



PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY
 (80-7503-970)
 Grades Offered: KG-12
 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 as the top left of the screen to move between pages of the report

Other Resources:

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



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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	PATERSON CS FOR SCI/TECH
Principal Name	MR. GURCANLI
Address	196 WEST RAILWAY AVENUE PATERSON, NJ 07503
Phone Number	(973)247-0600
Email Address	RIZA.GURCANLI@PCSST.ORG
Website	https://www.pcsst.org/
Facebook	https://www.facebook.com/pcsstk12
Twitter	https://twitter.com/pcsstk12



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Enrollment 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	77	79	137
1	80	79	141
2	79	78	140
3	77	79	94
4	80	80	96
5	74	80	94
6	83	83	92
7	84	83	94
8	82	74	72
9	94	81	119
10	91	88	95
11	73	86	73
12	0	2	78
Total	974	972	1,325

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	49.7%	49.2%	50.9%
Male	50.3%	50.8%	49.1%
Economically Disadvantaged Students	86.0%	86.0%	82.9%
Students with Disabilities	9.8%	10.7%	12.5%
English Learners	2.0%	4.0%	5.1%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.0%	0.1%
Migrant Students		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	2015-16	2016-17	2017-18
White	3.4%	3.7%	4.2%
Hispanic	59.7%	61.5%	63.8%
Black or African American	36.2%	34.2%	31.2%
Asian	0.3%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.4%	0.5%
Two or More Races	0.1%	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	77	79	137

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	974	972	1,325
Shared Time Students	0	0	0
Full Time Equivalent	974	972	1,325

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	66.9%
Spanish	29.7%
Arabic	2.0%
Other Languages	1.4%



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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	36	36	50	Not Met
White	54	54	50	**	42	42	51	**
Hispanic	47	47	49	Met Standard	35	35	48	Not Met
Black or African American	51	51	44	Met Standard	39	39	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	61	**	N	N	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	30	30	48	Not Met	24	24	47	Not Met
Students with Disabilities	51	51	41	Met Standard	51	51	43	Met Standard
English Learners	37	37	54	Not Met	34	34	51	Not Met



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A student’s SGP falls between 1 and 99 and can be grouped into three level

Low Growth: Less than 35

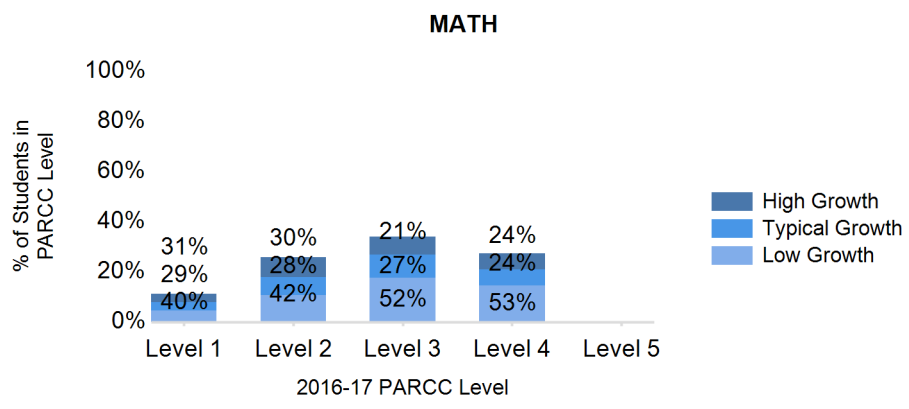
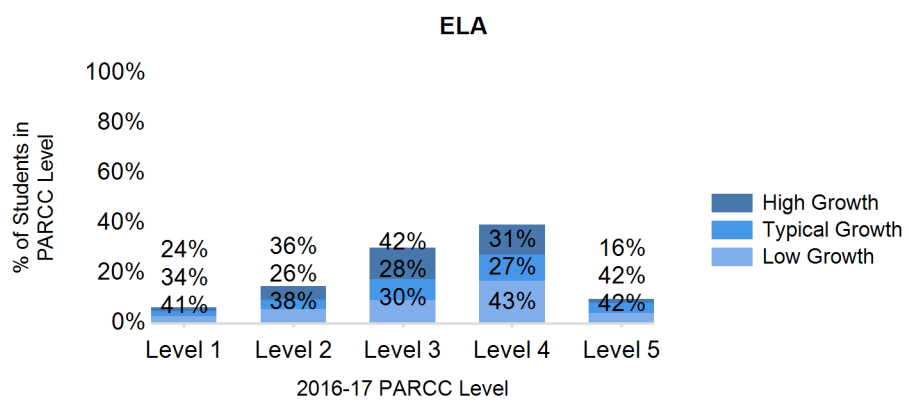
Typical Growth: Between 35 and 65

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.

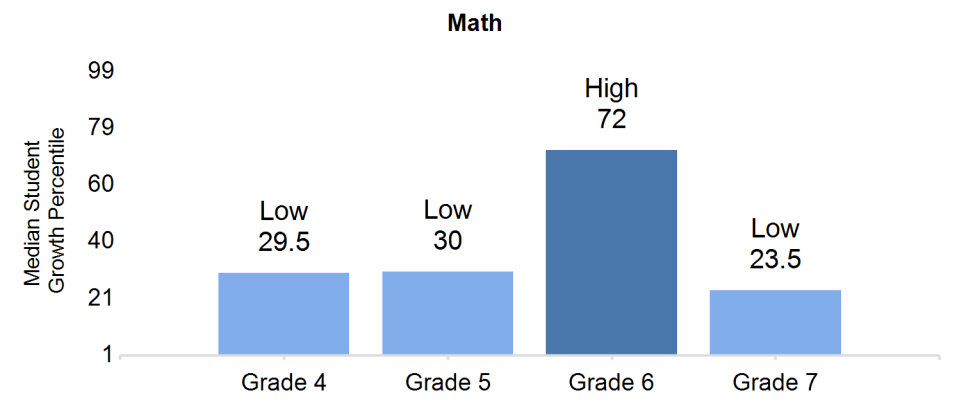
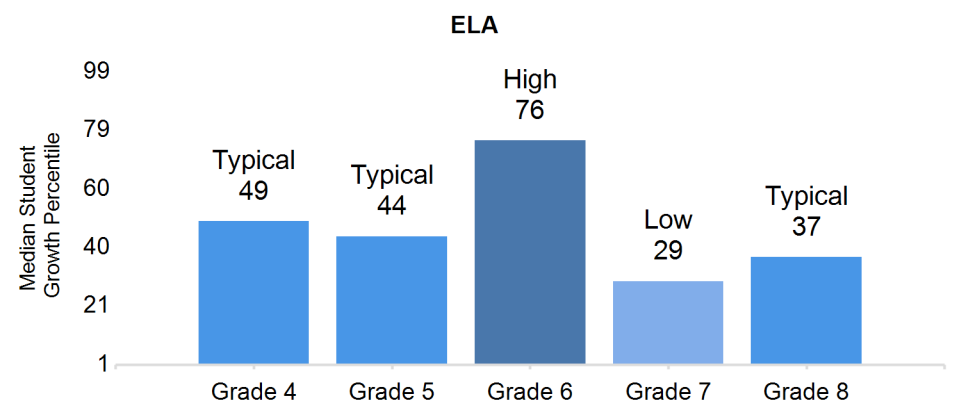
Student Growth by Performance Level

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	766	99.5	49.0	49.0	56.7	49.0	47.7	Met Target
White	30	100.0	46.7	46.7	65.6	46.7	64	Not Met
Hispanic	481	99.4	51.1	51.1	42.5	51.1	50.3	Met Target
Black or African American	250	99.6	44.4	44.4	37.3	44.4	42.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	379	99.5	57.0	57.0	64.5	57.0		
Male	387	99.5	41.1	41.1	49.4	41.1		
Economically Disadvantaged Students	329	99.7	42.9	42.9	38.5	42.9	46.8	Met Target†
Non-Economically Disadvantaged Students	437	99.3	53.5	53.5	67.5	53.5		
Students with Disabilities	91	97.9	22.0	22.0	21.6	22.0	18.3	Met Target
Students without Disabilities	675	99.7	52.5	52.5	63.9	52.5		
English Learners	50	100.0	32.0	32.0	27.3	32.0	N	N
Non-English Learners	716	99.4	50.1	50.1	59.4	50.1		
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
Schoolwide	95	754	754	750	*	11%	33%	*	*	52%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	69	753	753	736	*	*	33%	*	*	51%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	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	48	760	760	756	*	*	33%	*	*	60%	57%
Male	47	747	747	744	*	*	32%	*	*	43%	46%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	95	754	754	762	*	11%	33%	*	*	52%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	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
Schoolwide	94	749	749	756	*	19%	32%	*	*	46%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	69	749	749	744	*	16%	32%	*	*	48%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	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	39	751	751	762	*	*	28%	*	*	54%	63%
Male	55	748	748	751	*	*	35%	*	*	40%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	94	749	749	767	*	19%	32%	*	*	46%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	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
Schoolwide	96	748	748	755	13%	18%	16%	*	*	54%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	62	747	747	743	*	21%	16%	*	*	52%	43%
Black or African American	30	747	747	738	*	*	*	*	*	57%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	57	764	764	762	*	*	*	*	*	70%	66%
Male	39	726	726	749	*	*	*	*	*	31%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	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
Schoolwide	94	757	757	754	*	*	28%	*	*	65%	56%
White	N	N	N	761	N	N	N	N	N	N	66%
Hispanic	54	761	761	742	0%	*	26%	*	*	69%	42%
Black or African American	40	752	752	737	*	*	30%	*	*	60%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	50	764	764	761	*	*	20%	*	*	76%	64%
Male	44	750	750	748	*	*	36%	*	*	52%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	18	744	744	723	*	*	*	*	*	39%	18%
Students without Disabilities	76	760	760	760	*	*	*	*	*	71%	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
Schoolwide	96	747	747	760	*	*	32%	*	*	47%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	55	755	755	746	*	*	27%	42%	18%	60%	49%
Black or African American	37	735	735	740	*	*	41%	27%	0%	27%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	46	759	759	769	*	*	37%	*	*	57%	72%
Male	50	736	736	752	*	*	28%	*	*	38%	54%
Economically Disadvantaged Students	84	746	746	742	*	*	*	*	*	45%	44%
Non-Economically Disadvantaged Students	12	754	754	771	*	*	*	*	*	58%	73%
Students with Disabilities	13	709	709	721	*	*	*	*	*	15%	22%
Students without Disabilities	83	753	753	768	*	*	*	*	*	52%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	96	747	747	762	*	*	32%	*	*	47%	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%



PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY
(80-7503-970)
Grades Offered: KG-12
2017-2018

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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
Schoolwide	93	756	756	759	*	*	33%	*	*	57%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	52	758	758	744	*	*	31%	*	*	62%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	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	43	759	759	768	*	*	35%	*	*	56%	69%
Male	50	753	753	751	*	*	32%	*	*	58%	52%
Economically Disadvantaged Students	79	755	755	740	*	*	*	*	*	59%	42%
Non-Economically Disadvantaged Students	14	758	758	769	*	*	*	*	*	43%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	93	756	756	761	*	*	33%	*	*	57%	*
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%



PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	108	738	738	752	15%	15%	37%	*	*	33%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	71	742	742	735	*	*	38%	*	*	37%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	50	742	742	759	*	*	46%	*	*	32%	63%
Male	58	735	735	744	*	*	29%	*	*	34%	46%
Economically Disadvantaged Students	96	738	738	733	17%	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	12	745	745	761	0%	*	*	*	*	33%	65%
Students with Disabilities	20	731	731	716	*	*	50%	*	*	15%	15%
Students without Disabilities	88	740	740	758	*	*	34%	*	*	38%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	93	737	737	749	16%	18%	25%	*	*	41%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	52	737	737	733	*	21%	27%	*	*	38%	38%
Black or African American	33	729	729	728	*	*	*	*	*	33%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	49	745	745	759	*	*	27%	*	*	49%	60%
Male	44	728	728	739	*	*	23%	*	*	32%	42%
Economically Disadvantaged Students	71	734	734	730	*	*	*	*	*	35%	34%
Non-Economically Disadvantaged Students	22	745	745	758	*	*	*	*	*	59%	59%
Students with Disabilities	12	701	701	707	*	*	*	*	*	*	15%
Students without Disabilities	81	742	742	756	*	*	*	*	*	*	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	93	737	737	752	16%	18%	25%	*	*	41%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	711	711	736	38%	30%	21%	*	*	11%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	33	710	710	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	19	719	719	745	*	*	*	*	*	*	48%
Male	28	705	705	728	*	*	*	*	*	*	31%
Economically Disadvantaged Students	34	714	714	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	13	701	701	739	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	708	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

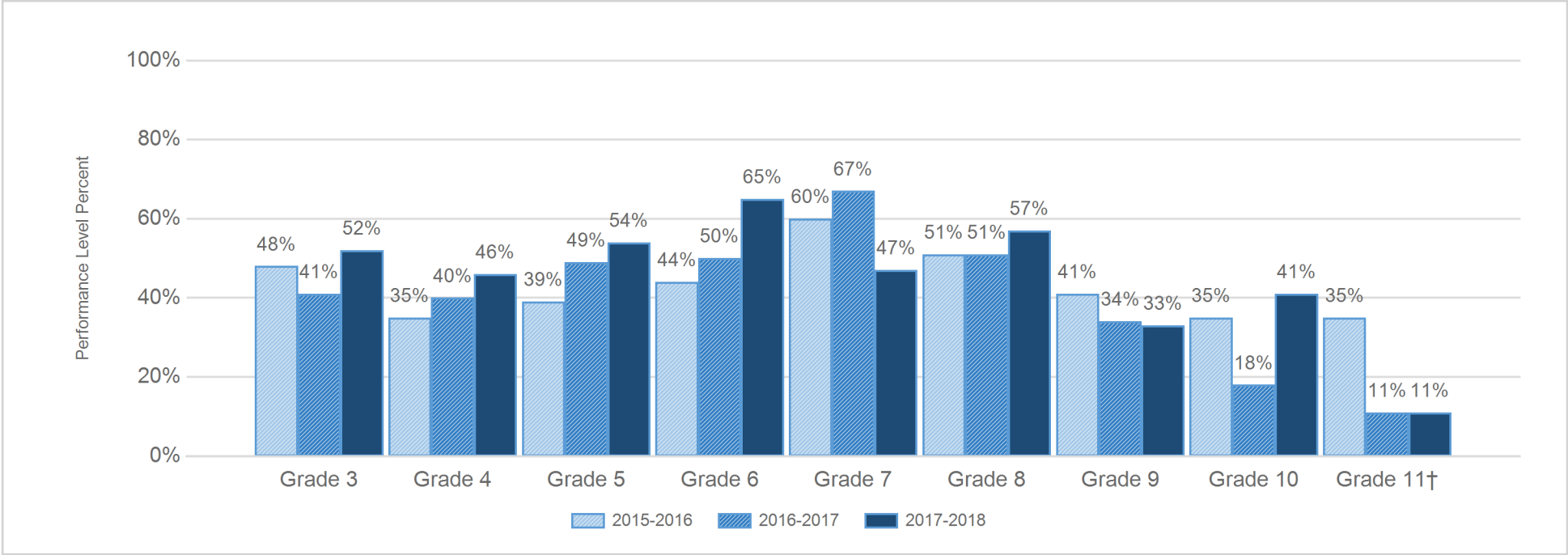


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English Language Arts/Literacy Assessment - Performance Trends

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.



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



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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	779	99.4	23.3	23.3	45.0	23.3	27.1	Not Met
White	31	100.0	35.5	35.5	54.1	35.5	54.1	Not Met
Hispanic	489	99.4	24.7	24.7	29.2	24.7	28.7	Not Met
Black or African American	254	99.2	18.1	18.1	23.4	18.1	23.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	382	99.5	24.9	24.9	46.0	24.9		
Male	397	99.2	21.7	21.7	43.9	21.7		
Economically Disadvantaged Students	340	99.7	12.9	12.9	26.6	12.9	27.2	Not Met
Non-Economically Disadvantaged Students	439	99.1	31.2	31.2	55.9	31.2		
Students with Disabilities	98	98.0	*	*	17.1	*	9.4	Not Met
Students without Disabilities	681	99.6	*	*	50.5	*		
English Learners	51	100.0	21.6	21.6	24.6	21.6	N	N
Non-English Learners	728	99.3	23.4	23.4	46.9	23.4		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
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.



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 2017-2018

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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
Schoolwide	95	751	751	752	*	18%	24%	*	*	55%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	69	748	748	739	*	19%	25%	*	*	52%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	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	48	754	754	752	*	*	*	*	*	54%	53%
Male	47	749	749	751	*	*	*	*	*	55%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	95	751	751	762	*	18%	24%	*	*	55%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	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%



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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	93	737	737	748	*	*	32%	34%	0%	34%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	69	738	738	737	*	*	39%	32%	0%	32%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	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	39	735	735	748	*	*	36%	31%	0%	31%	50%
Male	54	739	739	748	*	*	30%	37%	0%	37%	49%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	30%
Non-Economically Disadvantaged Students	93	737	737	758	*	*	32%	34%	0%	34%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	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%



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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	96	729	729	748	15%	30%	30%	*	*	25%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	62	730	730	736	*	29%	35%	*	*	23%	32%
Black or African American	30	722	722	730	*	37%	*	*	*	23%	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	57	738	738	749	*	*	*	*	*	*	50%
Male	39	716	716	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	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%



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 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
Schoolwide	94	735	735	744	*	29%	38%	*	*	24%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	54	740	740	731	*	24%	41%	*	*	30%	27%
Black or African American	40	728	728	726	*	35%	35%	*	*	18%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	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	50	737	737	745	*	30%	36%	*	*	28%	45%
Male	44	732	732	742	*	27%	41%	*	*	20%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	18	713	713	717	*	*	*	*	*	*	13%
Students without Disabilities	76	740	740	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%



PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY
 (80-7503-970)
 Grades Offered: KG-12
 2017-2018

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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
Schoolwide	96	728	728	743	*	39%	33%	*	*	19%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	55	731	731	732	*	29%	42%	*	*	22%	27%
Black or African American	37	721	721	727	*	54%	*	*	*	11%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	46	729	729	745	*	43%	35%	*	*	20%	45%
Male	50	726	726	741	*	34%	32%	*	*	18%	42%
Economically Disadvantaged Students	84	727	727	730	*	*	*	*	*	19%	24%
Non-Economically Disadvantaged Students	12	730	730	751	*	*	*	*	*	17%	55%
Students with Disabilities	13	709	709	717	*	*	*	*	*	*	12%
Students without Disabilities	83	730	730	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	96	728	728	744	*	39%	33%	*	*	19%	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%



PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
Schoolwide	73	717	717	728	25%	32%	30%	14%	0%	14%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	40	720	720	722	*	28%	30%	*	*	20%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	33	718	718	731	*	30%	30%	*	*	15%	31%
Male	40	715	715	725	*	33%	30%	*	*	13%	26%
Economically Disadvantaged Students	62	719	719	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	11	703	703	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	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%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	120	721	721	746	22%	31%	36%	12%	0%	12%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	73	723	723	730	16%	34%	37%	*	*	12%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	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	55	721	721	748	*	*	*	*	*	*	48%
Male	65	720	720	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	102	721	721	729	*	*	*	*	*	12%	25%
Non-Economically Disadvantaged Students	18	719	719	756	*	*	*	*	*	11%	57%
Students with Disabilities	23	704	704	716	*	*	*	*	*	*	13%
Students without Disabilities	97	725	725	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	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%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	107	721	721	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	66	721	721	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	55	721	721	736	*	*	*	*	*	*	30%
Male	52	722	722	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	86	722	722	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	21	719	719	741	*	*	*	*	*	*	38%
Students with Disabilities	18	715	715	713	*	*	*	*	*	*	*
Students without Disabilities	89	723	723	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	107	721	721	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	57	702	702	727	*	*	*	*	*	*	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	39	698	698	710	*	*	*	*	*	*	14%
Black or African American	12	702	702	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	25	698	698	728	*	*	*	*	*	*	30%
Male	32	705	705	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	41	702	702	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	16	702	702	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

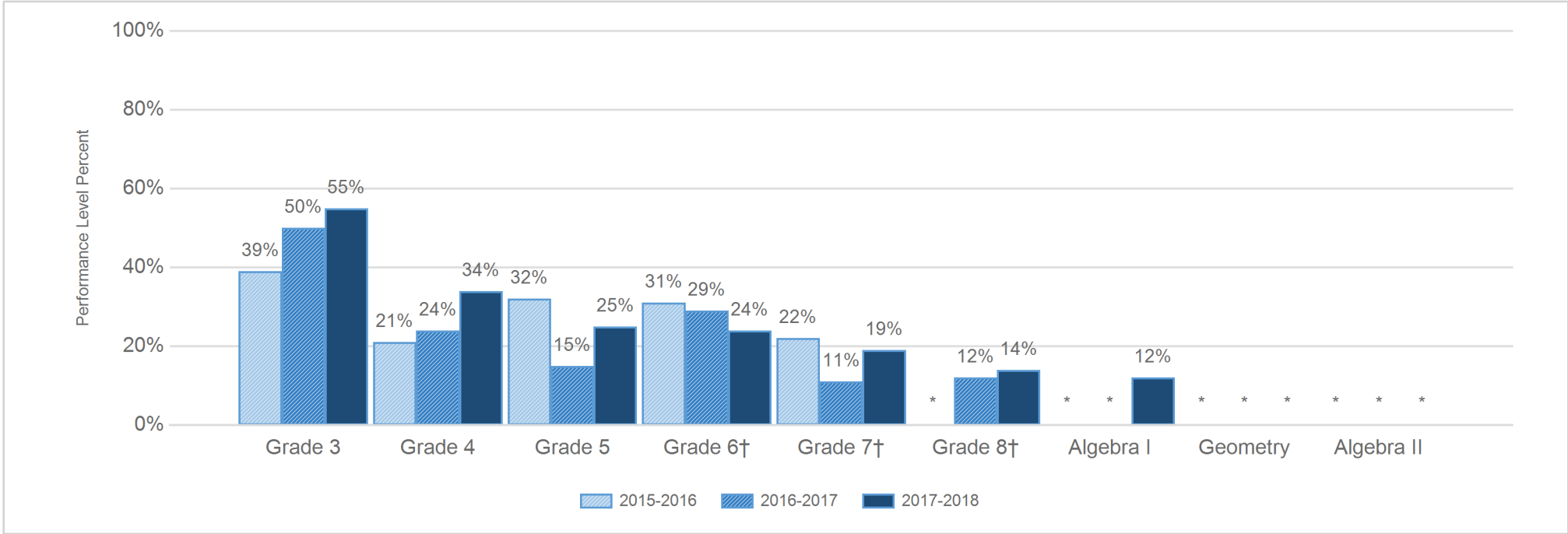


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the 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.



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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
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	58.3%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	51	86.3%	13.7%
3-4	13	61.5%	38.5%
5 or more	*	*	*



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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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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.



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	99.4%	85.0%
12th graders taking SAT in 2017-18 or prior years	100.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	25.6%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	427	478	Grade 10: 430 Grade 11: 460	41%	62%
PSAT 10/NMSQT - Math	423	478	Grade 10: 480 Grade 11: 510	14%	42%
SAT - Reading and Writing	455	542	480	33%	72%
SAT - Math	457	543	530	18%	54%
ACT - Reading	16	24	22	*	62%
ACT - English	13	24	18	20%	78%
ACT - Math	15	24	22	*	62%
ACT - Science	15	23	23	*	53%



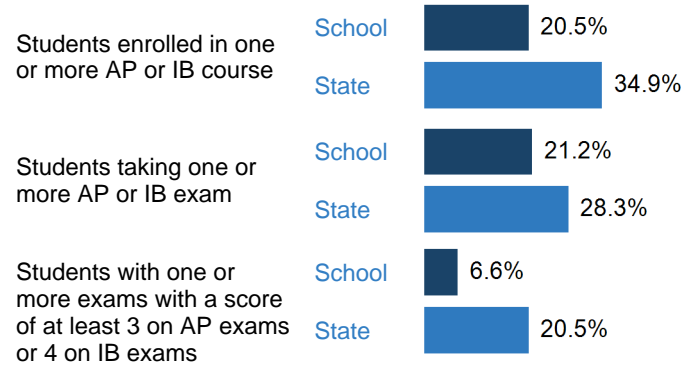
PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY
(80-7503-970)
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2017-2018

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

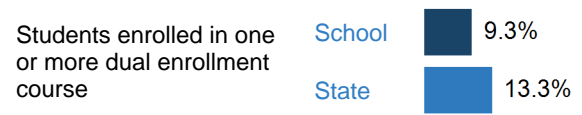
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	15
AP Calculus AB	0	5
AP Chemistry	9	9
AP English Language and Composition	8	8
AP English Literature and Composition	10	10
AP Psychology	0	8
AP U.S. History	11	11
Total Exams taken		66
Exams with scores of at least 3 on AP exams or 4 on IB exams		15



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

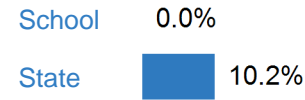
Career and Technical Education Participation

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

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



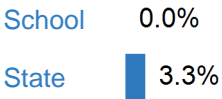
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	94
7	0	0	0	0	0	0	96
8	21	0	0	0	0	0	73
9	94	24	0	0	0	0	73
10	6	79	12	0	0	0	28
11	0	5	56	12	0	0	14
12	0	0	10	1	0	0	20
Total	121	108	78	13	0	0	398
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	110	7	0	20	0	12
10	12	82	0	8	1	8
11	12	9	0	7	67	24
12	1	1	0	44	1	36
Total	135	99	0	79	69	80
Enrolled in AP/IB Course	16	9		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY
(80-7503-970)
Grades Offered: KG-12
2017-2018

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	93	5	0	5	2	35
10	2	91	0	15	9	18
11	0	71	0	6	13	13
12	1	1	0	4	28	62
Total	96	168	0	30	52	128
Enrolled in AP/IB Course	0	11	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	52	0	0	0	0	0	42
7	96	0	0	0	0	0	0
8	0	0	0	0	0	0	94
9	59	0	0	0	0	0	15
10	60	6	0	0	0	0	17
11	18	6	0	0	0	0	5
12	8	15	0	0	0	0	3
Total	293	27	0	0	0	0	176
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	14	0	0	0	0	0
Enrolled in Level 3 or Higher	0	14	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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2017-2018

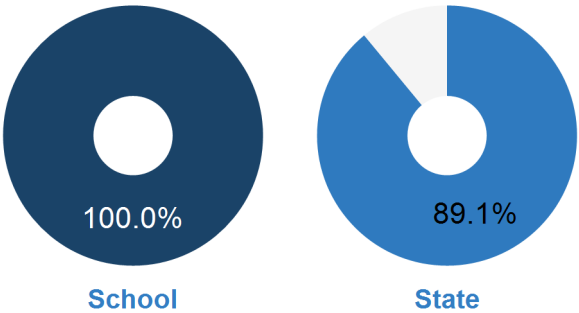
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Visual and Performing Arts – Course Participation

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.

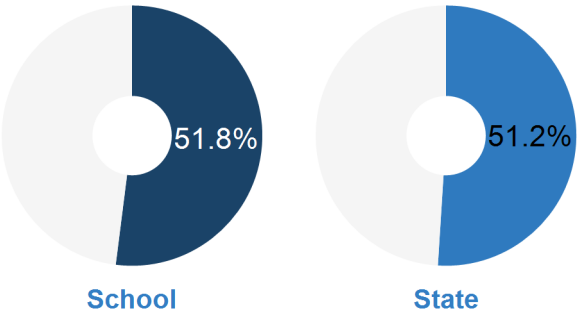
Grades 6-8:

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

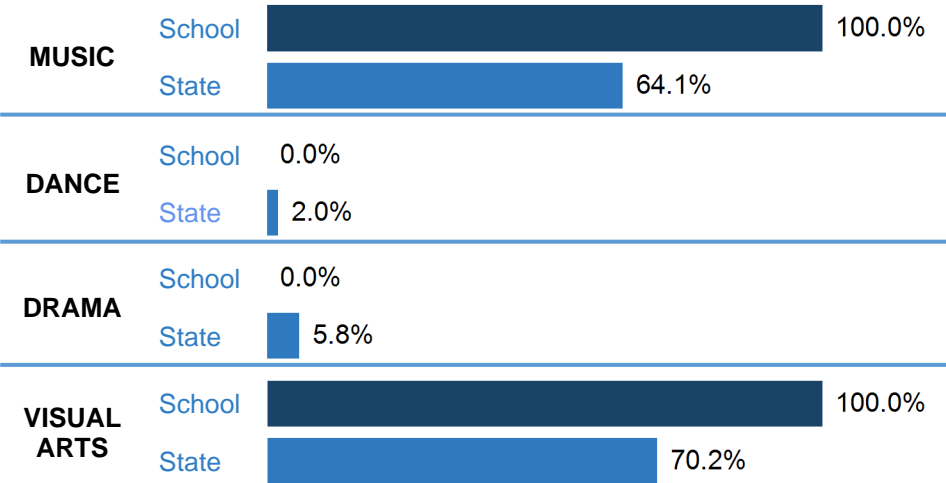


Grades 9-12:

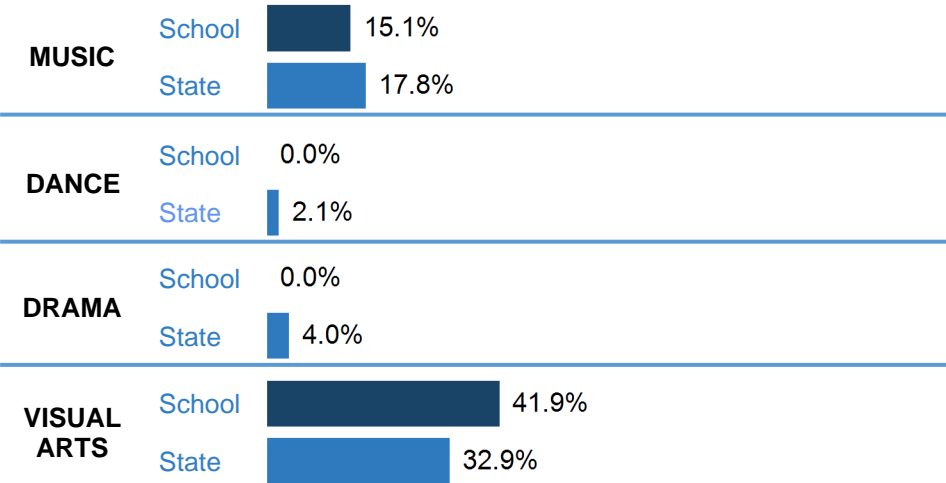
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	90.5%	90.9%	100.0%	92.4%	97.3%	N	Met Goal	100.0%	N	Met Goal
White	*	95.0%	*	95.7%	*	**	**	*	**	**
Hispanic	86.3%	84.8%	100.0%	87.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Black or African American	*	84.2%	*	86.8%	*	86.2%	Met Target	*	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	N	97.0%	N	97.7%	N	N	N	N	N	N
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	92.1%	84.6%	100.0%	87.0%	96.7%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	*	80.1%	N	83.5%	N	N	N	*	**	**
English Learners	N	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	72.4%	72.4%
Substitute Competency Test	0.0%	0.0%
Portfolio Appeals Process	17.1%	17.1%
Alternate Requirements specified in IEP	10.5%	10.5%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	90.5%	-
2017	97.3%	100.0%
2016	95.8%	100.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	N	1.2%
2016-2017	N	1.1%
2015-2016	N	1.2%



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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	75%	31.6%	68.4%
White	*	*	*
Hispanic	71.1%	37.5%	62.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	74.2%	34.8%	65.2%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	88.9%	26.6%	73.4%	62.5%	37.5%	87.5%	12.5%
White	*	*	*	*	*	*	*
Hispanic	86.8%	24.2%	75.8%	60.6%	39.4%	93.9%	6.1%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	87.9%	29.4%	70.6%	56.9%	43.1%	90.2%	9.8%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*



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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.

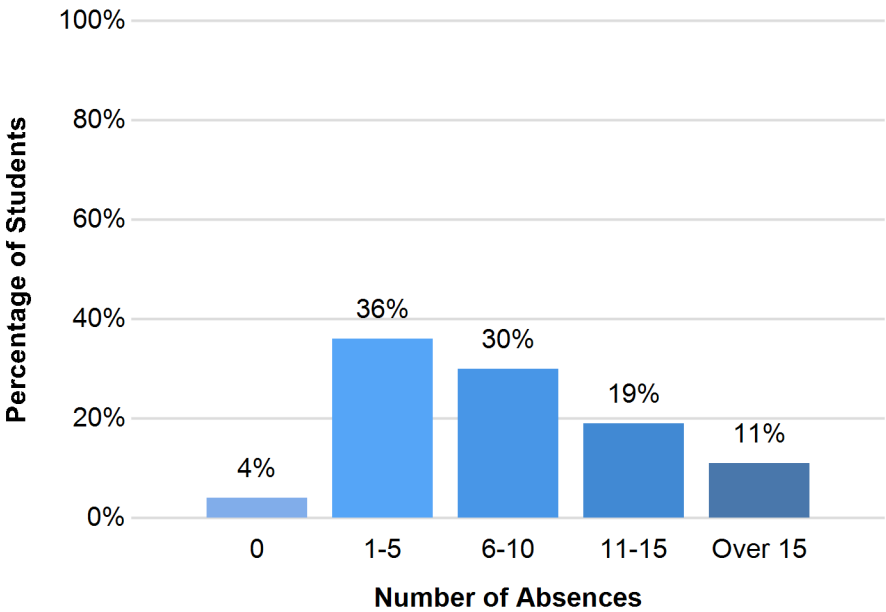
Chronic Absenteeism

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	89	6.7	10.9	Met
White	3	5.4	10.9	Met
Hispanic	48	5.7	10.9	Met
Black or African American	38	9.1	10.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	76	6.9	10.9	Met
Students with Disabilities	15	9.1	10.9	Met
English Learners	2	2.9	10.9	Met

Days Absent

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





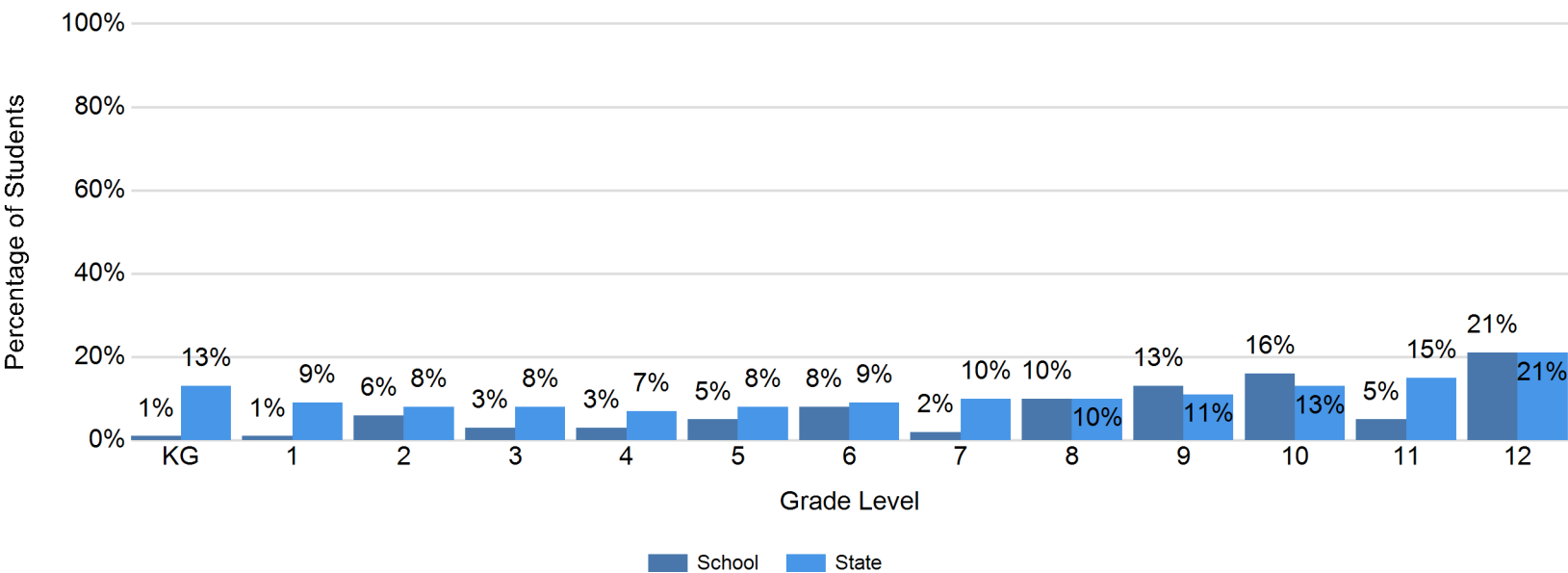
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Chronic Absenteeism by Grade

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), 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	18
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	2.49

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	2	2
Religion	0	1	1
Ancestry	0	0	0
Gender	2	2	4
Sexual Orientation	0	2	2
Disability	0	1	1
Other	1	7	8
No Identified Nature	32		32

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	43	3.2%
Any Suspension	47	3.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
132



PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY

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School Day

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

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

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	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs). 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)	\$854	\$12,513	\$13,367



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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	105	117,464
Average years experience in public schools	3.7	12.0
Average years experience in district	2.7	10.7
Teachers in district for 4 or more years	31.4%	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	10	9,374
Average years experience in public schools	7.8	16.0
Average years experience in district	7.8	12.0
Administrators in district for 4 or more years	90.0%	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	13:1	13:1
Students to Administrators	133:1	133:1
Teachers to Administrators	11:1	11:1
Students to Librarians/Media Specialists		1325:1
Students to Nurses		663:1
Students to Counselors		265:1
Students to Child Study Team		1325:1



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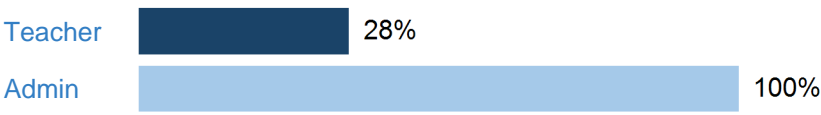
Teachers and Administrators - Level of Education

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.

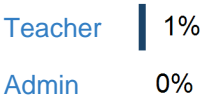
Bachelor’s Degree



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	76.5%	90.2%
2016-17 Administrators: Same district 2017-18	77.8%	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	96.8%



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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	68.6%	40.0%
Male	31.4%	60.0%
White	73.3%	70.0%
Hispanic	9.5%	0.0%
Black or African American	12.4%	30.0%
Asian	3.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.0%	0.0%
Two or More Races	0.0%	0.0%



PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY

(80-7503-970)

Grades Offered: KG-12

2017-2018

Report Key:
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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		



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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	43.75	10.0%
Mathematics Proficiency	29.17	10.0%
Graduation Rate - 4-Year	72.34	12.5%
Graduation Rate - 5-Year	95.74	12.5%
English Language Arts Growth	58.33	12.5%
Mathematics Growth	24.44	12.5%
Progress Towards English Language Proficiency	77.78	20.0%
Chronic Absenteeism	77.27	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	61.93	n/a
Summative Rating: Percentile Rank of Summative Score	70.83	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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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 Sport 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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Goal	Met Goal	Met Standard	Not Met	Met Target	Met	No
White	**	**	No	Not Met	Not Met	**	**	**	**	n/a	Met	No
Hispanic	71.92	21.20	No	Met Target	Not Met	Met Goal	Met Goal	Met Standard	Not Met	n/a	Met	No
Black or African American	63.22	21.20	No	Met Target	Not Met	Met Target	Met Goal	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	N	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	50.62	21.20	No	Met Target†	Not Met	Met Goal	Met Goal	Not Met	Not Met	n/a	Met	No
Students with Disabilities	59.56	14.08	No	Met Target	Not Met	N	**	Met Standard	Met Standard	n/a	Met	No
English Learners	41.66	14.08	No	N	N	**	**	Not Met	Not Met	Not Met	Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • PCSST K-1 Campus has taken the initiative to focus on Teaching with Mindfulness Techniques. Mindfulness techniques promote attentives and brain development to assist in all aspects of learning. • PCSST elementary school has reteaching time, where teachers meet with students to provide extra help in Math and ELA and provide students an opportunity to participate in extracurricular activities. • PCSST 7-12 campus has created a unique intervention period that reinforces a growth mindset. Four days a week, students have the opportunity to meet with their teachers for enrichment and extra help.
 <p>Mission, Vision, Theme:</p>	<p>The mission of PCSST is to provide our students with a rigorous education that produces literate, responsible, self-directed students who can contribute to society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>PCSST earned Middle States accreditation for growth in 2014. PCSST offers 12 Advanced Placement courses, with many students scoring 4 and 5 at AP exams. PCSST students have received Ivy League acceptances every year since 2013 and currently, there are students taking dual enrollment courses with three different universities. For the third year in a row, PCSST has won a grant through the Gilder Lehrman Institute of American History to take the tenth grade students to see Hamilton on Broadway. PCSST also have an award-winning JROTC program that is second best in New Jersey.</p>






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






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 <p>Before and After School Programs:</p>	<p>PCSST offers after-school programs to students who need extra help on core courses and enrichment programs for the college-bound students. Credit recovery is a program for high school students to be on the track of graduation and after-school Math and ELA tutoring is offered to elementary and middle school students to provide them with extra support. The College Coaching Program is designed for college-bound students to get them ready for college.</p>
 <p>Staff and Professional Learning:</p>	<p>PCSST faculty members begin their school year with an extensive professional development program. New staff members receive five days of professional development during and extensive new teacher orientation, with an additional five days during full staff orientation. Five school days are allocated throughout the year for continued professional development. Based on need, professional development workshops are planned by PCSST administrators. Veteran teachers conduct breakout session to share best practices with their colleagues during in school professional development days. Staff also participates in out of district professional development, webinars, and are members of professional organizations to help them meet their individual professional development goals.</p>
 <p>Postsecondary Information:</p>	<p>PCSST class of 2018 consisted of 78 students of which 87 percent applied to post-secondary institutions including 4-year universities and 2-year colleges. As a result, 78 percent were accepted. The remaining students applied to military and trade schools. All PCSST students are granted College Applications and SAT/ACT fee waivers. Furthermore, starting from 9th-grade students are exposed to SAT/ACT prep through elective courses. Students who are uncertain about post-secondary plan usually seek employment which is supported by PCSST Alumni program. Through the years PCSST alumni's have and are attending Princeton, Cornell, Carnegie Institute of Technology, FIU, UCLA, Boston College, George Washington, Howard, Rutgers, WPU, DSU, Felician, MSU, FDU, NJIT, Penn State, NJCU, Rider, Seton Hall, Caldwell, Bloomfield, NYU, Emerson College, Berkeley, Pace, Morgan State, Ramapo College, Norwich, Kean, Lehigh, University of Florida, NYIT, Saint Peters, Boston, Rowen, Coppin State, US Army</p>






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





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




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