

**COMMUNITY CHARTER SCHOOL OF PATERSON**

(80-6021-905)

Grades Offered: KG-08

2017-2018

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

**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 at 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



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School Contact Info

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	COMMUNITY CHARTER SCHOOL OF PATERSON
Principal Name	MR. PALMORE
Address	75 SPRUCE ST PATERSON, NJ 07501-1720
Phone Number	(973)413-2057 Ext. 1129
Email Address	<a href="mailto:CPALMORE@CCSP.ORG">CPALMORE@CCSP.ORG</a>
Website	<a href="http://www.ccsp.org">http://www.ccsp.org</a>
Facebook	<a href="https://www.facebook.com/TheCommunityCharterSchoolOfPaterson/">https://www.facebook.com/TheCommunityCharterSchoolOfPaterson/</a>



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	99	101	97
1	102	100	100
2	103	100	101
3	100	100	101
4	104	101	101
5	102	99	101
6	99	101	96
7	97	100	95
8	90	97	97
Total	896	899	889

### 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	2015-16	2016-17	2017-18
Female	51.6%	51.3%	52.5%
Male	48.4%	48.7%	47.5%
Economically Disadvantaged Students	100.0%	86.7%	67.6%
Students with Disabilities	7.4%	6.1%	13.7%
English Learners	2.2%	2.1%	2.1%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.1%	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	2015-16	2016-17	2017-18
White	1.5%	1.3%	1.6%
Hispanic	60.6%	64.0%	63.8%
Black or African American	36.7%	33.4%	33.5%
Asian	1.2%	1.1%	1.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	99	101	97

### 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	79.4%
Spanish	20.1%
Other Languages	0.4%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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 previous years.

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	48	50	Met Standard	52	52	50	Met Standard
White	*	*	50	**	*	*	51	**
Hispanic	50	50	49	Met Standard	53	53	48	Met Standard
Black or African American	48	48	44	Met Standard	47	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	48	48	48	Met Standard	52	52	47	Met Standard
Students with Disabilities	57.5	57.5	41	Met Standard	50	50	43	Met Standard
English Learners	51.5	51.5	54	**	80	80	51	**



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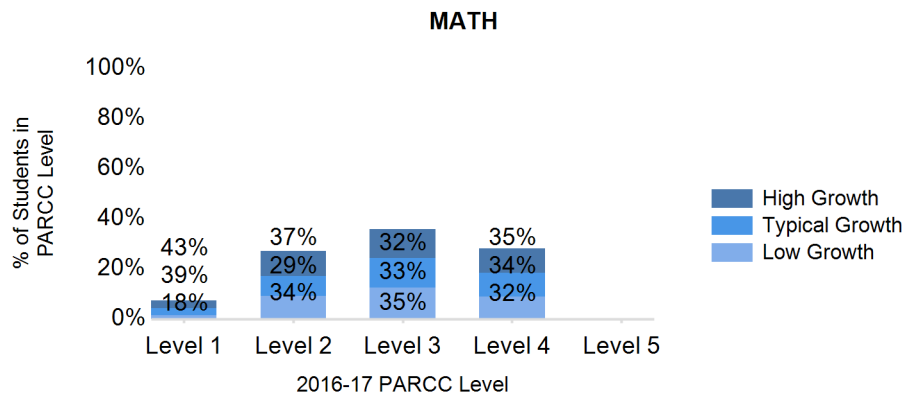
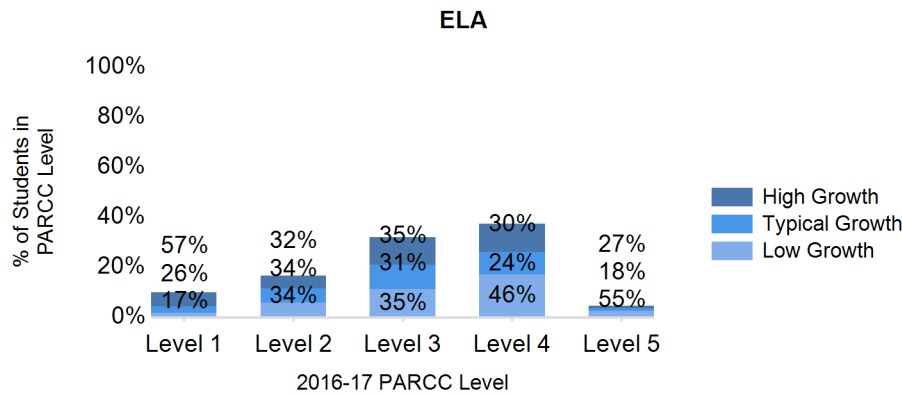
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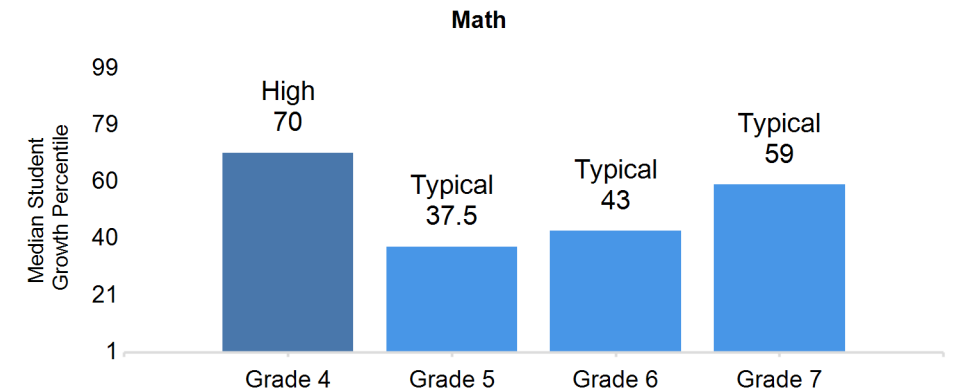
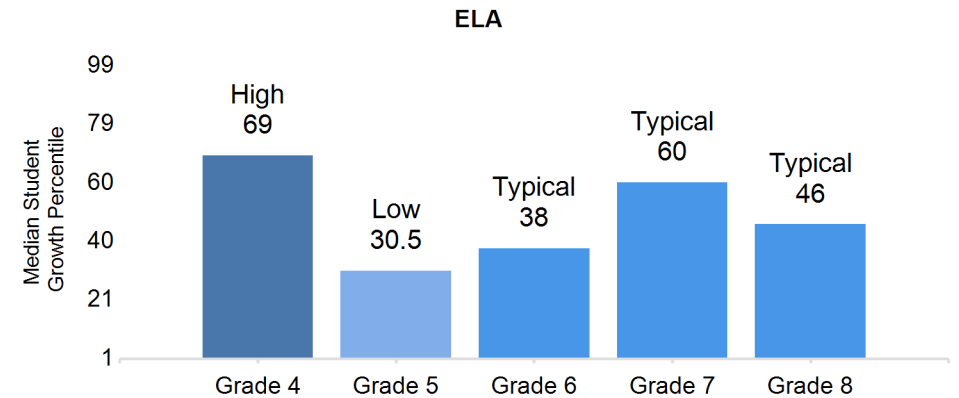
**Student Growth by Performance Level**

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



**Student Growth by Grade**

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	579	98.0	49.2	49.2	56.7	49.2	44.1	Met Target
White	*	*	*	*	65.6	*	**	**
Hispanic	358	98.4	53.4	53.4	42.5	53.4	48.3	Met Target
Black or African American	207	97.2	39.6	39.6	37.3	39.6	34	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	293	98.0	56.6	56.6	64.5	56.6		
Male	286	98.0	41.6	41.6	49.4	41.6		
Economically Disadvantaged Students	579	98.0	49.2	49.2	38.5	49.2	46.1	Met Target
Non-Economically Disadvantaged Students	N	N	N	N	67.5	N		
Students with Disabilities	95	96.0	17.9	17.9	21.6	17.9	16.2	Met Target
Students without Disabilities	484	98.4	55.3	55.3	63.9	55.3		
English Learners	19	90.5	21.1	21.1	27.3	20.0	N	N
Non-English Learners	560	98.3	50.2	50.2	59.4	50.2		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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
<b>Schoolwide</b>	99	751	751	750	*	15%	28%	*	*	49%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	68	750	750	736	*	18%	24%	*	*	51%	38%
Black or African American	29	749	749	733	*	*	41%	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	54	749	749	756	*	*	30%	*	*	46%	57%
Male	45	753	753	744	*	*	27%	*	*	53%	46%
Economically Disadvantaged Students	99	751	751	733	*	15%	28%	*	*	49%	34%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	64%
Students with Disabilities	11	736	736	719	*	*	*	*	*	18%	24%
Students without Disabilities	88	753	753	756	*	*	*	*	*	53%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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
<b>Schoolwide</b>	98	758	758	756	*	*	19%	42%	19%	61%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	60	756	756	744	*	*	20%	37%	20%	57%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	53	762	762	762	*	*	*	*	*	70%	63%
Male	45	753	753	751	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	98	758	758	740	*	*	19%	42%	19%	61%	40%
Non-Economically Disadvantaged Students	N	N	N	767	N	N	N	N	N	N	70%
Students with Disabilities	19	732	732	726	*	*	*	*	*	26%	25%
Students without Disabilities	79	764	764	762	*	*	*	*	*	70%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%





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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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
<b>Schoolwide</b>	98	737	737	755	10%	19%	35%	36%	0%	36%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	62	740	740	743	*	*	31%	44%	0%	44%	43%
Black or African American	33	727	727	738	*	*	42%	*	*	18%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	39	738	738	762	*	*	28%	41%	0%	41%	66%
Male	59	736	736	749	*	*	39%	32%	0%	32%	51%
Economically Disadvantaged Students	98	737	737	739	10%	19%	35%	36%	0%	36%	39%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	71%
Students with Disabilities	19	709	709	724	*	*	*	*	*	*	22%
Students without Disabilities	79	743	743	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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
<b>Schoolwide</b>	96	748	748	754	*	15%	31%	*	*	49%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	56	749	749	742	*	18%	29%	*	*	52%	42%
Black or African American	37	744	744	737	*	*	35%	*	*	43%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	55	752	752	761	*	*	29%	*	*	58%	64%
Male	41	741	741	748	*	*	34%	*	*	37%	48%
Economically Disadvantaged Students	96	748	748	739	*	15%	31%	*	*	49%	37%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	68%
Students with Disabilities	13	719	719	723	*	*	*	*	*	15%	18%
Students without Disabilities	83	752	752	760	*	*	*	*	*	54%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%


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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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
<b>Schoolwide</b>	95	757	757	760	*	*	24%	41%	21%	62%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	57	761	761	746	*	*	21%	49%	21%	70%	49%
Black or African American	35	748	748	740	*	*	31%	*	*	46%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	49	763	763	769	*	*	20%	*	*	69%	72%
Male	46	751	751	752	*	*	28%	*	*	54%	54%
Economically Disadvantaged Students	95	757	757	742	*	*	24%	41%	21%	62%	44%
Non-Economically Disadvantaged Students	N	N	N	771	N	N	N	N	N	N	73%
Students with Disabilities	13	728	728	721	*	*	*	*	*	23%	22%
Students without Disabilities	82	762	762	768	*	*	*	*	*	68%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

2017-2018

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

### 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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
<b>Schoolwide</b>	97	738	738	759	*	22%	31%	*	*	38%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	56	742	742	744	*	*	29%	*	*	46%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	44	751	751	768	*	*	32%	*	*	52%	69%
Male	53	728	728	751	*	*	30%	*	*	26%	52%
Economically Disadvantaged Students	97	738	738	740	*	22%	31%	*	*	38%	42%
Non-Economically Disadvantaged Students	N	N	N	769	N	N	N	N	N	N	71%
Students with Disabilities	20	724	724	719	*	*	*	*	*	25%	19%
Students without Disabilities	77	742	742	766	*	*	*	*	*	42%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

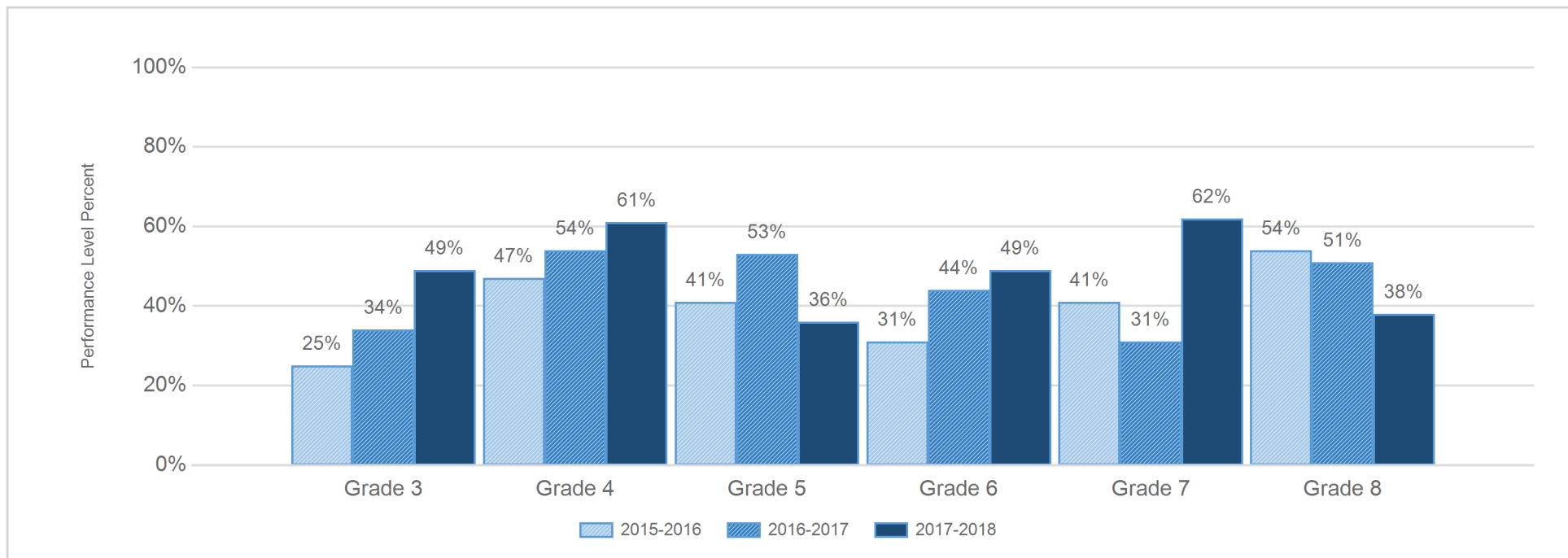
2017-2018

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.





**COMMUNITY CHARTER SCHOOL OF PATERSON**  
(80-6021-905)  
Grades Offered: KG-08  
2017-2018

**Report Key:**

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- N No Data is available to display
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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	578	97.8	32.6	32.6	45.0	32.6	29.6	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	357	98.1	35.9	35.9	29.2	35.9	33.8	Met Target
Black or African American	207	97.2	24.1	24.1	23.4	24.1	18.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	294	98.3	33.4	33.4	46.0	33.4		
Male	284	97.3	32.0	32.0	43.9	32.0		
Economically Disadvantaged Students	578	97.8	32.6	32.6	26.6	32.6	30.4	Met Target
Non-Economically Disadvantaged Students	N	N	N	N	55.9	N		
Students with Disabilities	95	96.0	*	*	17.1	*	11.5	Not Met
Students without Disabilities	483	98.2	*	*	50.5	*		
English Learners	21	100.0	19.0	19.0	24.6	19.0	13.5	Met Target
Non-English Learners	557	97.7	33.2	33.2	46.9	33.2		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.


**COMMUNITY CHARTER SCHOOL OF PATERSON**

(80-6021-905)

Grades Offered: KG-08

2017-2018

**Report Key:**

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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
<b>Schoolwide</b>	99	748	748	752	*	21%	29%	*	*	47%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	68	749	749	739	*	15%	34%	*	*	49%	38%
Black or African American	29	740	740	734	0%	38%	*	*	*	41%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	54	744	744	752	*	*	30%	*	*	43%	53%
Male	45	752	752	751	*	*	29%	*	*	53%	53%
Economically Disadvantaged Students	99	748	748	736	*	21%	29%	*	*	47%	35%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	66%
Students with Disabilities	11	733	733	730	*	*	*	*	*	18%	29%
Students without Disabilities	88	749	749	756	*	*	*	*	*	51%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%



## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

2017-2018

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N No Data is available to display

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	746	746	748	*	20%	34%	*	*	44%	49%
White	N	N	N	755	N	N	N	N	N	N	60%
Hispanic	59	745	745	737	*	*	36%	44%	0%	44%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	54	749	749	748	*	*	35%	*	*	46%	50%
Male	43	742	742	748	*	*	33%	*	*	42%	49%
Economically Disadvantaged Students	97	746	746	733	*	20%	34%	*	*	44%	30%
Non-Economically Disadvantaged Students	N	N	N	758	N	N	N	N	N	N	62%
Students with Disabilities	19	725	725	725	*	*	*	*	*	*	22%
Students without Disabilities	78	751	751	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%





## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	98	731	731	748	10%	30%	34%	*	*	27%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	62	735	735	736	*	*	40%	29%	0%	29%	32%
Black or African American	33	720	720	730	*	42%	*	*	*	15%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	39	726	726	749	*	31%	38%	*	*	18%	50%
Male	59	735	735	747	*	29%	31%	*	*	32%	48%
Economically Disadvantaged Students	98	731	731	733	10%	30%	34%	*	*	27%	29%
Non-Economically Disadvantaged Students	N	N	N	758	N	N	N	N	N	N	62%
Students with Disabilities	19	715	715	726	*	*	*	*	*	*	20%
Students without Disabilities	79	735	735	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%



## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	96	735	735	744	*	26%	42%	*	*	27%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	56	738	738	731	*	21%	41%	*	*	32%	27%
Black or African American	37	730	730	726	*	35%	41%	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	55	736	736	745	*	25%	36%	*	*	31%	45%
Male	41	735	735	742	*	27%	49%	*	*	22%	42%
Economically Disadvantaged Students	96	735	735	729	*	26%	42%	*	*	27%	24%
Non-Economically Disadvantaged Students	N	N	N	753	N	N	N	N	N	N	56%
Students with Disabilities	13	720	720	717	*	*	*	*	*	*	13%
Students without Disabilities	83	738	738	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

2017-2018

### Report Key:

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N No Data is available to display

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	95	735	735	743	*	35%	28%	*	*	31%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	57	738	738	732	*	*	*	35%	0%	35%	27%
Black or African American	35	725	725	727	*	43%	*	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	49	734	734	745	*	41%	*	*	*	31%	45%
Male	46	736	736	741	*	28%	*	*	*	30%	42%
Economically Disadvantaged Students	95	735	735	730	*	35%	28%	*	*	31%	24%
Non-Economically Disadvantaged Students	N	N	N	751	N	N	N	N	N	N	55%
Students with Disabilities	13	715	715	717	*	*	*	*	*	*	12%
Students without Disabilities	82	738	738	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

2017-2018

### Report Key:

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N No Data is available to display

† This indicates a table specific note, see note below table

### 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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	97	719	719	728	32%	28%	22%	19%	0%	19%	28%
White	N	N	N	736	N	N	N	N	N	N	36%
Hispanic	56	723	723	722	29%	27%	21%	23%	0%	23%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	44	728	728	731	*	32%	*	*	*	25%	31%
Male	53	711	711	725	*	25%	*	*	*	13%	26%
Economically Disadvantaged Students	97	719	719	719	32%	28%	22%	19%	0%	19%	20%
Non-Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	35%
Students with Disabilities	20	701	701	705	*	*	*	*	*	*	*
Students without Disabilities	77	724	724	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

2017-2018

### Report Key:

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N No Data is available to display

† This indicates a table specific note, see note below table

### 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	746	N	N	N	N	N	N	46%
White	N	N	N	755	N	N	N	N	N	N	57%
Hispanic	N	N	N	730	N	N	N	N	N	N	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	N	N	N	748	N	N	N	N	N	N	48%
Male	N	N	N	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	N	752	N	N	N	N	N	N	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	749	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

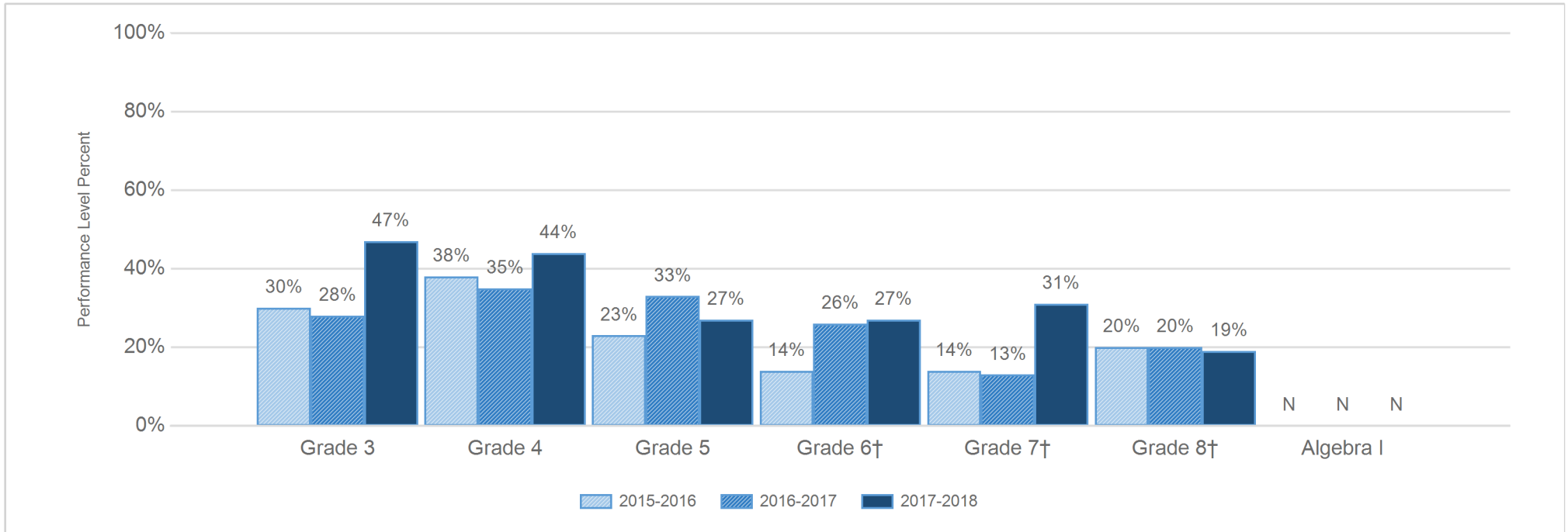


**COMMUNITY CHARTER SCHOOL OF PATERSON**  
 (80-6021-905)  
 Grades Offered: KG-08  
 2017-2018

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note, see note below table

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

2017-2018

### Report Key:

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### DLM Alternate Assessment - 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 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	37.5%	**	**

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



**COMMUNITY CHARTER SCHOOL OF PATERSON**

(80-6021-905)

Grades Offered: KG-08

2017-2018

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

### NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.





**COMMUNITY CHARTER SCHOOL OF PATERSON**  
 (80-6021-905)  
 Grades Offered: KG-08  
 2017-2018

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	110
7	0	0	105
8	0	0	102
Total	0	0	317

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	99	0	0	0	0	0	0
7	105	0	0	0	0	0	0
8	96	0	0	0	0	0	0
Total	300	0	0	0	0	0	0



**COMMUNITY CHARTER SCHOOL OF PATERSON**  
 (80-6021-905)  
 Grades Offered: KG-08  
 2017-2018

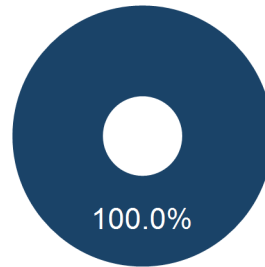
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**Visual and Performing Arts – Course Participation**

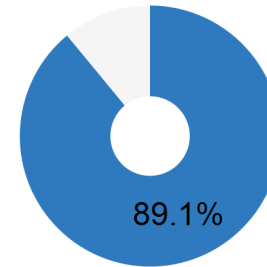
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

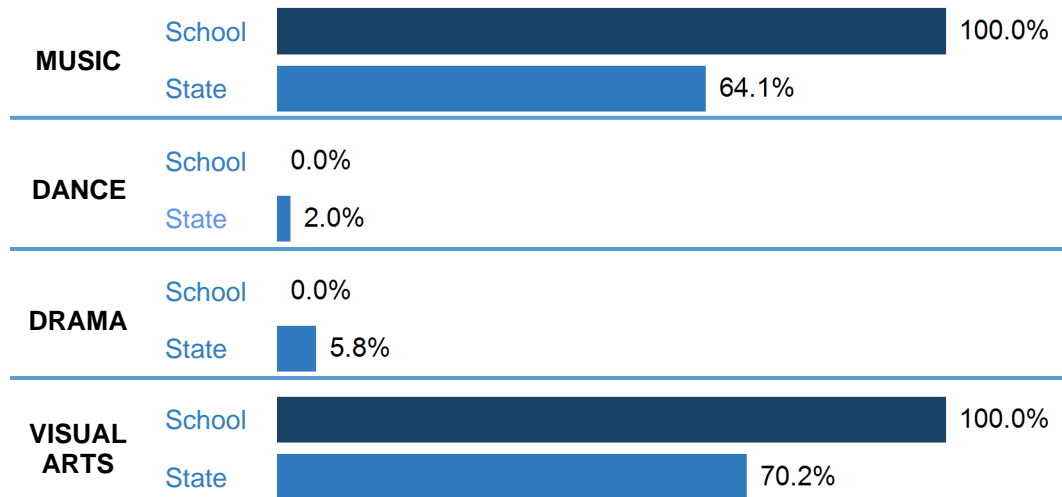


School



State

Students enrolled in one or more classes by discipline:





## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

2017-2018

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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.

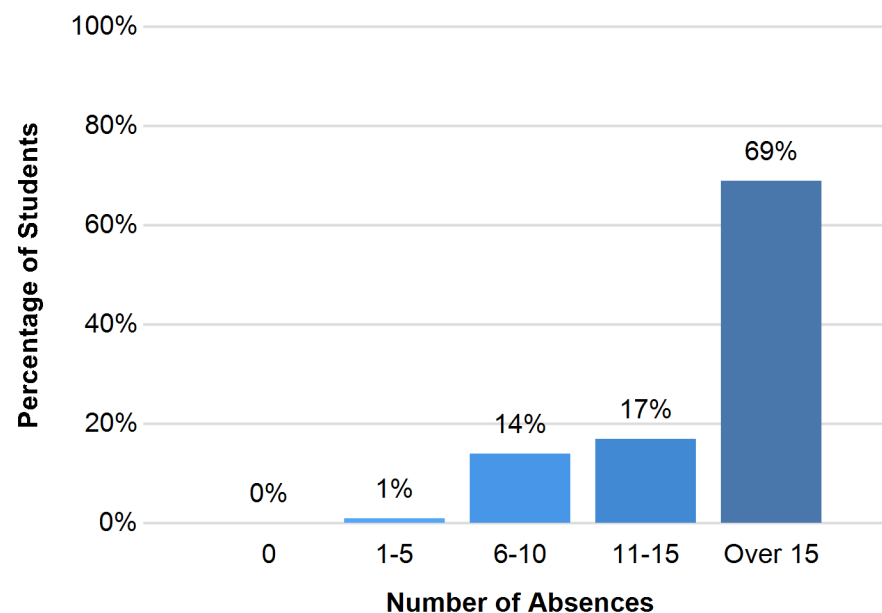
### Chronic Absenteeism

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	454	51.0	9.1	Not Met
White	9	64.3	**	**
Hispanic	260	45.8	9.1	Not Met
Black or African American	181	60.7	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	4	40.0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	294	48.8	9.1	Not Met
Students with Disabilities	70	57.4	9.1	Not Met
English Learners	10	52.6	**	**

### Days Absent

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





## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

Grades Offered: KG-08

2017-2018

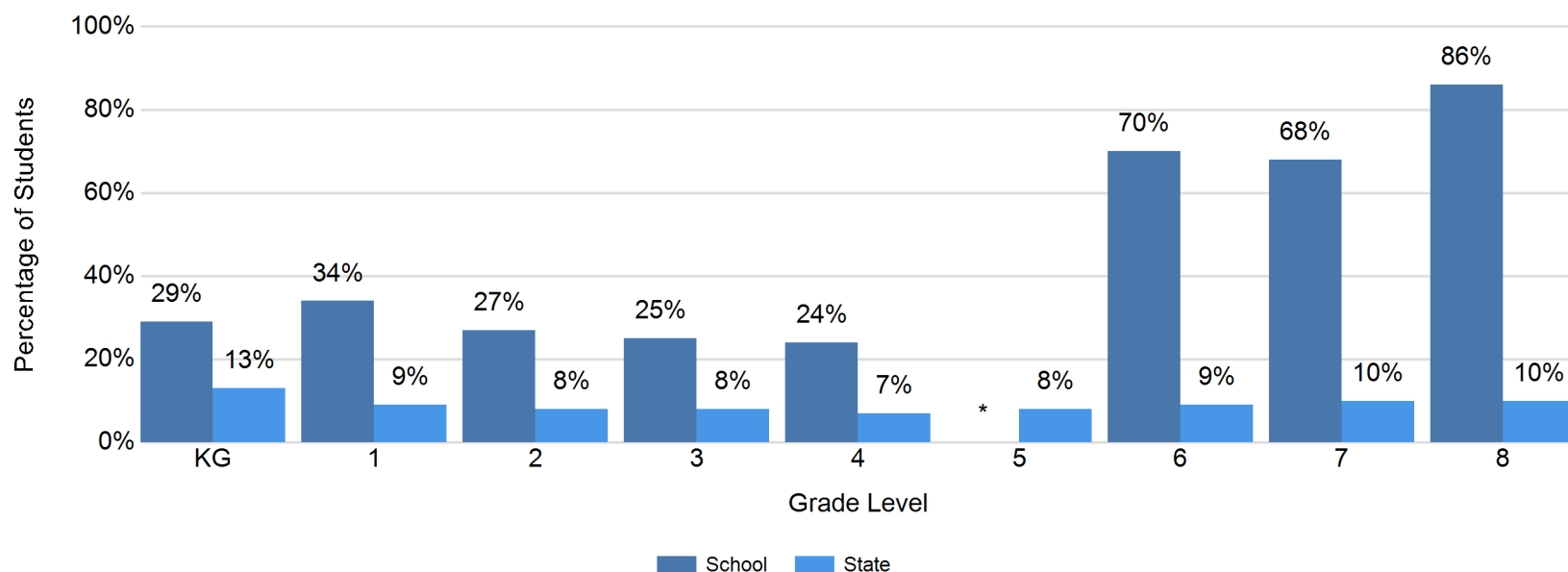
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### Chronic Absenteeism by Grade

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





## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

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2017-2018

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

### 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	52
Weapons	1
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	6.30

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	12	1.3%
Any Suspension	13	1.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

26



## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

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2017-2018

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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	8:05 AM
Typical End Time	3:45 PM
Length of School Day	7 Hrs 40 Mins
Full Time - Instructional Time	7 Hrs 10 Mins
Shared Time - Instructional Time	4 Hrs. 20 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.1:1

### 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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$1,856	\$13,090	\$14,946



## COMMUNITY CHARTER SCHOOL OF PATERSON

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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 experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	78	117,464
Average years experience in public schools	4.3	12.0
Average years experience in district	3.8	10.7
Teachers in district for 4 or more years	58.3%	75.5%

### 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	16	9,374
Average years experience in public schools	13.0	16.0
Average years experience in district	4.5	12.0
Administrators in district for 4 or more years	100.0%	76.2%

### 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	56:1	56:1
Teachers to Administrators	5:1	5:1
Students to Librarians/Media Specialists		N
Students to Nurses		296:1
Students to Counselors		445:1
Students to Child Study Team		N





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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the 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 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	74.5%	90.2%
2016-17 Administrators: Same district 2017-18	87.5%	86.2%

**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
2017-18	98.5%



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**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 and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	75.6%	56.3%
Male	24.4%	43.8%
White	59.0%	37.5%
Hispanic	25.6%	18.8%
Black or African American	11.5%	37.5%
Asian	2.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.3%	6.3%
Two or More Races	0.0%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

### Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		


**COMMUNITY CHARTER SCHOOL OF PATERSON**

(80-6021-905)

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2017-2018

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**Accountability Indicator Scores and Summative Rating - 2017-18 School Year**

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	37.38	17.5%
Mathematics Proficiency	26.01	17.5%
English Language Arts Growth	53.38	25.0%
Mathematics Growth	59.64	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	0.00	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	39.35	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	31.93	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



## COMMUNITY CHARTER SCHOOL OF PATERSON

(80-6021-905)

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2017-2018

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### Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Support will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	52.22	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	51.12	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	54.93	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	50.42	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	Met Target	**	**	**	**	No

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



**COMMUNITY CHARTER SCHOOL OF PATERSON**

(80-6021-905)

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2017-2018

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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 your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• CCSP received our 5-year charter renewal in March of 2017.</li> <li>• CCSP hosts an award-winning classical music instruction program as well as Afterschool, Saturday and summer programs.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<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, &amp; 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 &amp; Intensive Student Support; Continuous Professional Development &amp; Teacher Support; Data-Driven Instruction.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<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. We anticipate that our middle school campuses 5-8 grade will move into the Tier 1 status in the near future, with additional supports and new more effective leadership and teaching teams. 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**

(80-6021-905)

Grades Offered: KG-08

2017-2018

**Report Key:**

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\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

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**Courses, Curriculum,  
Instruction:**

CCSP is in our 3rd year of K-8 implementation of a Balanced Literacy adoption, which includes Readers & Writers Workshops and Guided Reading. We believe this helping to drive our literacy gains on formal PARCC and internal assessments. CCSP has successfully implemented a Singapore math program, Math-In-Focus, in grades K-8 dramatically increasing the rigor of our math program and computational and numeracy skills with our students. 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 and struggling learners. CCSP has recruited new leadership and teachers with enhanced expertise to focus on providing more rigorous academic instruction.



**Sports and Athletics:**

Sports Offered: Basketball (Coed), Cheerleading (Coed), Soccer (Coed)

As a K-8 school CCSP's interscholastic sports include Basketball (coed), Soccer (coed), and Cheerleading.



**Clubs and Activities:**

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.



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Before and After  
School Programs:

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.



Staff and Professional  
Learning:

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.





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Student Supports and Services:

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.



Student Health and Wellness:

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.



Parent and Community Involvement:

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.



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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.



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Other Information:

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.