

**Philip's Academy Charter School of Paterson**

(80-6106-997)

Grades Offered: KG-02

2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Charters
District	Philip's Academy Charter School of Paterson
Principal Name	Ms. Regina Lauricella
Address	47 State Street Paterson, NJ 07501
Phone Number	973-624-0644
Email Address	<a href="mailto:rlauricella@pacspaterson.org">rlauricella@pacspaterson.org</a>
Website	<a href="https://www.philipsed.org/phillips-academy-charter-school-paterson">https://www.philipsed.org/phillips-academy-charter-school-paterson</a>
Facebook	<a href="https://www.facebook.com/Philips-Academy-Charter-School-of-Paterson-235901486741280/">https://www.facebook.com/Philips-Academy-Charter-School-of-Paterson-235901486741280/</a>
Twitter	<a href="https://twitter.com/@philipsednj">https://twitter.com/@philipsednj</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	58	77	75
1	0	61	77
2	0	0	58
Total	58	138	210

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.6%	49.3%	47.1%
Male	53.4%	50.7%	52.9%
Economically Disadvantaged Students	89.7%	80.4%	72.9%
Students with Disabilities	6.9%	5.8%	5.7%
English Learners	13.8%	0.0%	8.6%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.0%	0.0%	1.0%
Hispanic	72.4%	72.5%	74.3%
Black or African American	25.9%	27.5%	23.3%
Asian	0.0%	0.0%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	1.7%	0.0%	0.0%
Two or More Races	0.0%	0.0%	1.0%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	58	77	75

### Enrollment by Home Language

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

Home Language	% of Students
English	61.9%
Spanish	36.2%
Arabic	1.9%



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#### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language Proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	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 and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	*	*
3-4	*	*	*
5 or more	N	N	N



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

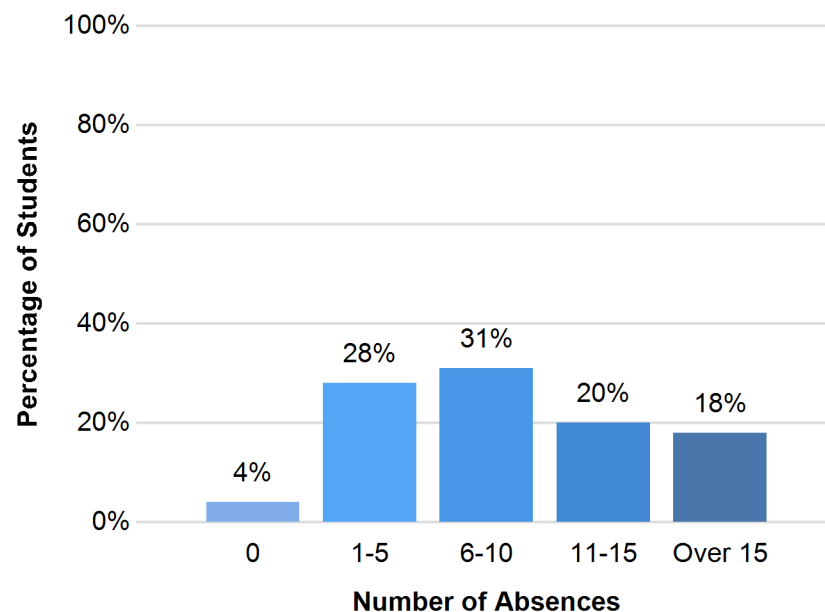
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	13.8	10.3	Not Met
White	*	*	**	**
Hispanic	24	15.4	10.3	Not Met
Black or African American	4	8.2	10.3	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	12	12.1		
Male	17	15.3		
Economically Disadvantaged Students	24	15.7	10.3	Not Met
Students with Disabilities	2	16.7	**	**
English Learners	2	11.1	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





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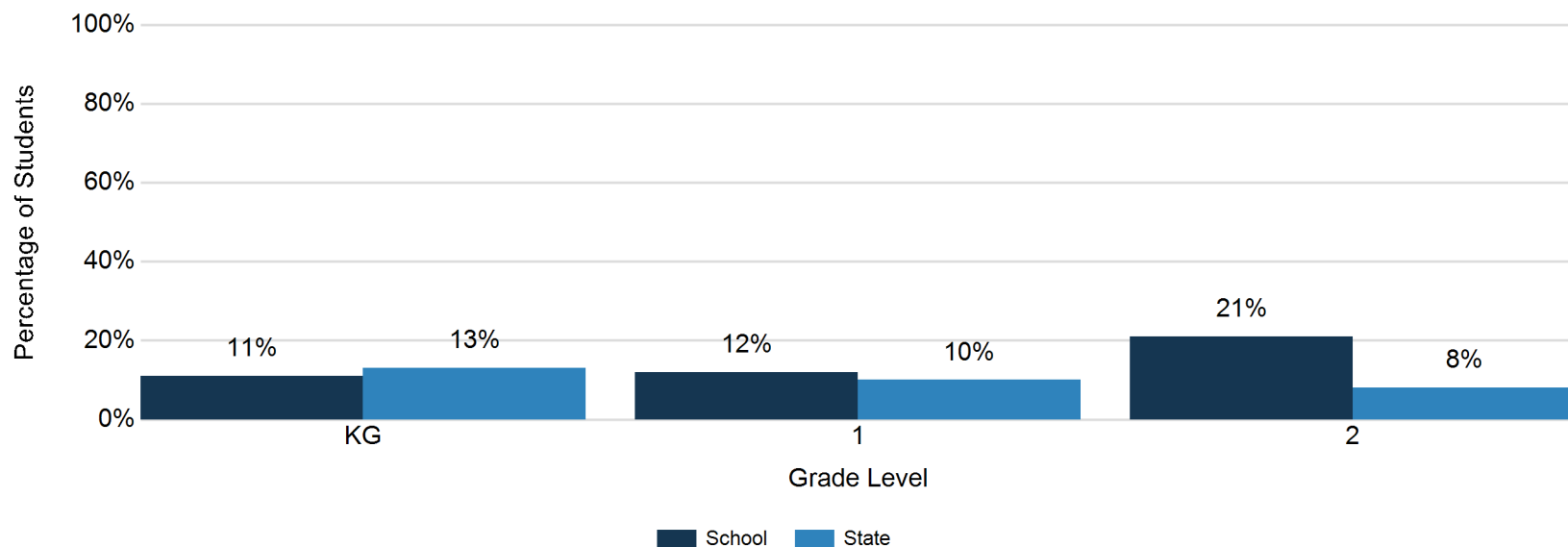
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### Chronic Absenteeism by Grade

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

### Police Notifications

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

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

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



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### School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	19	118,214
Average years experience in public schools	3.2	12.1
Average years experience in district	0.9	10.8
Percentage of Teachers with 4 or more years experience in the district	0.0%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	2	9,530
Average years experience in public schools	8.0	16.0
Average years experience in district	1.0	12.0
Percentage of Administrators with 4 or more years experience in the district	0.0%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	105:1	105:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		210:1
Students to Counselors		N
Students to Child Study Team Members		105:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.1%	89.5%	100.0%	48.4%	77.1%	54.9%
Male	52.9%	10.5%	0.0%	51.6%	22.9%	45.1%
White	1.0%	84.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	74.3%	5.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.3%	10.5%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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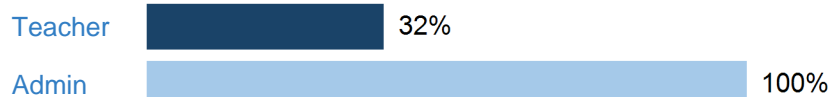
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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Mission, Vision,  
Theme:

We believe love fuels everything. We believe every child has a spark of genius. We believe the right environment unleashes potential. We believe results matter. We believe we can always find a better way. Philip's Academy celebrates and supports every child and family through relationship building, individualized learning, and a commitment to environmental sustainability, global citizenship, and personal virtue.



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### Courses, Curriculum, Instruction:

We serve a diverse student body through Teacher's College Reading and Writing Workshop, Fountas and Pinnell Phonics, and Eureka Math. We have partnered with Bank Street College to develop a culturally and developmentally appropriate Social Studies Curriculum. We use home grown hands approach on Science curriculum that is aligned to state standards. Students participate in music, drama, art, Physical Education, EcoSpaces food literacy, health and character education.



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 <p><b>Before and After School Programs:</b></p>	<p>We offer before school care for a minimal charge for families. In addition we offer a free after school program that is run by Philip's Academy staff members and focus on academic enrichment and expansion programming.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers and staff participate in ongoing professional development throughout the entire calendar year: Teacher's College Reading and Writing Institutes, Mindfulness Workshop, Nurtured Heart Approach Training. In addition, teachers participate in Cultural Competency Training, weekly collaboration periods, and work with a math and literacy specialist throughout the school year.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>ELL - We have an ESL teacher on site. Students with Disabilities - We have one on one aides, dual certified teachers in special education and elementary education, a case manager and director of special education. We also have an RTI Specialist. Classroom teachers and special teachers receive Professional Development in all of these areas.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students receive health and character education once a week as well as physical education twice a week. Students have recess outdoors each day (weather permitting). Students eat breakfast after the bell and participate in our healthy lunch program which is inline with our EcoSpaces Education Curriculum.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We have monthly Parent Organization meetings and Family Events at least once a quarter where students and families come together for some sort of programming (i.e. couponing for parents, movie night for kids, dinner for all). We also partner with local organizations to support our own families as well as others in the community (Eva's Village, Oasis, St. Paul's CDC).</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers We email out surveys to parents, faculty and staff twice a year. School leaders review the data and make changes if and where necessary and share the data with the board and Philip's Education Partners leadership.</p>
 <p>Facilities:</p>	<p>The building has air conditioning.</p>
 <p>School Safety:</p>	<p>Philip's Academy has full time security staff. All faculty and staff are participate in safety trainings and the school is in compliance with required fire and safety drilling throughout the year.</p>



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Technology and STEM:

In alignment with the school mission to support students in a technology-infused environment, a dedicated science and technology teacher was hired for the 2018-2019 school year.



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## School Narrative

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



### Other Information

Our school day runs from 7:45 - 3:30. Students participate in developmentally and culturally appropriate curriculum throughout the school day that is aligned to state standards and students needs. Students have technology once a week which prepares them to be successful on devices. Our students participate in NWEA's Measure of Academic Progress twice a year which allows us to monitor students progress and assess their learning readiness. In addition, we use benchmark data which includes math performance tasks and Fountas and Pinnell Reading Assessments amongs other assessments such as sight word assessments.