0%	*	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	33	752	752	751	*	*	49%	42%	*	46%	52%
Male	47	749	749	751	*	*	26%	47%	*	53%	53%
Economically Disadvantaged Students	59	749	749	736	*	*	*	44%	*	48%	34%
Non-Economically Disadvantaged Students	21	753	753	761	*	*	*	48%	*	57%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	731	731	747	*	35%	31%	23%	*	24%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	49	732	732	734	*	39%	33%	20%	*	22%	30%
Black or African American	27	725	725	729	*	*	*	*	0%	19%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	47	737	737	747	*	26%	*	*	*	32%	47%
Male	33	723	723	747	*	49%	*	*	*	12%	48%
Economically Disadvantaged Students	49	732	732	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	31	730	730	757	*	*	*	*	*	26%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	*	*	*	713	*	*	*	*	*	*	22%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	726	726	747	17%	35%	33%	*	*	15%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	40	731	731	735	*	35%	28%	*	*	23%	30%
Black or African American	39	721	721	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	41	728	728	747	*	27%	39%	*	*	17%	47%
Male	38	724	724	746	*	45%	26%	*	*	13%	46%
Economically Disadvantaged Students	40	731	731	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	39	721	721	756	*	*	*	*	*	*	59%
Students with Disabilities	17	699	699	725	*	*	*	*	*	*	19%
Students without Disabilities	62	733	733	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	734	734	743	14%	19%	38%	29%	0%	29%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	48	739	739	731	*	*	42%	33%	0%	33%	27%
Black or African American	32	726	726	724	*	*	38%	*	0%	19%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	40	739	739	745	*	*	40%	33%	*	33%	45%
Male	44	728	728	742	*	*	36%	25%	*	25%	43%
Economically Disadvantaged Students	48	739	739	728	*	*	42%	*	0%	33%	24%
Non-Economically Disadvantaged Students	36	726	726	752	*	*	33%	*	0%	22%	56%
Students with Disabilities	13	705	705	717	*	*	*	*	*	*	13%
Students without Disabilities	71	739	739	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	729	729	741	*	36%	49%	*	0%	11%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	50	730	730	730	*	36%	44%	*	0%	16%	23%
Black or African American	32	726	726	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	37	728	728	743	*	*	*	*	*	*	41%
Male	47	729	729	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	68	728	728	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	16	733	733	749	*	*	*	*	*	*	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	84	729	729	742	*	36%	49%	*	0%	11%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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

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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	708	708	728	42%	22%	24%	*	*	12%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	31	710	710	721	*	*	*	*	*	*	21%
Black or African American	24	703	703	715	54%	*	*	*	0%	13%	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	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	27	709	709	730	*	*	*	*	*	*	30%
Male	32	708	708	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	15	691	691	705	*	*	*	*	*	*	*
Students without Disabilities	44	714	714	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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

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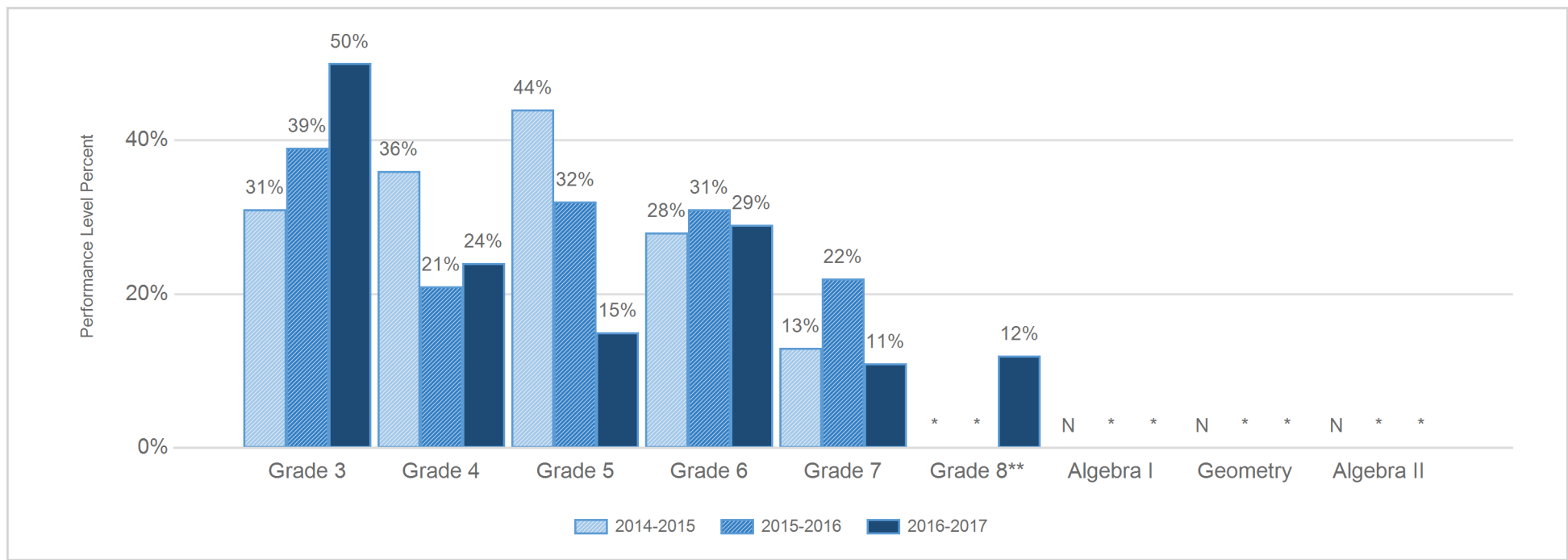## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	723	723	743	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	57	724	724	728	*	*	*	*	*	*	24%
Black or African American	33	721	721	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	45	724	724	744	*	*	*	*	*	*	43%
Male	46	722	722	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	80	724	724	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	11	718	718	751	*	*	*	*	*	*	52%
Students with Disabilities	11	698	698	714	*	*	*	*	*	*	10%
Students without Disabilities	80	726	726	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	91	723	723	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	720	720	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	61	720	720	722	*	*	*	*	*	*	14%
Black or African American	21	714	714	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	38	719	719	735	*	*	*	*	*	*	31%
Male	52	721	721	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	71	721	721	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	19	715	715	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	708	708	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	55	706	706	710	*	*	*	*	*	*	14%
Black or African American	32	709	709	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	49	704	704	725	*	*	*	*	*	*	27%
Male	43	712	712	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	82	708	708	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	10	709	709	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	92	708	708	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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Mathematics Assessment – Performance Trends

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

Grade 3: 31%, 39%, 50%
Grade 4: 36%, 21%, 24%
Grade 5: 44%, 32%, 15%
Grade 6: 28%, 31%, 29%
Grade 7: 13%, 22%, 11%
Grade 8:** *, *, 12%
Algebra I: N, *, *
Geometry: N, *, *
Algebra II: N, *, *

Legend: 2014-2015, 2015-2016, 2016-2017

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

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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	10	*	*
2	10	*	*
3	*	*	*
4	N	N	N
5+	*	*	*

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

NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	29%	43%	28%
White	*	*	N
Hispanic	27%	46%	27%
Black or African American	26%	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	28%	44%	28%
Students with Disabilities	N	N	*
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

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

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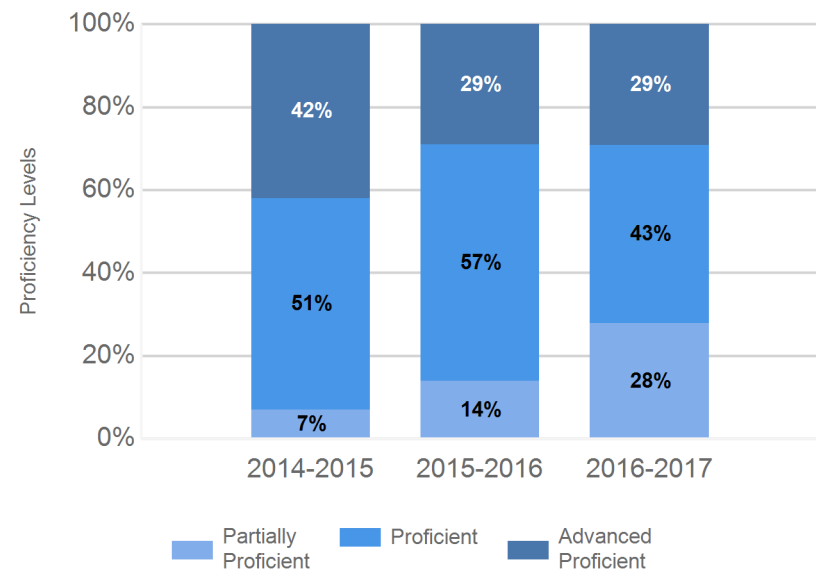
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories.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

NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	12%	44%	44%
White	N	*	N
Hispanic	13%	44%	42%
Black or African American	11%	*	51%
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	12%	44%	44%
Students with Disabilities	N	14%	86%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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

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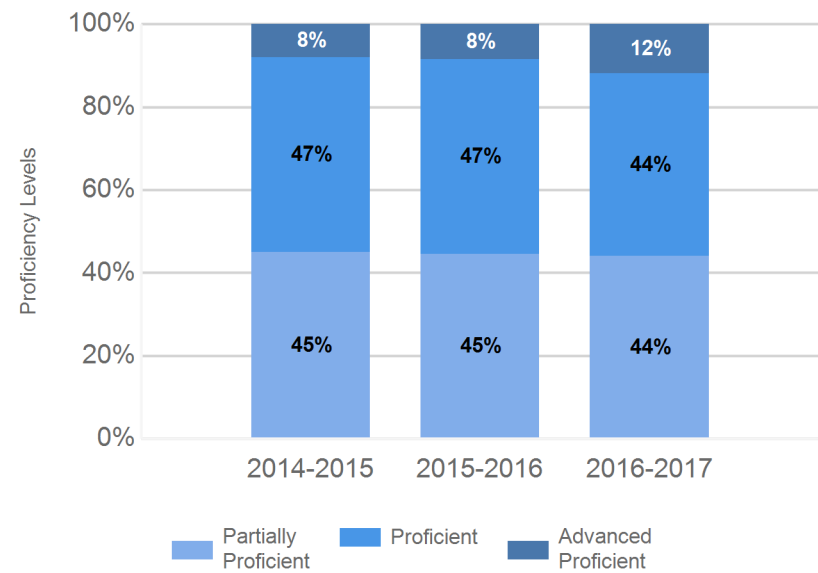
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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students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

Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	1%	22%	77%
White	N	*	*
Hispanic	N	22%	78%
Black or African American	N	21%	79%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	24%	76%
Students with Disabilities	N	*	*
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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

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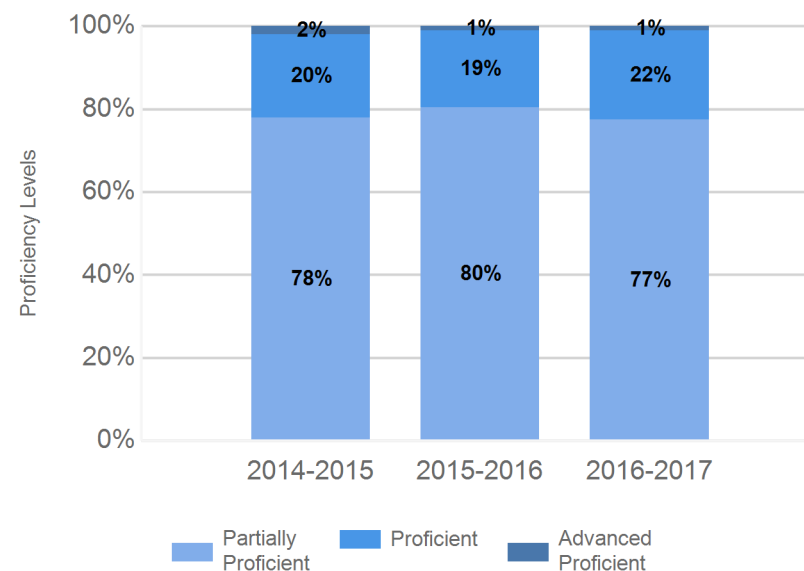
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	47	50	Met Target	27	27	50	Not Met
White	45	45	50	**	*	*	52	**
Hispanic	53	53	49	Met Target	29	29	47	Not Met
Black or African American	37	37	45	Not Met	24	24	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48.5	48.5	47	Met Target	28	28	46	Not Met
Students with Disabilities	42	42	41	Met Target	20	20	43	Not Met
English Learners	43	43	53	**	*	*	51	**

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

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

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

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

Student Growth by Performance Level

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

ELA
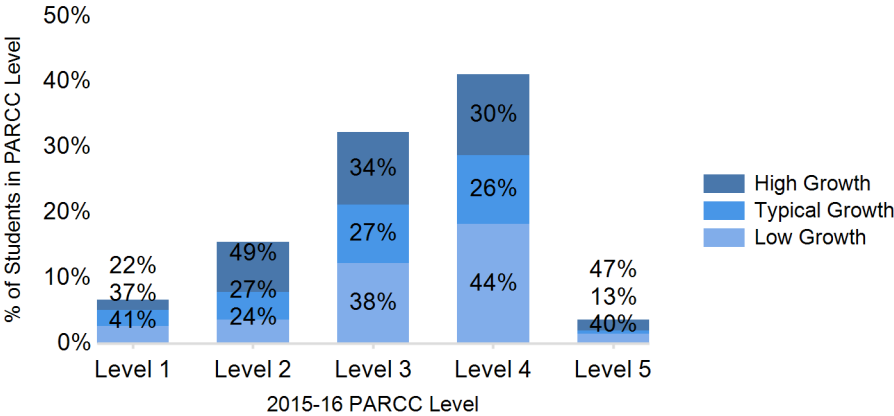
MATH
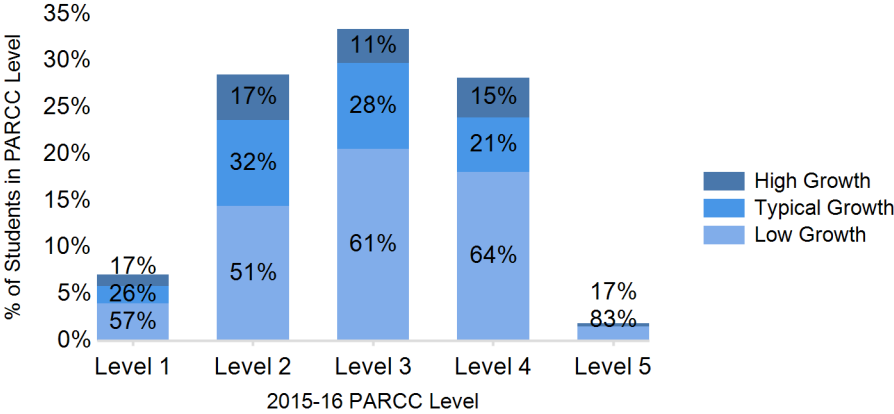
Student Growth by Grade

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

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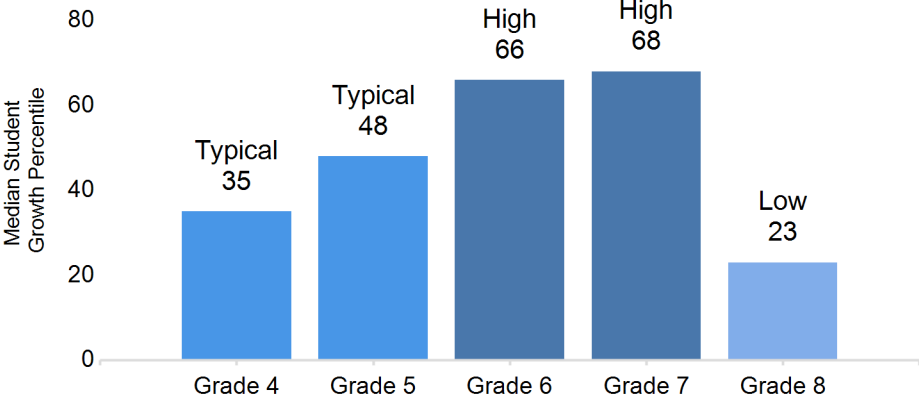
Math
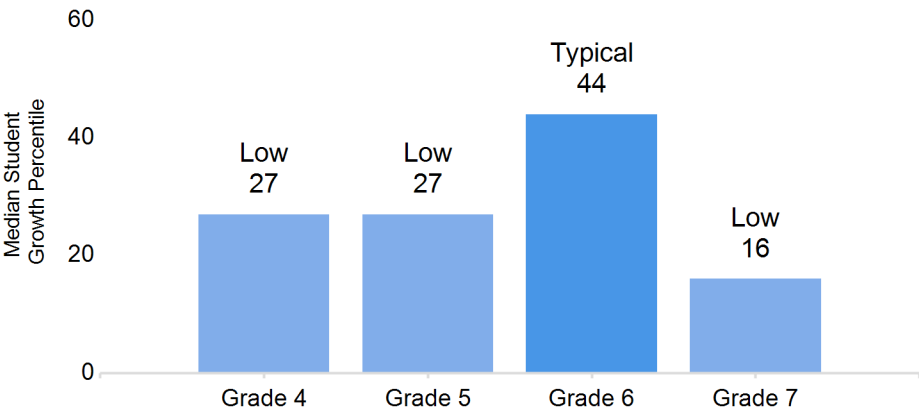
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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	94.8%	89.4%
Percentage of students taking the SAT	*	70.0%
Percentage of students taking the ACT	100.0%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	429	481	Varies By Grade	41%	67%
PSAT - Math	442	483	Varies By Grade	25%	49%
SAT - Reading and Writing	*	551	480	*	77%
SAT - Math	*	552	530	*	58%
ACT - Reading	16	24	22	16%	65%
ACT - English	14	24	18	12%	79%
ACT - Math	16	24	22	N	65%
ACT - Science	16	23	23	N	54%

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
- School: 47.7%
- State: 41.5%

Students taking one or more AP or IB exam
- School: 47.7%
- State: 34.5%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School: 12.5%
- State: 24.3%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	9	8
AP Calculus AB	9	9
AP English Language and Composition	10	10
AP English Literature and Composition	10	10
AP Physics 1	9	9
AP U.S. History	9	9
AP World History	13	13
Total Exams Taken		68
Exams with scores of at least 3 on AP exams or 4 on IB exams		14

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
- School: 58.0%
- State: 17.3%

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

Career and Technical Education Participation

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

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

School   0.0%

State   7.6%
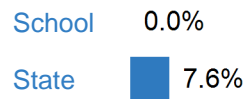
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School   0.0%

State   11.0%
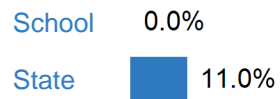
Structured Learning Experiences Participation

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

Structured Learning Experiences

School   0.0%

State   2.5%
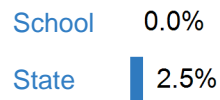
Industry-Valued Credentials Earned

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

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

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

Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	84
7	0	0	0	0	0	0	84
8	22	0	0	0	0	0	61
9	68	14	0	0	0	0	23
10	4	70	17	0	0	1	32
11	0	6	60	19	0	14	37
12	1	0	12	12	9	0	30
Schoolwide	95	90	89	31	9	15	351
Enrolled in AP/IB Course					9	0	0

NJ SCHOOL PERFORMANCE REPORT

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2016-2017

Grade Span KG-12

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	81	0	0	0	0	26
10	8	81	0	0	4	42
11	8	1	0	0	77	30
12	0	1	0	0	11	54
Schoolwide	97	83	0	0	92	152
Enrolled in AP/IB Course	9	0		0	9	0

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Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	61	0	0	3	0	36
10	11	87	0	8	1	3
11	0	86	0	14	9	16
12	5	9	0	0	16	44
Schoolwide	77	182	0	25	26	99
Enrolled in AP/IB Course	13	9	0	0	0	0

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Grade Span KG-12

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	47	0	0	0	0	0	37
7	63	0	0	0	0	0	0
8	0	0	0	0	0	0	83
9	29	0	0	0	0	0	18
10	37	4	0	0	0	0	21
11	19	17	0	0	0	0	5
12	29	0	0	0	0	0	3
Schoolwide	224	21	0	0	0	0	167
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	19	0	0	0	0	0	10
Earned Seal of Biliteracy	N	N	N	N	N	N	N

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NJ SCHOOL PERFORMANCE REPORT

Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

School 100%   State 100%
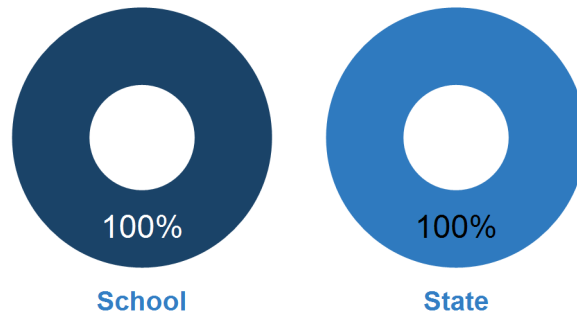
Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes
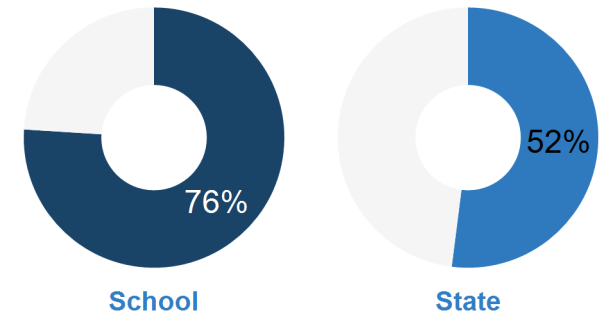
School 76%   State 52%

Students enrolled in one or more classes by discipline:

MUSIC	School	88%
	State	75%
DANCE	School	0%
	State	2%
DRAMA	School	0%
	State	5%
VISUAL ARTS	School	87%
	State	80%

Students enrolled in one or more classes by discipline:

MUSIC	School	15%
	State	18%
DANCE	School	0%
	State	2%
DRAMA	School	0%
	State	4%
VISUAL ARTS	School	64%
	State	33%

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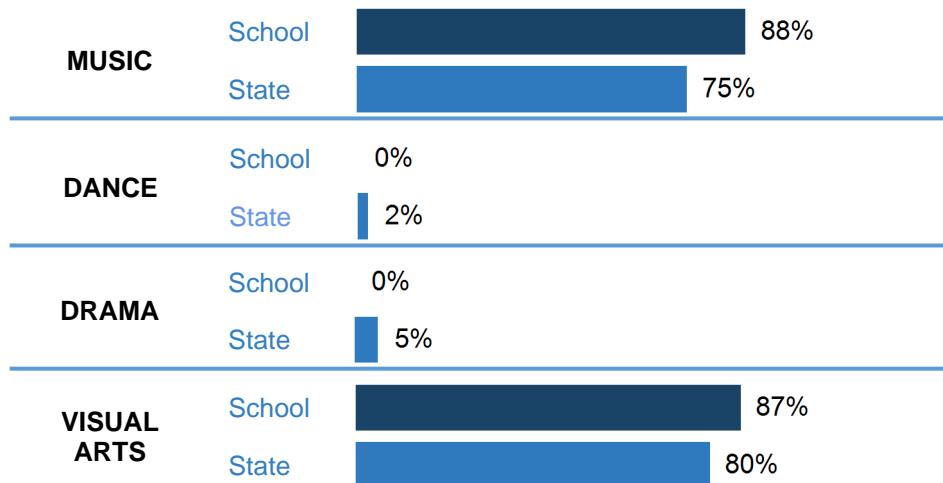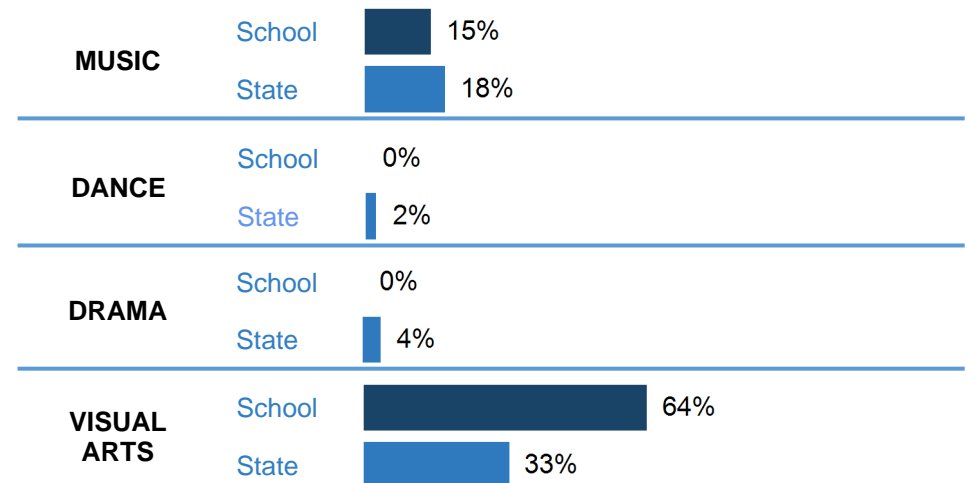
Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated here.

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual *ESSA* accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.3%	90.5%	100.0%	91.8%	95.8%	N	Met Goal	98.6%	N	Met Goal
White	*	94.5%	*	95.1%	*	**	**	*	**	**
Hispanic	100.0%	84.3%	*	86.3%	97.8%	N	Met Goal	100.0%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	85.7%	Met Target	*	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	N	96.6%	N	97.5%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	96.7%	83.9%	100.0%	85.6%	98.3%	N	Met Goal	98.2%	N	Met Goal
Students with Disabilities	N	78.8%	*	82.1%	*	**	**	*	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	97.3%	-
2016	95.8%	100.0%
2015	93.2%	98.6%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	N	N
2015-2016	N	N
2014-2015	N	N

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2016-2017

Grade Span KG-12

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	75%	27.8%	72.2%
White	*	0%	*
Hispanic	71.1%	29.6%	70.4%
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	74.1%	32.6%	67.4%
Students with Disabilities	*	*	*
English Learners	*	0%	*

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	85.3%	31%	69%	63.8%	36.2%	93.1%	6.9%
White	*	*	*	*	*	*	*
Hispanic	76.7%	24.2%	75.8%	75.8%	24.2%	93.9%	6.1%
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	87.7%	34%	66%	72%	28%	94%	6%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*

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Paterson Charter School for Science/Technology

2016-2017

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Grade Span KG-12

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

Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.40	10.30	Met Target
White	5.60	10.30	Met Target
Hispanic	3.20	10.30	Met Target
Black or African American	6.60	10.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.80	10.30	Met Target
Students with Disabilities	3.90	10.30	Met Target
English Learners	3.10	10.30	Met Target

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

Days Absent

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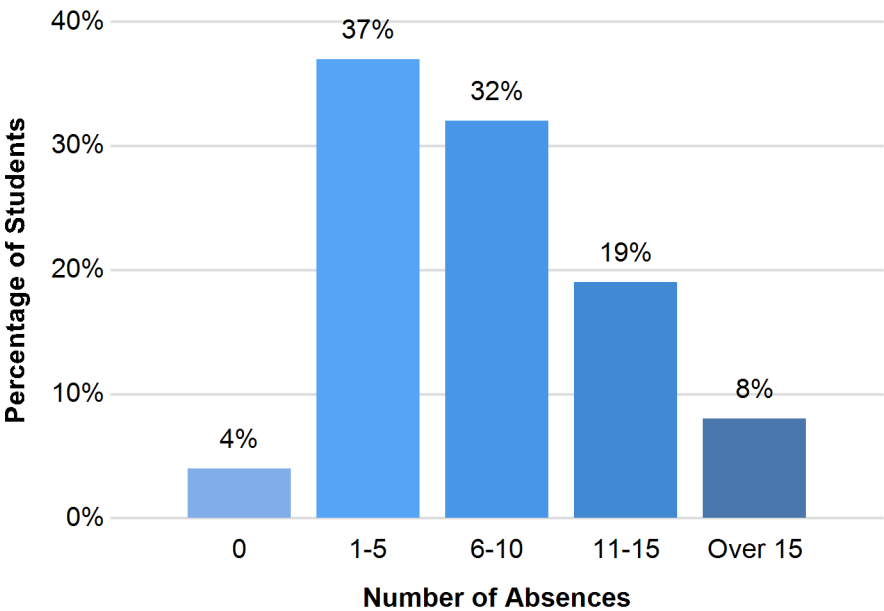
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NJ SCHOOL PERFORMANCE REPORT

Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

Chronic Absenteeism by Grade

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

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display
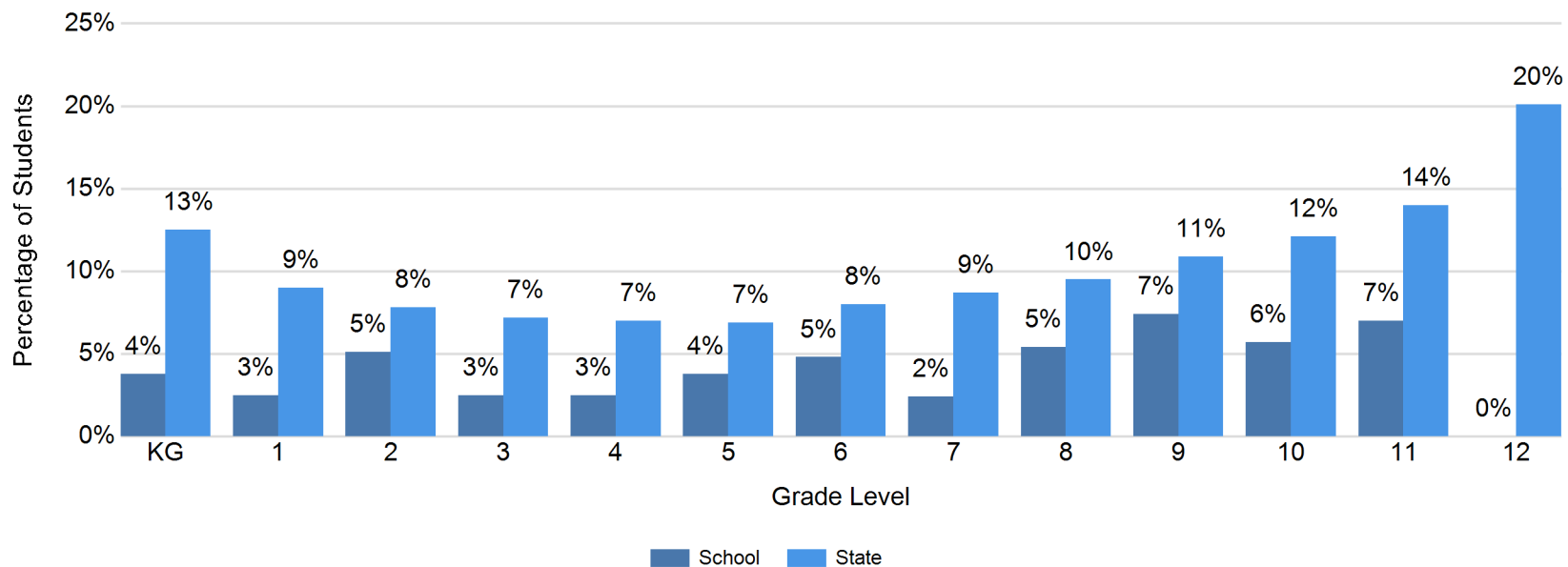
Paterson Charter School for Science/Technology

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Grade Span KG-12

School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	20
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	3.09

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	15.1%
Out-of-School Suspensions	16.2%
Any Suspension	21.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0

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Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	298.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$866	$13,414	$14,280

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Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	98	120,724
Average years experience in public schools	4.1	11.8
Average years experience in district	2.8	10.5
Teachers in district for 4 or more years	32%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	6.7	15.9
Average years experience in district	6.7	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	108:1	108:1
Librarian/Media Specialists		972:1
Nurses		486:1
Counselors		243:1
Child Study Team		972:1

Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

NJ SCHOOL PERFORMANCE REPORT

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

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

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 71%

Admin — N/A

Master's Degree

Teacher — 29%

Admin — 89%
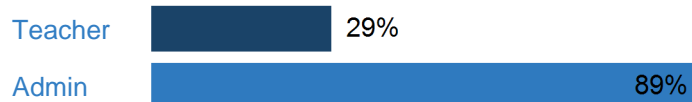
Doctoral Degree

Teacher — N

Admin — 11%

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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	69%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%

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Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

80-7503-970
CHARTERS
Paterson CS for Sci/Tech
276 WABASH AVENUE
PATERSON, NJ 07503

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	44.7	12.5%
Mathematics Proficiency	40.4	12.5%
Graduation - 4-Year	68.1	15.0%
Graduation - 5-Year	80.0	15.0%
English Language Arts Growth	63.8	15.0%
Mathematics Growth	18.2	15.0%
Chronic Absenteeism	93.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.2
Summative Rating: Percentile rank of Summative Score		68.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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

Paterson Charter School for Science/Technology

2016-2017

80-7503-970
CHARTERS
Paterson CS for Sci/Tech
276 WABASH AVENUE
PATERSON, NJ 07503

Grade Span KG-12

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	59.2	19.6	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	Met Target	Not Met	No
White	**	**	No	N	N	Met Target	**	**	**	**	No
Hispanic	74.3	19.6	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	Met Target	Not Met	No
Black or African American	44.7	19.6	No	Met Target	Not Met	Met Target	Met Target	Met Goal	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	N	N	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	N	N	**	**	No
Economically Disadvantaged Students	66.7	19.6	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	Met Target	Not Met	No
Students with Disabilities	36.9	11.9	No	Met Target	Met Target	Met Target	**	**	Met Target	Not Met	No
English Learners	**	**	No	**	**	Met Target	**	N	**	**	No

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

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

80-7503-970
CHARTERS
Paterson CS for Sci/Tech
276 WABASH AVENUE
PATERSON, NJ 07503

School General Info

Principal:	Mr. Gurcanli	Email Address:	riza.gurcanli@pcsst.org
Address:	276 WABASH AVENUE PATERSON, NJ 07503	Website:	www.pcsst.org
		Facebook:	https://www.facebook.com/pcsstk12
Phone:	(973)247-0600	Twitter:	https://www.twitter.com/pcsstk12

School Narrative

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

	Highlights:	• Integration of technology, the focus on science, and the use of best practices in data collection and PLC usage • Diverse set of course offerings to meet the needs and interests for college & career readiness. 12 AP Courses • The award winning Army JROTC program builds student discipline, integrity and service.
	Mission, Vision, Theme:	The mission of PCSST is to provide responsive educational model that will empower all students, through a standards-equity based academic program founded on expectations for high achievement that will graduate literate, responsible, self-directed persons who have the core knowledge and skills needed to be successful, contributing members of society.
	Awards, Recognition, Accomplishments:	Paterson Charter School for Science and Technology granted Accreditation for Growth for the next seven years by the Middle States Commission on Secondary Schools in 2014. Class of 2017 offered collectively over $3.5M worth of scholarship. Our JROTC raiders team made it to the Nationals in Georgia. The Social Studies department won a grant through the Gilder Lehrman Foundation to take 58 students to see the play Hamilton.

NJ SCHOOL PERFORMANCE REPORT

Paterson Charter School for Science/Technology
2016-2017

Grade Span KG-12

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	Courses, Curriculum, Instruction:	PCSST curricula have been aligned to the New Jersey Student Learning Standards(NJSLS). Using the new Curricular Frameworks for Math and Language Arts, teachers and administrators have been working collaboratively during PLCs on updating curricula to include the NJ revised standards for Math and Language Arts that have been implemented since September 2017. Data collection and analysis are the central elements of the school culture. PCSST uses Acc. Math, Acc. Reader, and STAR assessments.
	Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Girls) PCSST also offers cheerleading during the winter season. The boys basketball team won their conference tournament during the 2016-17 season. Boys basketball also played in the North I Group I state championship during the 2015-16 season. The cross-country team with 4 runners entered the state tournament for the past 3 years. The softball team qualified for the state tournament during the 2017 season.
	Clubs and Activities:	PCSST also offers a full extracurricular program which includes over 50 clubs, competitions, and sports teams so that students can pursue their passions and interests outside of the classroom. Clubs range from traditional options such as Spanish Club, Book Club, Music Clubs, Academic Clubs and Sports Clubs to activities that send students to compete across the state in Science Olympiads and Robotics competitions as well as opportunities for service learning.

Paterson Charter School for Science/Technology

2016-2017

Grade Span KG-12

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Staff and Professional Learning:	PCSST accommodates grade level and departmental PLC's, committee meetings, and weekly common planning times in teachers' weekly schedules. All teachers create a PDP with a common goal and an individual goal. Teachers receive PD during orientation as well as during the designated days throughout the year. Teacher to teacher PD is also utilized. PCSST encourages the staff members to attend several professional conferences specific to their content areas and interests.
Student Supports and Services:	PCSST utilizes Title I teachers to provide support for struggling students and organizes parent information nights to inform them about the special programs offered at school. PCSST has extra periods in its daily schedule to help the students. PCSST offers Saturday schools for extra Math and LA support for 6 weeks. The child study team monitors the students to make sure their special needs are met and works together with students' guardians to increase the effectiveness of the accommodations.
Parent and Community Involvement:	Parents access the database through our school website. All parents have unlimited access to their child's grades, attendance, schedule, and disciple report. PTO meetings are held monthly to discuss and plan the fundraising activities for supporting the school financially.

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Paterson Charter School for Science/Technology

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers PCSST uses three different climate surveys (student, staff and parent) twice a year to communicate with the stakeholders. The results of the survey are analyzed and action plans are prepared in committees. More resources have been allocated to help the students succeed after receiving feedback from the latest staff survey.
Facilities:	In 2016-17 Academic year PCSST housed K-6 grades in its 68,000 square-foot building located at 276 Wabash Avenue, 7-12 grades in its 87,200 square-foot state of art new building located at 196 West Railway Avenue Paterson NJ. Both buildings are equipt with smartboards in each classroom. Decent size cafeterias, library/media centers and gymnasiums in each building provide comfortable environment for staff and students.

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Other Information:

Preparing Students for the Rigors of College PCSST counselors organize developmental workshops, inclass presentations and structured lessons that are designed to help students achieve the desired competencies and provide all students with the knowledge and skills required for college and career readiness. Starting in the 6th grade, school cot.nselor meetings focus on career exploration, college planning, and helping students select high school courses. In high school, PCSST conselors meet with each student a minimum of three times during the course of the school year to assist in establishing personalized academic, college and career plans. PCSST also implements "Career Day" to allow students to explore potential future career paths by listening to the perspectives and first hand experiences of professionals in the work force actoss a variety of disciplines.   PCSST is especially proud of its strong Army JROTC program that helps to build student discipline, integrity and service. During the 2016-17 school year, six of PCSST students received full ROTC scholarships.