



Community Charter School of Paterson
2016-2017
Grade Span KG-08

80-6021-905
CHARTERS
 Community Charter School of Paterso
 75 SPRUCE ST
 PATERSON, NJ 07501-1720

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	102	99	101
1	101	102	100
2	101	103	100
3	101	100	100
4	103	104	101
5	101	102	99
6	103	99	101
7	98	97	100
8	0	90	97
Ungraded	0	0	0
Total	810	896	899

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	50%	52%	51%
Male	50%	48%	49%
Economically Disadvantaged Students	100%	100%	87%
Students with Disabilities	11%	7%	6%
English Learners	1%	2%	2%
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	64.0%
Black or African American	33.4%
White	1.3%
Asian	1.1%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	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	99	99	101

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	78.5%
Spanish	21.1%
<i>Other</i>	0.3%



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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	590	99.0	44.30	44.30	54.90	44.3	42.1	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	369	100.0	46.90	46.90	39.80	46.9	46.6	Met Target
Black or African American	206	97.2	37.40	37.40	35.20	37.4	31.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	294	99.3	54.10	54.10	62.20	54.1		
Male	296	98.7	34.50	34.50	48.10	34.5		
Economically Disadvantaged Students	521	98.9	42.60	42.60	36.20	42.6	44.2	Met Target†
Non-Economically Disadvantaged Students	69	100.0	56.50	56.50	65.80	56.5		
Students with Disabilities	93	97.9	10.80	10.80	20.50	10.8	12.6	Met Target†
Students without Disabilities	497	99.2	50.50	50.50	61.90	50.5		
English Learners	19	100.0	15.80	15.80	25.20	15.8	**	**
Non-English Learners	571	99.0	45.20	45.20	57.40	45.2		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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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	97	735	735	749	16%	22%	29%	34%	0%	34%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	58	734	734	734	17%	17%	31%	35%	0%	35%	35%
Black or African American	38	736	736	731	*	29%	26%	32%	*	32%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	52	743	743	754	*	*	19%	*	*	46%	55%
Male	45	727	727	745	*	*	40%	*	*	20%	46%
Economically Disadvantaged Students	84	733	733	731	18%	*	*	*	0%	31%	31%
Non-Economically Disadvantaged Students	13	752	752	762	0%	*	*	*	0%	54%	63%
Students with Disabilities	17	714	714	720	*	*	*	*	*	*	24%
Students without Disabilities	80	740	740	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	101	749	749	753	*	18%	24%	45%	*	54%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	66	750	750	740	*	17%	23%	44%	*	55%	40%
Black or African American	31	742	742	737	*	*	*	42%	*	45%	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	*	*	*	755	*	*	*	*	*	*	56%
Female	42	743	743	758	*	*	*	41%	*	50%	61%
Male	59	753	753	749	*	*	*	48%	*	56%	51%
Economically Disadvantaged Students	84	747	747	737	*	*	*	*	*	51%	36%
Non-Economically Disadvantaged Students	17	757	757	764	*	*	*	*	*	65%	69%
Students with Disabilities	16	715	715	725	*	*	*	*	*	13%	25%
Students without Disabilities	85	755	755	759	*	*	*	*	*	61%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	751	751	756	*	14%	30%	49%	*	53%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	61	756	756	743	*	*	28%	51%	*	57%	44%
Black or African American	35	743	743	740	*	*	34%	43%	0%	43%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	58	756	756	761	*	*	24%	59%	*	62%	66%
Male	41	745	745	750	*	*	39%	34%	*	39%	53%
Economically Disadvantaged Students	86	751	751	740	*	16%	*	*	*	54%	40%
Non-Economically Disadvantaged Students	13	751	751	765	*	0%	*	*	*	46%	71%
Students with Disabilities	15	721	721	725	*	*	*	*	*	*	22%
Students without Disabilities	84	757	757	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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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	101	745	745	752	*	13%	35%	40%	*	44%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	59	746	746	740	*	*	36%	44%	*	46%	38%
Black or African American	38	740	740	736	*	*	34%	32%	*	37%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	49	748	748	758	*	*	39%	41%	*	45%	61%
Male	52	742	742	746	*	*	31%	39%	*	42%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	14	710	710	722	*	*	*	*	*	*	17%
Students without Disabilities	87	750	750	758	*	*	*	*	*	*	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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2016-2017

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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	99	736	736	756	*	19%	35%	26%	*	31%	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	57	738	738	742	*	18%	35%	28%	*	33%	44%
Black or African American	40	732	732	737	*	*	35%	25%	*	28%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	43	750	750	764	*	*	33%	*	*	51%	68%
Male	56	726	726	749	*	*	38%	*	*	16%	51%
Economically Disadvantaged Students	89	735	735	739	*	*	*	*	*	29%	40%
Non-Economically Disadvantaged Students	10	751	751	766	*	*	*	*	*	50%	70%
Students with Disabilities	14	705	705	719	*	*	*	*	*	*	19%
Students without Disabilities	85	742	742	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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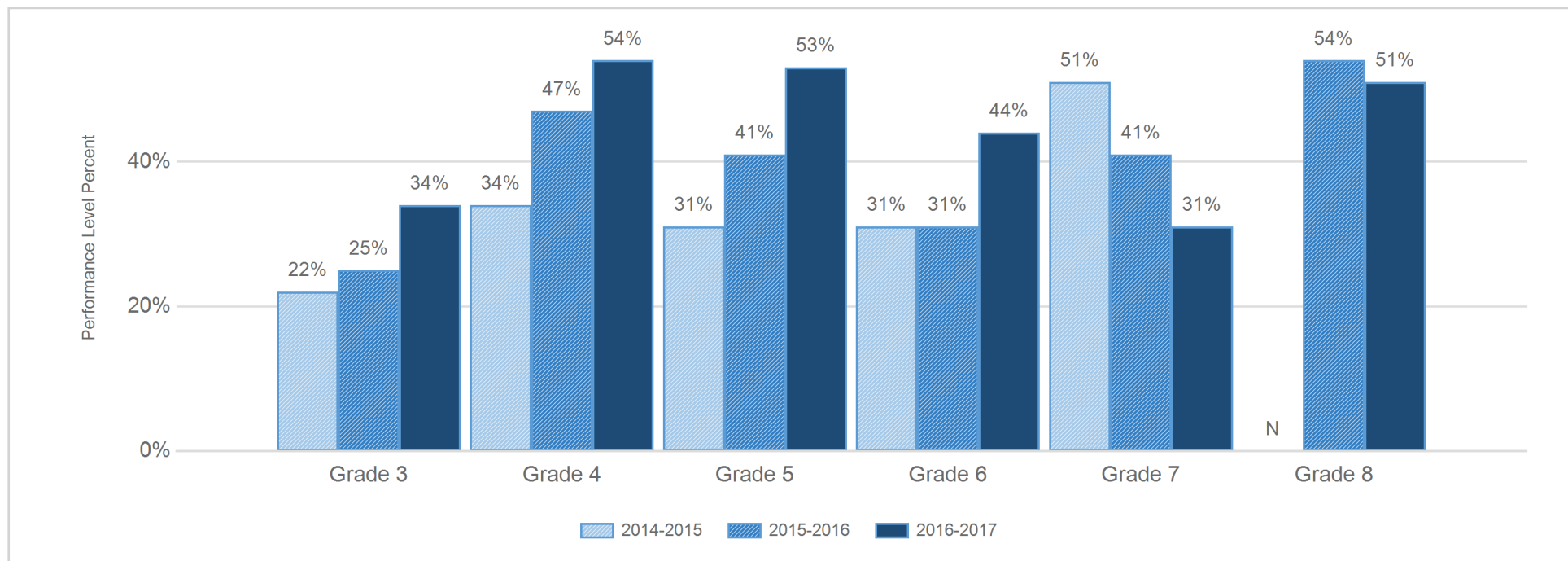
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	93	747	747	757	*	16%	27%	45%	*	51%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	68	750	750	742	*	15%	29%	50%	*	53%	44%
Black or African American	24	740	740	738	*	*	*	*	*	46%	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	50	758	758	766	*	*	24%	62%	*	68%	68%
Male	43	735	735	749	*	*	30%	26%	*	30%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	17	736	736	718	*	*	*	*	*	29%	18%
Students without Disabilities	76	750	750	764	*	*	*	*	*	55%	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%

English Language Arts/Literacy Assessment - Performance Trends

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





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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	590	98.8	25.90	25.90	43.50	25.9	26.8	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	370	100.0	28.40	28.40	27.60	28.4	31.3	Met Target†
Black or African American	205	96.7	19.00	19.00	21.70	19	15.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	295	99.3	26.10	26.10	44.10	26.1		
Male	295	98.3	25.70	25.70	42.90	25.7		
Economically Disadvantaged Students	521	98.7	25.20	25.20	25.10	25.2	27.7	Met Target†
Non-Economically Disadvantaged Students	69	100.0	31.80	31.80	54.30	31.8		
Students with Disabilities	92	96.8	*	*	16.50	*	7.7	Met Target
Students without Disabilities	498	99.2	*	*	48.80	*		
English Learners	20	100.0	10.00	10.00	23.30	10	N	N
Non-English Learners	570	98.8	26.50	26.50	45.20	26.5		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**Community Charter School of Paterson
2016-2017**

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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	96	734	734	751	*	27%	38%	27%	*	28%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	58	734	734	738	*	24%	43%	22%	*	24%	37%
Black or African American	37	733	733	733	*	32%	30%	32%	*	32%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	52	737	737	751	*	27%	37%	*	*	33%	52%
Male	44	730	730	751	*	27%	39%	*	*	23%	53%
Economically Disadvantaged Students	83	733	733	736	*	*	*	*	*	29%	34%
Non-Economically Disadvantaged Students	13	738	738	761	*	*	*	*	*	23%	65%
Students with Disabilities	16	718	718	729	*	*	*	*	*	*	29%
Students without Disabilities	80	737	737	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%



Community Charter School of Paterson
2016-2017

Grade Span KG-08

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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	101	736	736	747	*	34%	26%	32%	*	35%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	66	737	737	734	*	27%	33%	33%	*	35%	30%
Black or African American	31	727	727	729	*	52%	*	*	0%	26%	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	*	*	*	747	*	*	*	*	*	*	48%
Female	42	728	728	747	*	41%	26%	*	*	21%	47%
Male	59	742	742	747	*	29%	25%	*	*	44%	48%
Economically Disadvantaged Students	84	734	734	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	17	749	749	757	*	*	*	*	*	59%	61%
Students with Disabilities	16	715	715	724	*	*	*	*	*	13%	22%
Students without Disabilities	85	740	740	751	*	*	*	*	*	39%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Community Charter School of Paterson
2016-2017

Grade Span KG-08

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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	99	740	740	747	*	15%	50%	32%	*	33%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	61	744	744	735	0%	*	44%	41%	*	43%	30%
Black or African American	35	732	732	729	*	*	57%	*	0%	17%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	58	741	741	747	*	*	48%	33%	*	35%	47%
Male	41	739	739	746	*	*	51%	32%	*	32%	46%
Economically Disadvantaged Students	86	741	741	732	*	17%	*	*	*	34%	27%
Non-Economically Disadvantaged Students	13	734	734	756	*	0%	*	*	*	31%	59%
Students with Disabilities	15	723	723	725	*	*	*	*	*	*	19%
Students without Disabilities	84	743	743	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%



Community Charter School of Paterson
2016-2017

Grade Span KG-08

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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	101	728	728	743	*	35%	26%	24%	*	26%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	59	734	734	731	*	24%	32%	31%	*	32%	27%
Black or African American	38	717	717	724	*	53%	*	*	0%	11%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	49	725	725	745	*	39%	27%	20%	*	20%	45%
Male	52	732	732	742	*	31%	25%	27%	*	31%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	14	711	711	717	*	*	0%	*	*	14%	13%
Students without Disabilities	87	731	731	748	*	*	30%	*	*	28%	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.



Community Charter School of Paterson
2016-2017

Grade Span KG-08

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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	100	722	722	741	18%	42%	27%	13%	0%	13%	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	58	726	726	730	*	41%	28%	19%	*	19%	23%
Black or African American	40	714	714	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	44	728	728	743	*	*	*	*	*	*	41%
Male	56	717	717	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	90	722	722	729	*	*	*	*	0%	13%	22%
Non-Economically Disadvantaged Students	10	723	723	749	*	*	*	*	0%	10%	50%
Students with Disabilities	14	707	707	716	*	*	*	*	*	*	11%
Students without Disabilities	86	724	724	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



**Community Charter School of Paterson
2016-2017**

Grade Span KG-08

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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	93	723	723	728	17%	34%	28%	20%	0%	20%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	68	722	722	721	18%	37%	28%	18%	0%	18%	21%
Black or African American	24	729	729	715	*	*	*	*	0%	29%	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	50	728	728	730	*	28%	*	*	*	24%	30%
Male	43	718	718	725	*	42%	*	*	*	16%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	17	716	716	705	*	*	*	*	*	*	*
Students without Disabilities	76	725	725	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.



Community Charter School of Paterson
2016-2017
Grade Span KG-08

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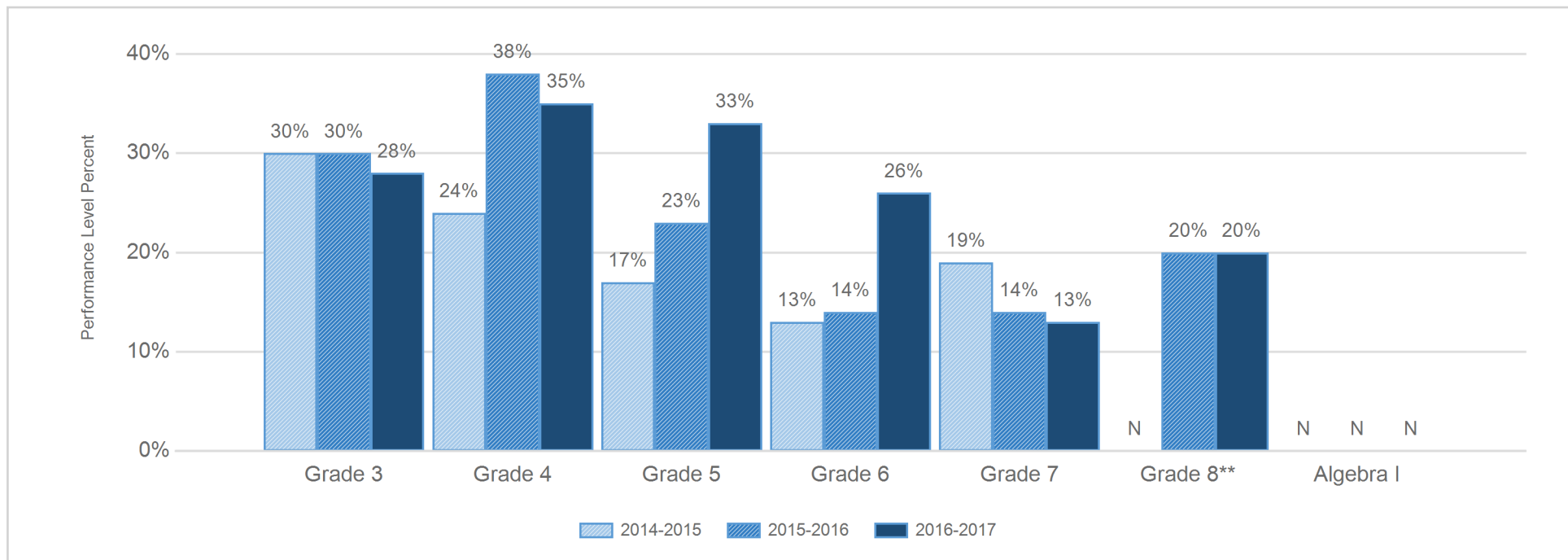
Mathematics Assessment - Performance by Test: Algebra I

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	N	N	N	743	N	N	N	N	N	N	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	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	N	N	N	744	N	N	N	N	N	N	43%
Male	N	N	N	741	N	N	N	N	N	N	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	N	751	N	N	N	N	N	N	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	747	N	N	N	N	N	N	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
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%

Mathematics Assessment – Performance Trends

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



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



Community Charter School of Paterson
2016-2017

Grade Span KG-08

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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

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	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



Community Charter School of Paterson

2016-2017

Grade Span KG-08

80-6021-905

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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.

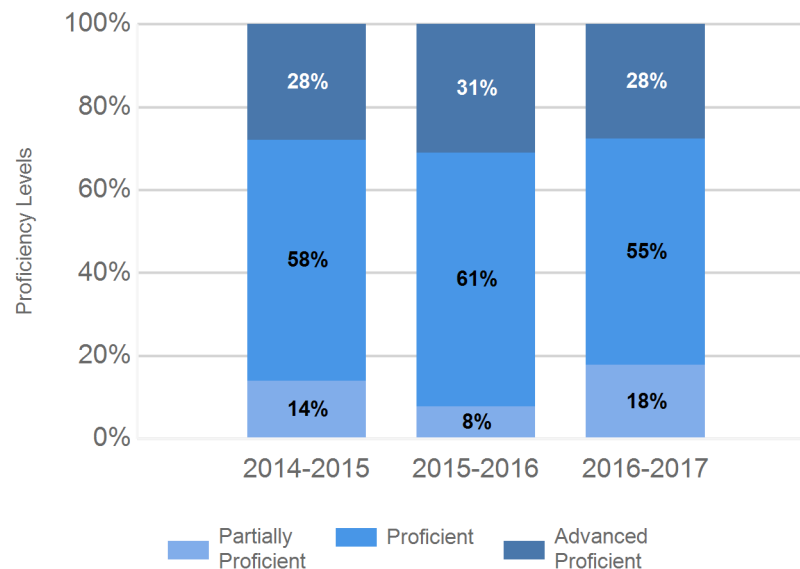
NJASK Science Assessment Performance: Grade 4

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	28%	55%	18%
White	*	N	N
Hispanic	30%	59%	11%
Black or African American	16%	50%	34%
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	25%	55%	20%
Students with Disabilities	N	*	*
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





Community Charter School of Paterson
2016-2017

Grade Span KG-08

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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.

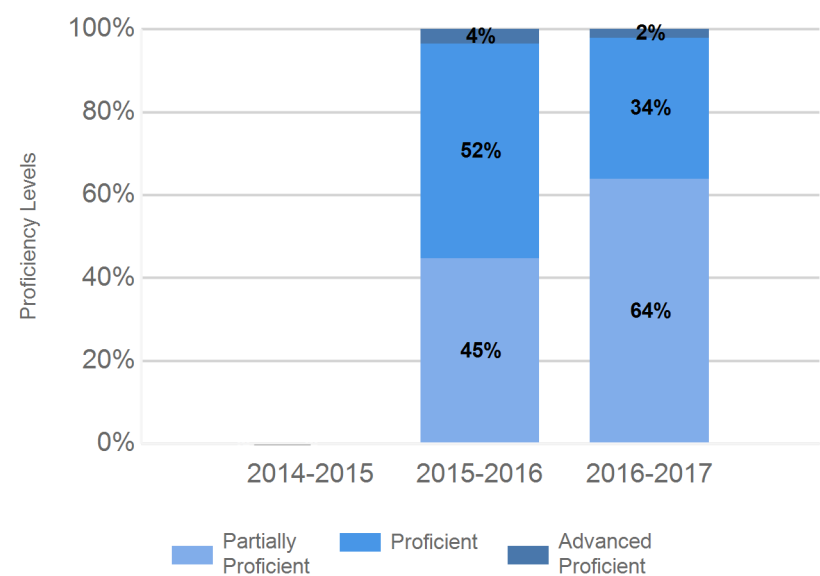
NJASK Science Assessment Performance: Grade 8

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	2%	34%	64%
White	N	N	*
Hispanic	3%	39%	59%
Black or African American	N	23%	*
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	2%	33%	65%
Students with Disabilities	N	*	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





Community Charter School of Paterson

2016-2017

Grade Span KG-08

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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	54	54	50	Met Target	49	49	50	Met Target
White	*	*	50	**	*	*	52	**
Hispanic	54	54	49	Met Target	52	52	47	Met Target
Black or African American	54	54	45	Met Target	46	46	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	53	53	47	Met Target	48	48	46	Met Target
Students with Disabilities	46	46	41	Met Target	54	54	43	Met Target
English Learners	47	47	53	**	49	49	51	**

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



Community Charter School of Paterson
2016-2017

Grade Span KG-08

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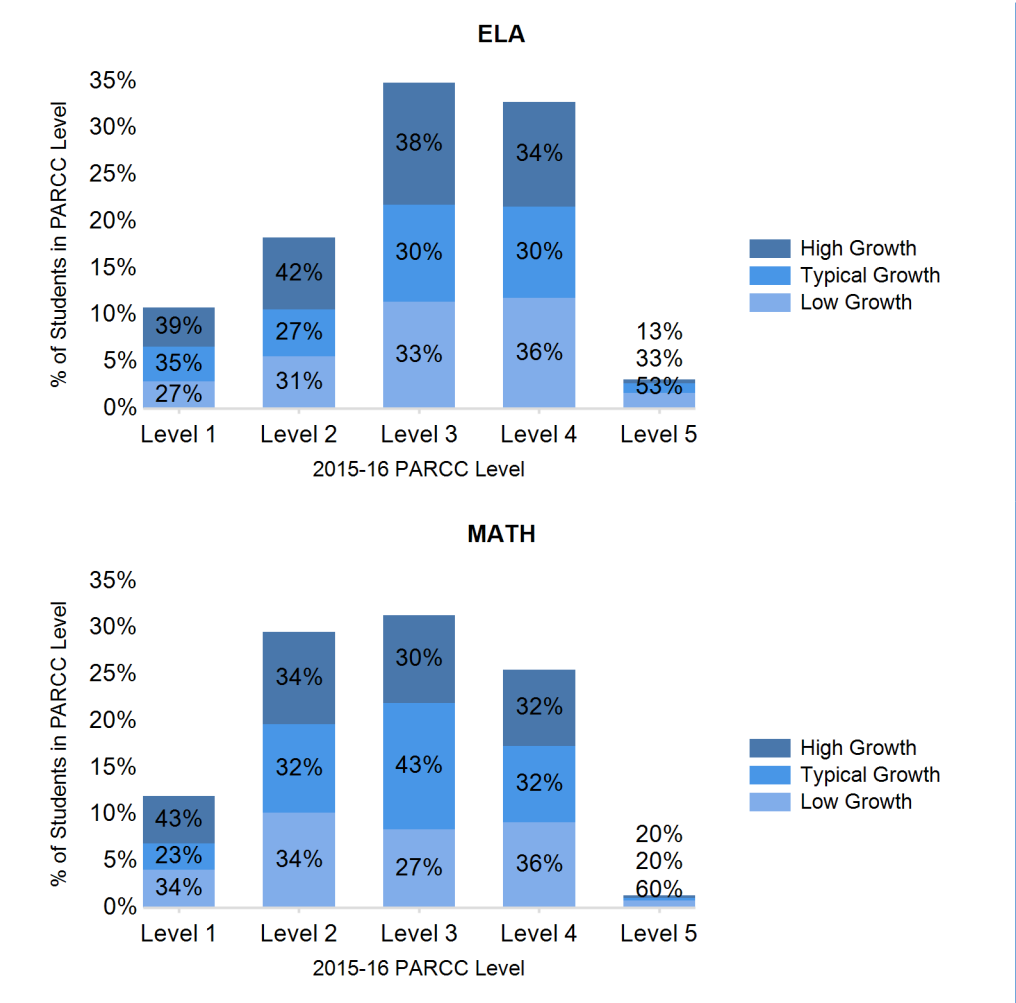
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

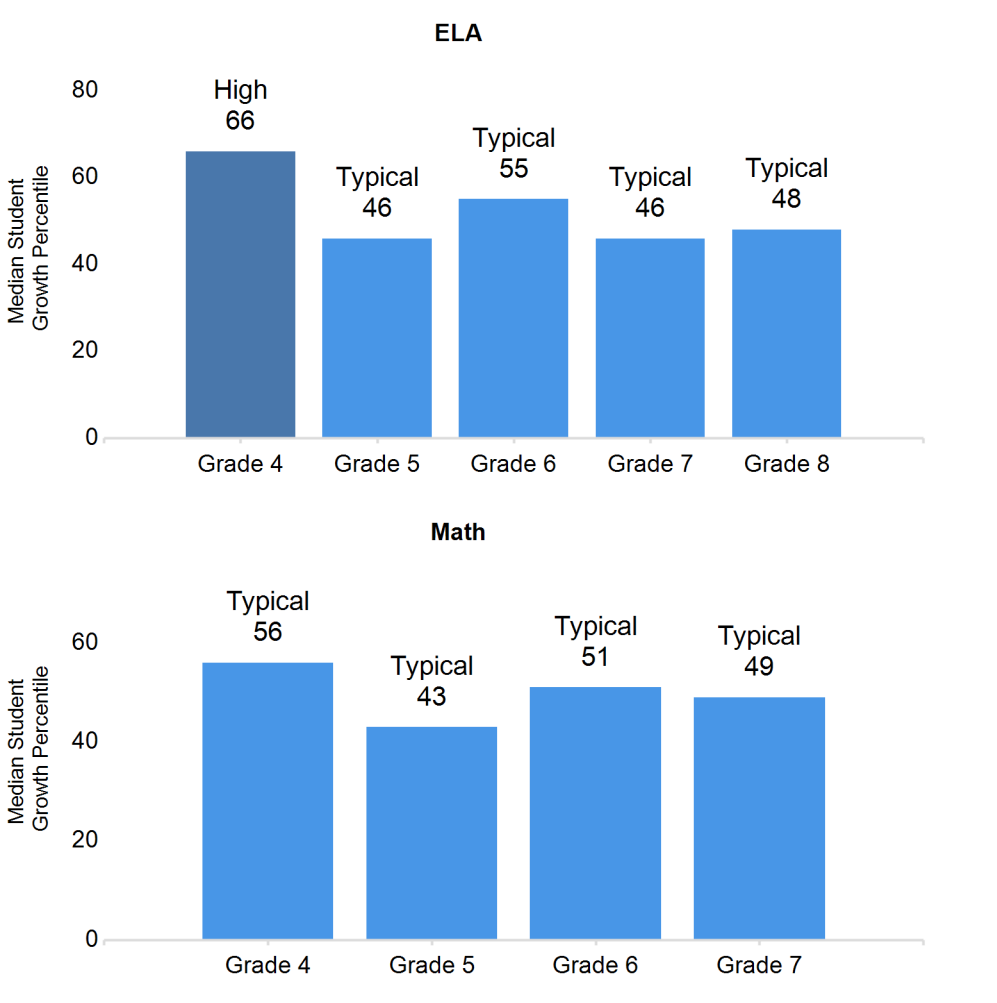
Student Growth by Performance Level

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.



Student Growth by Grade

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





Community Charter School of Paterson

2016-2017

Grade Span KG-08

80-6021-905

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75 SPRUCE ST

PATERSON, NJ 07501-1720

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](#).

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. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	101
7	0	0	98
8	0	0	92
Schoolwide	0	0	291

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 row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	101	0	0	0	0	0	0
7	98	0	0	0	0	0	0
8	92	0	0	0	0	0	0
Schoolwide	291	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Community Charter School of Paterson
2016-2017

Grade Span KG-08

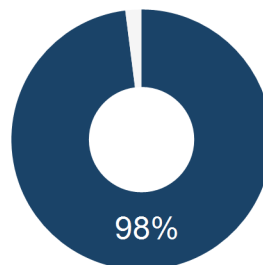
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Visual and Performing Arts – Course Participation

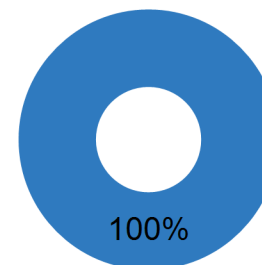
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

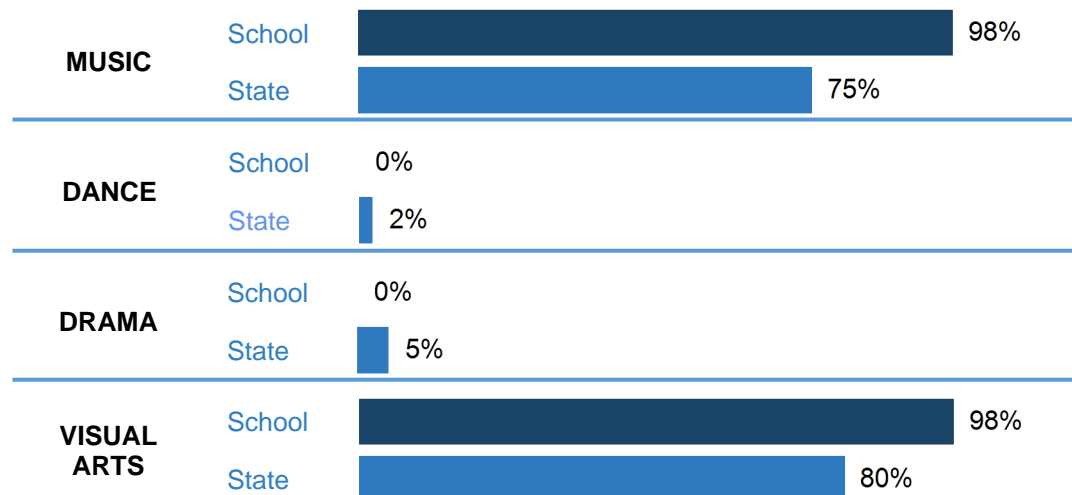


School



State

Students enrolled in one or more classes by discipline:





Community Charter School of Paterson

2016-2017

Grade Span KG-08

80-6021-905

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75 SPRUCE ST

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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

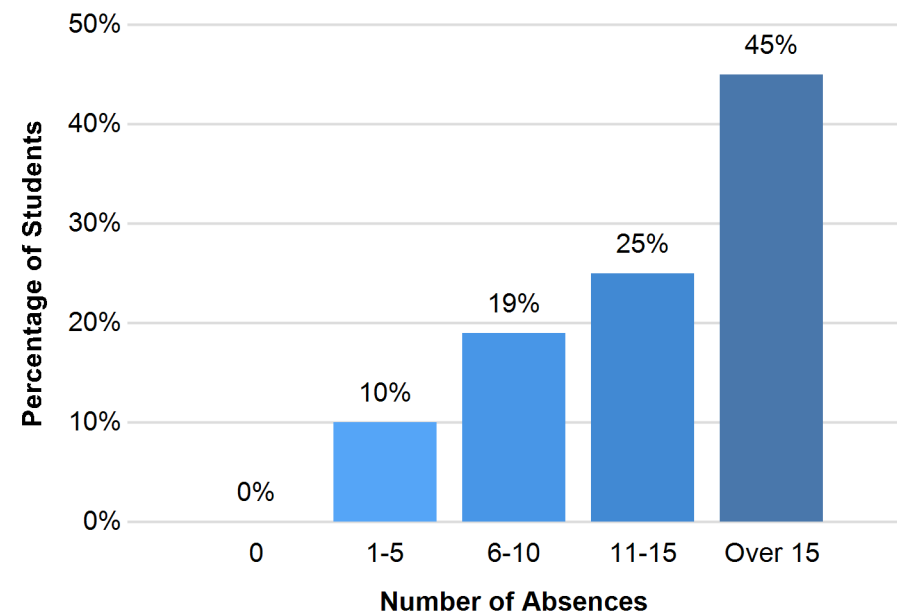
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	33.30	8.50	Not Met
White	N	**	**
Hispanic	31.50	8.50	Not Met
Black or African American	37.00	8.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	34.60	8.50	Not Met
Students with Disabilities	47.30	8.50	Not Met
English Learners	N	**	**

** 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.





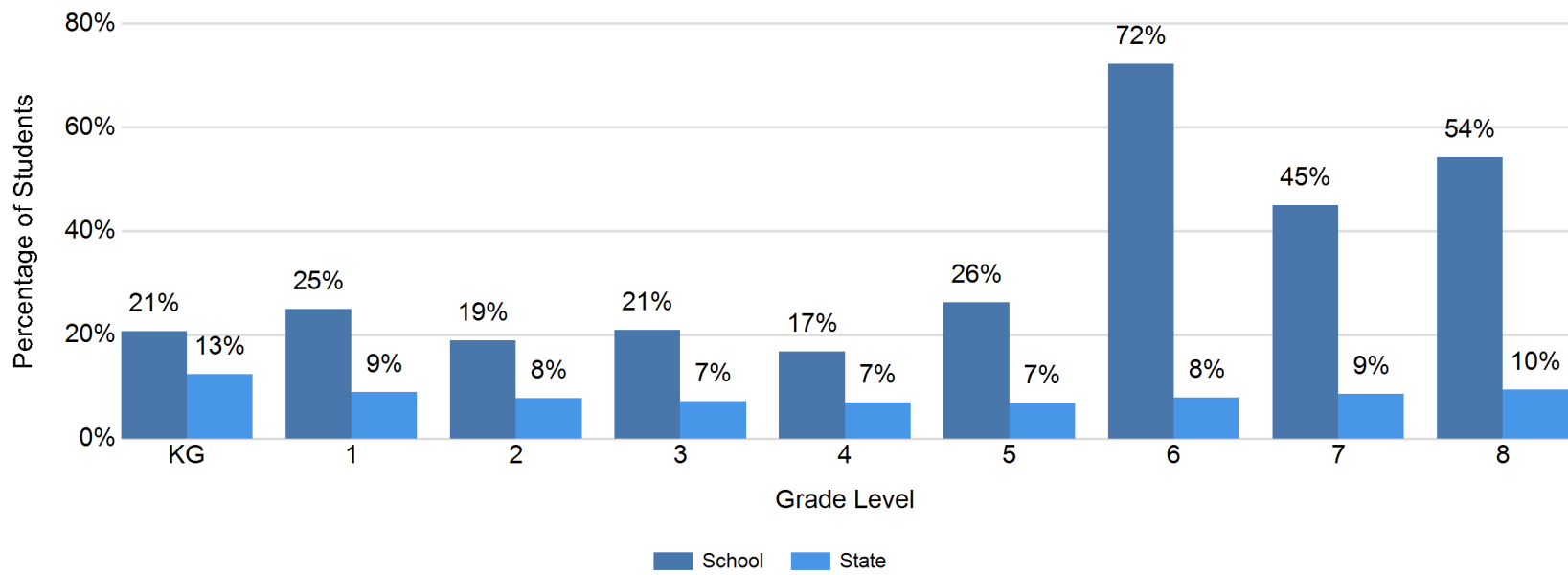
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2016-2017

Grade Span KG-08

80-6021-905
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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.





Community Charter School of Paterson

2016-2017

Grade Span KG-08

80-6021-905

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Community Charter School of Paterso

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PATERSON, NJ 07501-1720

School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	4:00PM
Length of School Day	8 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs. 10 Mins.
Shared Time - Instructional Time	3 Hrs. 15 Mins.

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	39
Vandalism	3
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	44
Incidents Per 100 Students Enrolled	4.89

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.6%
Out-of-School Suspensions	2.9%
Any Suspension	4.4%

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



Community Charter School of Paterson

2016-2017

Grade Span KG-08

80-6021-905

CHARTERS

Community Charter School of Paterso

75 SPRUCE ST

PATERSON, NJ 07501-1720

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	1.7:1	55.6 kbps	100 kbps	No	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)	\$1,744	\$13,608	\$15,352



Community Charter School of Paterson

2016-2017

Grade Span KG-08

80-6021-905

CHARTERS

Community Charter School of Paterso

75 SPRUCE ST

PATERSON, NJ 07501-1720

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	47	120,724
Average years experience in public schools	6.3	11.8
Average years experience in district	3.4	10.5
Teachers in district for 4 or more years	11%	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	8	9,506
Average years experience in public schools	16.5	15.9
Average years experience in district	3.5	11.6
Administrators in district for 4 or more years	13%	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	19:1	19:1
Administrators	112:1	112:1
Librarian/Media Specialists		N
Nurses		450:1
Counselors		N
Child Study Team		N



Community Charter School of Paterson

2016-2017

Grade Span KG-08

80-6021-905

CHARTERS

Community Charter School of Paterso

75 SPRUCE ST

PATERSON, NJ 07501-1720

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	91%



Community Charter School of Paterson
2016-2017
Grade Span KG-08

80-6021-905
CHARTERS
Community Charter School of Paterso
75 SPRUCE ST
PATERSON, NJ 07501-1720

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	32.8	17.5%
Mathematics Proficiency	17.5	17.5%
English Language Arts Growth	67.1	25.0%
Mathematics Growth	54.7	25.0%
Chronic Absenteeism	1.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		39.4
Summative Rating: Percentile rank of Summative Score		33.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		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.



Community Charter School of Paterson

2016-2017

Grade Span KG-08

80-6021-905

CHARTERS

Community Charter School of Paterso

75 SPRUCE ST

PATERSON, NJ 07501-1720

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	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	39.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	51.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	52.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	49.5	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	45.4	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	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.



Community Charter School of Paterson
2016-2017
Grade Span KG-08




80-6021-905
CHARTERS
 Community Charter School of Paterso
 75 SPRUCE ST
 PATERSON, NJ 07501-1720

School General Info

Principal:	Mr. Valli	Email Address:	mvalli@ccsp.org
Address:	75 SPRUCE ST PATERSON, NJ 07501-1720	Website:	http://www.ccsp.org
Phone:	(973)413-2057 EXT. 1129		

School Narrative

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

	Highlights: <ul style="list-style-type: none"> • CCSP has steadily improved student performance and is within 1.4 percentage points of 'High Performing' designation. • CCSP received our 5-year charter renewal in March of 2017. • CCSP hosts an award-winning classical music instruction program as well as Afterschool, Saturday and summer programs.
	Mission, Vision, Theme: <p>CCSP's mission is to transform the lives of our students and families by becoming successful, life-long learners. It is central to our mission that we provide students, staff, & families with opportunities to grow academically, personally and professionally. Four critical elements to our school include: Following the Full-Service Community School's model; Instructional Rigor & Intensive Student Support; Continuous Professional Development & Teacher Support; Data-Driven Instruction.</p>
	Awards, Recognition, Accomplishments: <p>CCSP has been recognized by the State Department of Education, in its most recent school performance reports, as 'Tier I - High Performing' for our elementary grades 3-5. CCSP also received its 5-year charter renewal in March of 2017. A documentary film about our classical music instructional program won the nationally prestigious 'Tele' award.</p>







Community Charter School of Paterson
2016-2017
Grade Span KG-08

80-6021-905
CHARTERS
 Community Charter School of Paterso
 75 SPRUCE ST
 PATERSON, NJ 07501-1720

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 Courses, Curriculum, Instruction:	<p>CCSP is in our 2nd year of K-8 implementation of the Readers & Writers Workshops programs, driving our literacy gains. CCSP has successfully implemented a Singapore math program, Math-In-Focus, in grades K-8 dramatically increasing the rigor of our math program. CCSP trains its literacy teachers in the Wilson Reading program and provides the Leveled Literacy Intervention program to students below grade level. CCSP also provides evidence-based intervention programs for students with IEP's.</p>
 Sports and Athletics:	<p>Sports Offered: Basketball (Co-ed), Soccer (Co-ed)</p> <p>As a K-8 school CCSP's interscholastic sports include Basketball (coed), Soccer (coed), and Cheerleading.</p>
 Clubs and Activities:	<p>CCSP hosts an award-winning classical music instruction program through a partnership with the Wharton Institute of Performing Arts. CCSP also provides a drumline team. CCSP's afterschool programs host clubs such as: Yearbook; Innovations Lab; BMX building club; Sign Language and Great Falls Explorers. CCSP clubs include interscholastic sports such as basketball, soccer and cheerleading. CCSP also provides several clubs and enrichment programming in a comprehensive Summer Learning program.</p>
 Before and After School Programs:	<p>CCSP provides comprehensive, 5-day/wk afterschool programs to over 400 students. These programs provide tutoring, academic support, academic enrichment and host a variety of fun and engaging clubs. CCSP also provides Saturday tutoring, before-school programs and a comprehensive Summer Learning Program for over 200 scholars. CCSP hosts an award-winning classical music instruction program through a partnership with the Wharton Institute for the Performing Arts.</p>







Community Charter School of Paterson
2016-2017
Grade Span KG-08

80-6021-905
CHARTERS
 Community Charter School of Paterso
 75 SPRUCE ST
 PATERSON, NJ 07501-1720

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 Staff and Professional Learning:	<p>CCSP provides over 120 hours of in-house professional development annually. ELA teachers receive training in Readers & Writers Workshops. ELA teachers are given the opportunity to attend the Columbia University Institutes, and earn Level 1 certification in Wilson Reading Program. CCSP provides job-embedded PD for many of our curriculum resources including Singapore math and Leveled Literacy Intervention. CCSP trains teachers in the strategies following 'Teach Like a Champion' model.</p>
 Student Supports and Services:	<p>CCSP provides a wide variety of services to support students, particularly those facing academic or social/emotional challenges. CCSP has a family worker to provide family support as well as group and individual counseling for students. CCSP has a guidance counselor to support middle school students. CCSP provides Deans for K-4 and 5-8. CCSP also supports a full child study team (CST) with a full-time social worker, a full-time psychologist and a certified school nurse for each campus.</p>
 Student Health and Wellness:	<p>CCSP provides free breakfast and lunch to ALL students everyday. CCSP also provides a nutritious school snack for students in all of our afterschool programs. The school also has a school garden that produces tomatoes, herbs, lettuce, kale and other delicious and healthy produce for students and their families. CCSP supports middle school basketball, soccer and cheerleading programs. CCSP's wellness committee ensures that school policies and practices promote positive healthy behaviors.</p>
 Parent and Community Involvement:	<p>As a Community School, CCSP orchestrates activities serving hundreds of CCSP parents, including: 3 day/wk Family Fitness Classes, Parent Academy; 10 Signature Saturday Events; Academic Celebrations for honor roll; Special Education Info Nights; Parent Orientation Nights; Monthly Coffee Chats; Monthly Home/School Council Meetings; Fundraisers; Volunteer opportunities. CCSP also supports a Community Advisory Board & engages several community partners to expand services & strengthen programming.</p>



Community Charter School of Paterson
2016-2017
Grade Span KG-08

80-6021-905
CHARTERS
Community Charter School of Paterso
75 SPRUCE ST
PATERSON, NJ 07501-1720

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Climate Surveys:

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

CCSP administers two parent survey's annually with over 94% rating the school effective or highly effective. The school also administers several teacher surveys (after each professional development opportunity) during the course of the year. The most recent teacher surveys demonstrated teacher approval ratings in the high 80's in several categories for CCSP's pre-service training.



Facilities:

CCSP is located in three recently renovated historic buildings that are filled with bright colors and natural light. All three buildings provide high-speed wireless internet access, air conditioning, and host a technology/media center. All classrooms have a SMART board and a technology profile that includes a document camera. Buildings are located within easy walking distance of the Paterson Museum and the Paterson Great Falls National Park.




Community Charter School of Paterson
2016-2017
Grade Span KG-08

80-6021-905
CHARTERS
Community Charter School of Paterso
75 SPRUCE ST
PATERSON, NJ 07501-1720

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<div>Other Information:</div>	<p>CCSP provides a longer school day and longer school year than traditional schools. CCSP's school day also allows a full period of targeted small-group intervention or enrichment instruction for every student, every day. CCSP provides before school, Afterschool, Saturday and Summer programs for hundreds of students. CCSP has a 1:1 computer to student ratio in grades 5-8 and 5 computers in each classroom for the lower grades. CCSP provides SMART Boards, document cameras and laptops in every classroom and all three buildings provide high-speed, wireless internet access. There is a computer/media lab in all three buildings. CCSP requires that students wear uniforms and enforces a loving, but firm disciplinary environment.</p>
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