



Community Charter School of Paterson
(80-6021-905)
Grades Offered: KG-08
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Charters
District	Community Charter School of Paterson
Principal Name	Mr. Michael Bussacco
Address	75 SPRUCE ST PATERSON, NJ 07501-1720
Phone Number	973-413-2057
Email Address	mbussacco@ccsp.org
Website	http://www.ccsp.org
Facebook	https://www.facebook.com/TheCommunityCharterSchoolOfPaterson/



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	101	97	102
1	100	100	100
2	100	101	103
3	100	101	101
4	101	101	104
5	99	101	102
6	101	96	100
7	100	95	101
8	97	97	99
Total	899	889	912

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.3%	52.5%	55.0%
Male	48.7%	47.5%	45.0%
Economically Disadvantaged Students	86.7%	67.6%	71.5%
Students with Disabilities	6.1%	13.7%	13.0%
English Learners	2.1%	2.1%	1.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.3%	1.6%	1.5%
Hispanic	64.0%	63.8%	64.6%
Black or African American	33.4%	33.5%	33.0%
Asian	1.1%	1.1%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	101	97	102

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	80.2%
Spanish	19.4%
Other Languages	0.4%

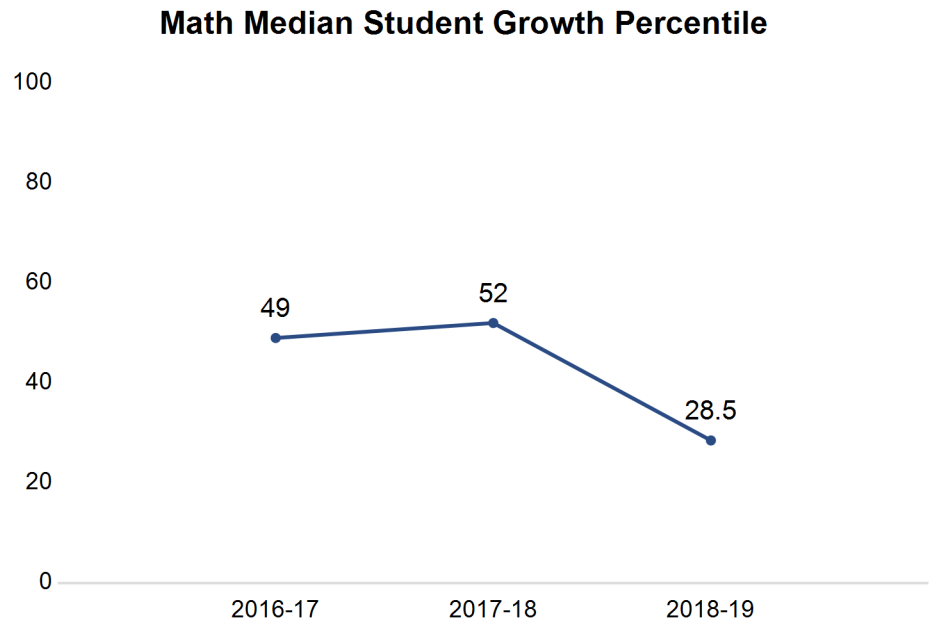
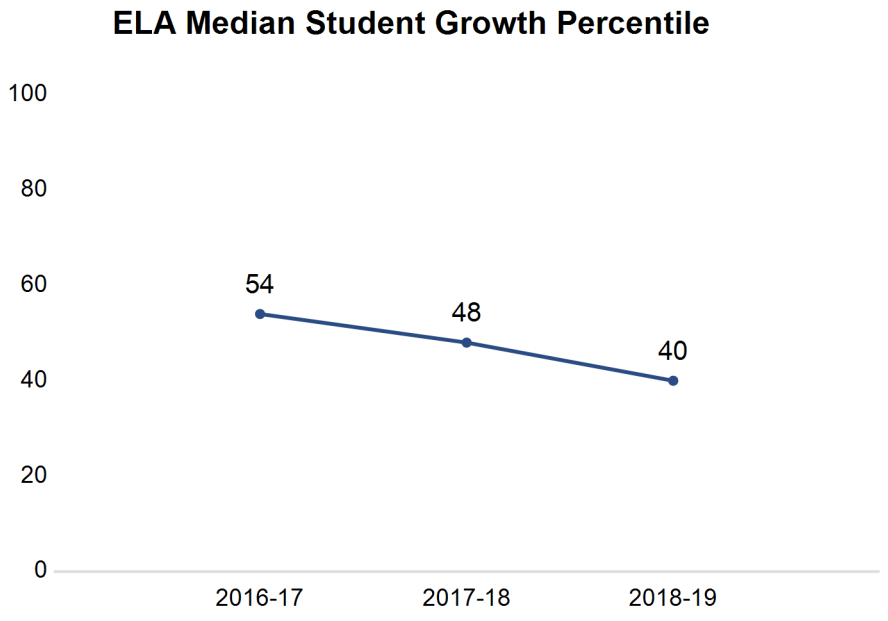


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	48	40	49	52	28.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	40	40	50	Met Standard	28.5	28.5	50	Not Met
White	*	*	50	**	*	*	52	**
Hispanic	41	41	49	Met Standard	31.5	31.5	47	Not Met
Black or African American	39	39	45	Not Met	23.5	23.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	42	42	53	N	23	23	50	N
Male	36.5	36.5	47	N	34	34	51	N
Economically Disadvantaged Students	38	38	48	Not Met	32	32	46	Not Met
Students with Disabilities	39	39	43	Not Met	32	32	45	Not Met
English Learners	N	N	52	**	N	N	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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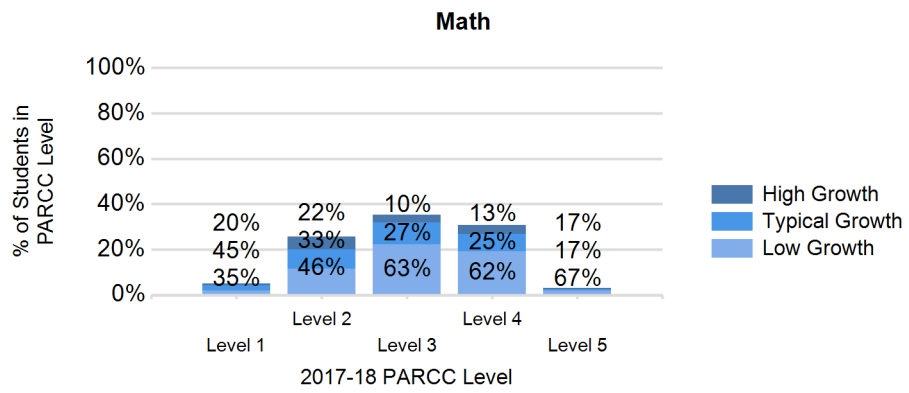
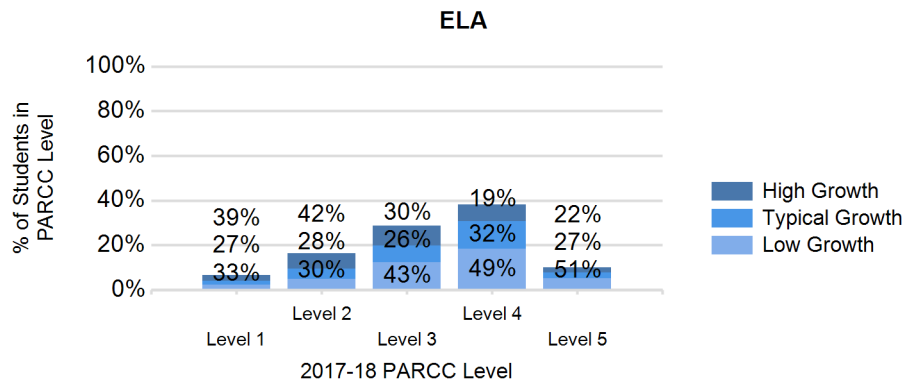
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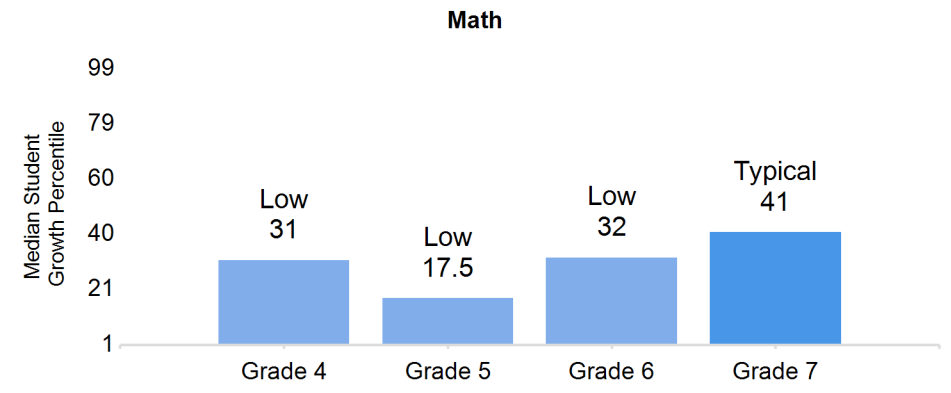
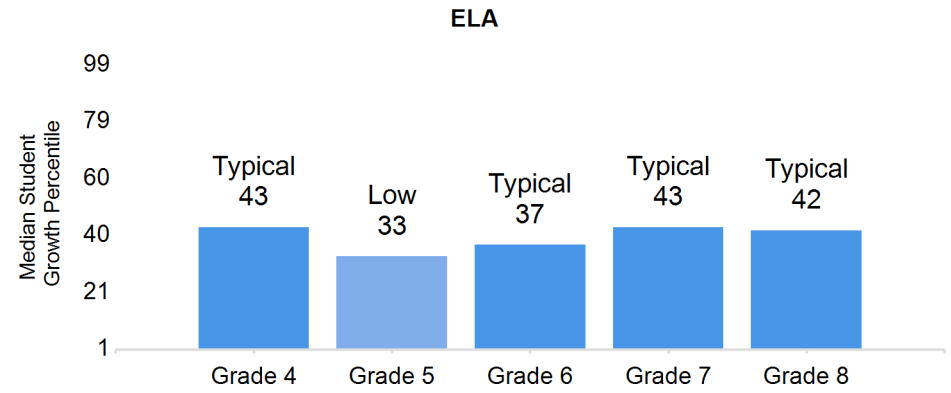
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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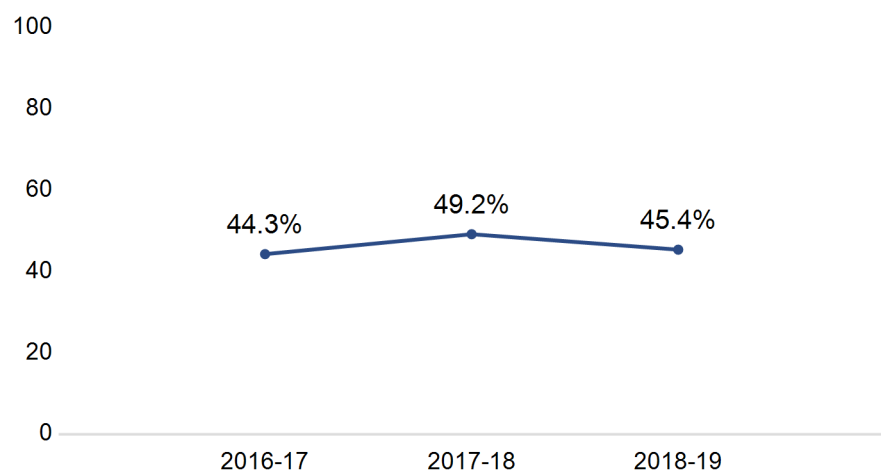
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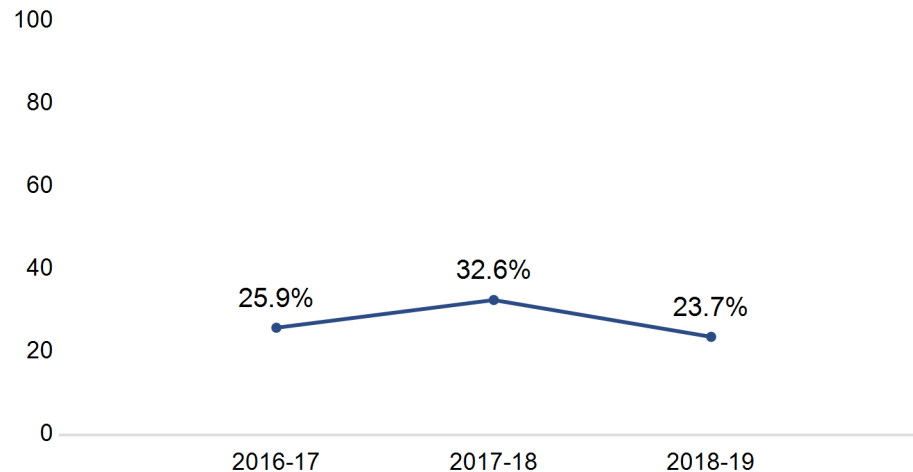
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	98.0%	99.3%	98.8%	97.8%	99.5%
Proficiency Rate for Federal Accountability	44.3%	49.2%	45.4%	25.9%	32.6%	23.7%
Annual Target	42.1%	44.1%	46.1%	26.8%	29.6%	32.4%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	603	99.3	45.4	45.4	57.9	45.4	46.1	Met Target†
White	*	*	*	*	66.9	*	**	**
Hispanic	379	99.7	47.8	47.8	43.9	47.8	50.1	Met Target†
Black or African American	212	98.6	39.6	39.6	38.5	39.6	36.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	N	64.4	N	**	**
Female	323	99.7	51.1	51.1	64.8	51.1		
Male	280	98.9	38.9	38.9	51.3	38.9		
Economically Disadvantaged Students	379	99.2	42.0	42.0	40.0	42.0	48	Not Met
Non-Economically Disadvantaged Students	224	99.6	51.3	51.3	67.9	51.3		
Students with Disabilities	102	100.0	14.7	14.7	22.7	14.7	19.7	Met Target†
Students without Disabilities	501	99.2	51.7	51.7	65.1	51.7		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	603	99.3	45.4	45.4	60.6	45.4		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



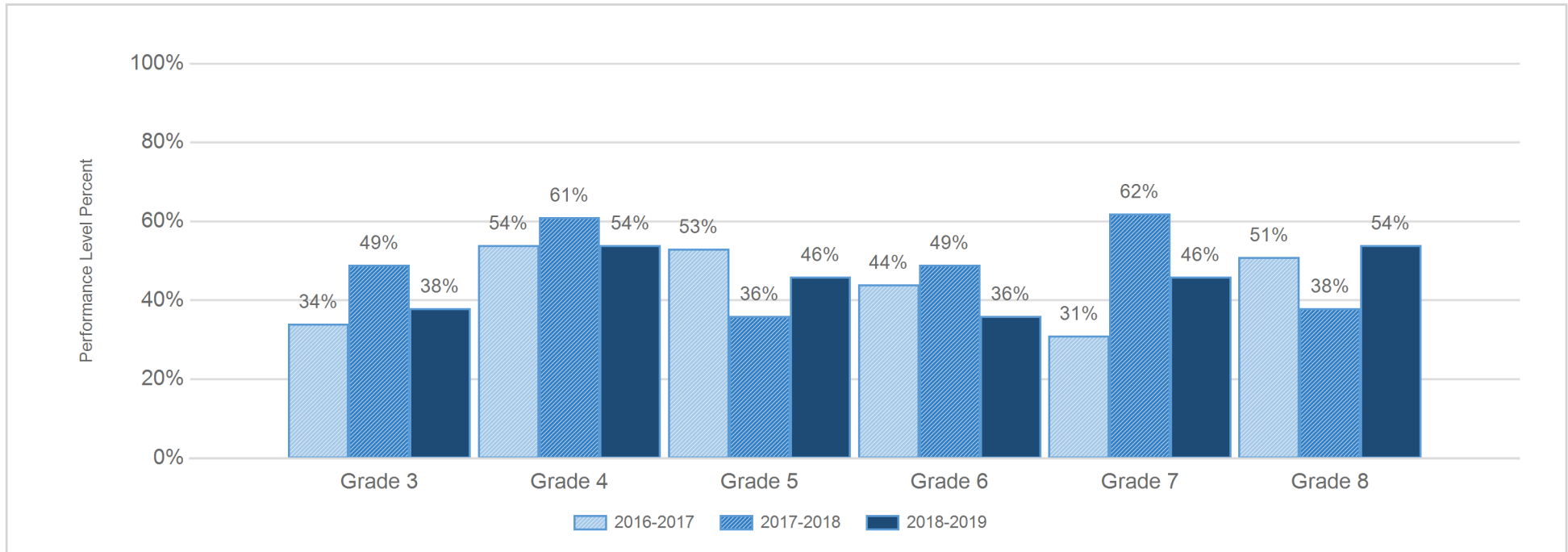
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	734	734	748	21%	24%	18%	*	*	38%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	69	733	733	734	23%	19%	19%	*	*	39%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	59	735	735	753	*	*	*	*	*	42%	55%
Male	42	731	731	743	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	58	729	729	731	*	*	*	*	*	29%	33%
Non-Economically Disadvantaged Students	43	740	740	759	*	*	*	*	*	49%	61%
Students with Disabilities	16	703	703	719	*	*	*	*	*	*	24%
Students without Disabilities	85	739	739	754	*	*	*	*	*	*	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	101	734	734	751	21%	24%	18%	*	*	38%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	104	751	751	755	*	16%	26%	*	*	54%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	70	751	751	743	*	17%	24%	*	*	54%	44%
Black or African American	32	748	748	739	*	*	31%	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	56	752	752	760	*	*	25%	*	*	57%	62%
Male	48	749	749	750	*	*	27%	*	*	50%	53%
Economically Disadvantaged Students	63	747	747	740	*	*	25%	*	*	49%	40%
Non-Economically Disadvantaged Students	41	756	756	765	*	*	27%	*	*	61%	69%
Students with Disabilities	16	726	726	725	*	*	*	*	*	25%	25%
Students without Disabilities	88	755	755	761	*	*	*	*	*	59%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	104	751	751	758	*	16%	26%	*	*	54%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	744	744	756	*	19%	29%	*	*	46%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	63	744	744	743	*	19%	32%	*	*	44%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	58	751	751	761	*	*	26%	*	*	55%	64%
Male	43	735	735	750	*	*	33%	*	*	33%	52%
Economically Disadvantaged Students	66	741	741	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	35	750	750	766	*	*	*	*	*	60%	69%
Students with Disabilities	20	718	718	724	*	*	*	*	*	10%	23%
Students without Disabilities	81	751	751	762	*	*	*	*	*	54%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	101	744	744	758	*	19%	29%	*	*	46%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	736	736	754	14%	23%	27%	*	*	36%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	60	740	740	743	*	20%	27%	*	*	40%	43%
Black or African American	36	728	728	738	*	31%	28%	*	*	25%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	40	739	739	762	*	30%	*	*	*	45%	64%
Male	58	734	734	748	*	19%	*	*	*	29%	48%
Economically Disadvantaged Students	70	733	733	740	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	28	743	743	763	*	*	*	*	*	46%	67%
Students with Disabilities	21	712	712	722	*	*	*	*	*	10%	19%
Students without Disabilities	77	743	743	761	*	*	*	*	*	43%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	98	736	736	756	14%	23%	27%	*	*	36%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Community Charter School of Paterson
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Grades Offered: KG-08
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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	746	746	761	*	17%	29%	*	*	46%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	59	749	749	747	*	*	25%	*	*	53%	50%
Black or African American	39	741	741	741	*	*	33%	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	57	749	749	769	*	*	30%	*	*	46%	71%
Male	44	742	742	753	*	*	27%	*	*	45%	55%
Economically Disadvantaged Students	66	749	749	743	*	*	*	*	*	48%	45%
Non-Economically Disadvantaged Students	35	739	739	771	*	*	*	*	*	40%	73%
Students with Disabilities	13	720	720	720	*	*	*	*	*	23%	22%
Students without Disabilities	88	750	750	769	*	*	*	*	*	49%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	101	746	746	763	*	17%	29%	*	*	46%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	752	752	762	*	*	29%	40%	14%	54%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	58	752	752	747	*	*	28%	*	*	57%	49%
Black or African American	37	747	747	741	*	*	32%	*	*	46%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	53	756	756	771	*	*	26%	*	*	60%	71%
Male	45	747	747	753	*	*	31%	*	*	47%	55%
Economically Disadvantaged Students	56	753	753	743	*	*	27%	*	*	57%	45%
Non-Economically Disadvantaged Students	42	751	751	772	*	*	31%	*	*	50%	72%
Students with Disabilities	16	725	725	721	*	*	*	*	*	19%	22%
Students without Disabilities	82	757	757	770	*	*	*	*	*	61%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	98	752	752	764	*	*	29%	40%	14%	54%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	603	99.5	23.7	23.7	44.5	23.7	32.4	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	379	100.0	26.4	26.4	28.8	26.4	36.4	Not Met
Black or African American	212	98.6	16.0	16.0	23.0	16.0	22.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	N	53.3	N	**	**
Female	323	100.0	21.7	21.7	44.9	21.7		
Male	280	98.9	26.1	26.1	44.2	26.1		
Economically Disadvantaged Students	379	99.5	22.2	22.2	26.3	22.2	33.2	Not Met
Non-Economically Disadvantaged Students	224	99.6	26.3	26.3	54.9	26.3		
Students with Disabilities	102	100.0	*	*	17.4	*	15.3	Not Met
Students without Disabilities	501	99.4	*	*	50.0	*		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	603	99.5	23.7	23.7	46.5	23.7		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Community Charter School of Paterson

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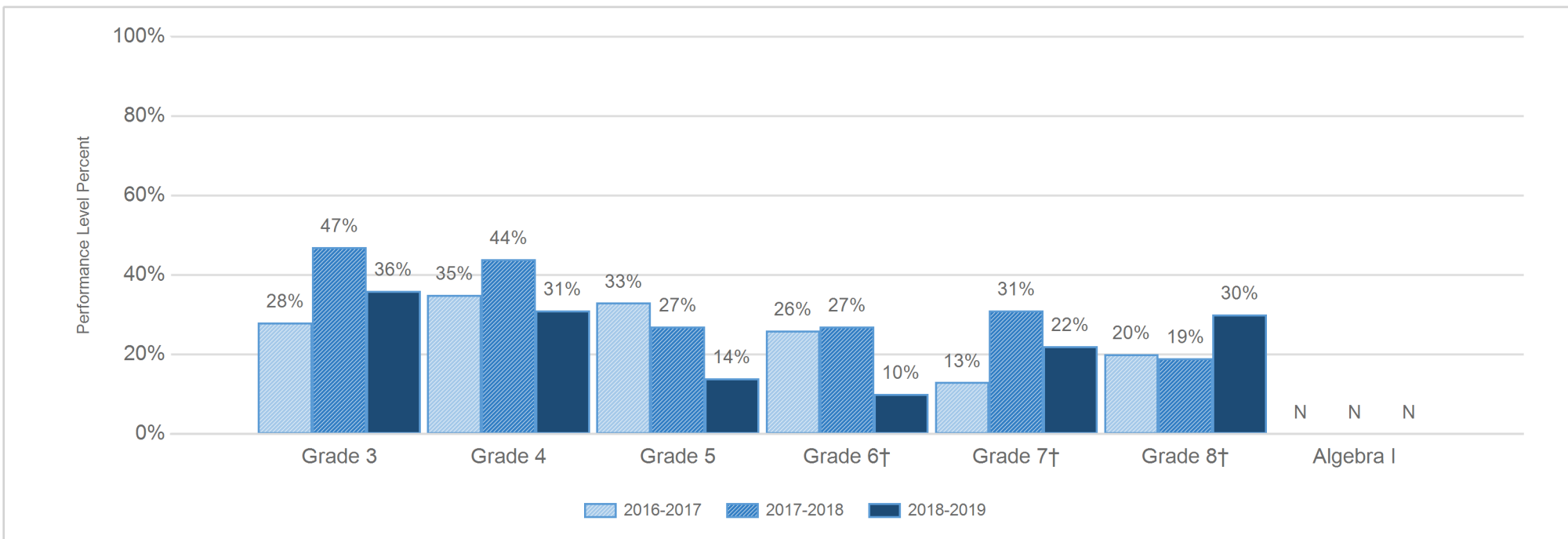
** Accountability calculations require 20 or more students

N No Data is available to display

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	737	737	752	*	20%	36%	*	*	36%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	69	739	739	739	*	20%	41%	*	*	35%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	59	732	732	751	*	*	32%	*	*	31%	54%
Male	42	743	743	752	*	*	40%	*	*	43%	56%
Economically Disadvantaged Students	58	734	734	737	*	*	31%	*	*	34%	37%
Non-Economically Disadvantaged Students	43	741	741	761	*	*	42%	*	*	37%	67%
Students with Disabilities	16	720	720	731	*	*	*	*	*	*	31%
Students without Disabilities	85	740	740	756	*	*	*	*	*	*	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	101	737	737	754	*	20%	36%	*	*	36%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	104	737	737	749	*	28%	34%	*	*	31%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	70	739	739	737	*	27%	36%	*	*	33%	36%
Black or African American	32	728	728	731	*	31%	31%	*	*	22%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	56	733	733	749	*	*	27%	*	*	27%	50%
Male	48	741	741	749	*	*	42%	*	*	35%	52%
Economically Disadvantaged Students	63	734	734	734	*	*	33%	*	*	29%	32%
Non-Economically Disadvantaged Students	41	741	741	759	*	*	34%	*	*	34%	63%
Students with Disabilities	16	715	715	726	*	*	*	*	*	*	25%
Students without Disabilities	88	741	741	754	*	*	*	*	*	*	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	104	737	737	751	*	28%	34%	*	*	31%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	724	724	747	15%	40%	32%	14%	0%	14%	47%
White	N	N	N	755	N	N	N	N	N	N	58%
Hispanic	63	725	725	735	*	40%	33%	*	*	14%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	58	725	725	747	*	*	*	*	*	*	47%
Male	43	724	724	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	66	723	723	732	*	39%	32%	*	*	12%	27%
Non-Economically Disadvantaged Students	35	727	727	757	*	40%	31%	*	*	17%	59%
Students with Disabilities	20	716	716	725	*	*	*	*	*	*	19%
Students without Disabilities	81	726	726	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	101	724	724	749	15%	40%	32%	14%	0%	14%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	99	719	719	741	13%	54%	23%	10%	0%	10%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	61	720	720	729	*	51%	26%	*	*	10%	24%
Black or African American	36	715	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	41	713	713	742	*	*	*	*	*	*	42%
Male	58	724	724	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	71	718	718	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	28	723	723	750	*	*	*	*	*	*	53%
Students with Disabilities	21	711	711	716	*	*	*	*	*	*	12%
Students without Disabilities	78	722	722	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	99	719	719	743	13%	54%	23%	10%	0%	10%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	101	731	731	744	*	43%	29%	*	*	22%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	59	734	734	733	*	34%	29%	*	*	29%	26%
Black or African American	39	724	724	727	*	54%	31%	*	*	10%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	57	731	731	744	*	39%	32%	*	*	21%	42%
Male	44	731	731	743	*	48%	25%	*	*	23%	42%
Economically Disadvantaged Students	66	732	732	731	*	44%	21%	*	*	27%	24%
Non-Economically Disadvantaged Students	35	728	728	751	*	40%	43%	*	*	11%	53%
Students with Disabilities	13	711	711	718	*	*	*	*	*	*	13%
Students without Disabilities	88	734	734	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	101	731	731	745	*	43%	29%	*	*	22%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	98	723	723	728	33%	19%	18%	*	*	30%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	58	728	728	722	26%	19%	19%	*	*	36%	22%
Black or African American	37	709	709	714	46%	*	*	*	*	14%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	53	722	722	731	28%	*	*	*	*	25%	31%
Male	45	725	725	726	38%	*	*	*	*	36%	27%
Economically Disadvantaged Students	56	721	721	719	32%	*	*	*	*	25%	20%
Non-Economically Disadvantaged Students	42	727	727	735	33%	*	*	*	*	36%	36%
Students with Disabilities	16	689	689	707	69%	*	*	*	*	13%	10%
Students without Disabilities	82	730	730	734	26%	*	*	*	*	33%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	98	723	723	730	33%	19%	18%	*	*	30%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Community Charter School of Paterson
(80-6021-905)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	744	N	N	N	N	N	N	42%
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	N	745	N	N	N	N	N	N	44%
Male	N	N	N	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	8.3%	**	**

† 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	10	*	*
3-4	*	*	*
5 or more	*	*	*



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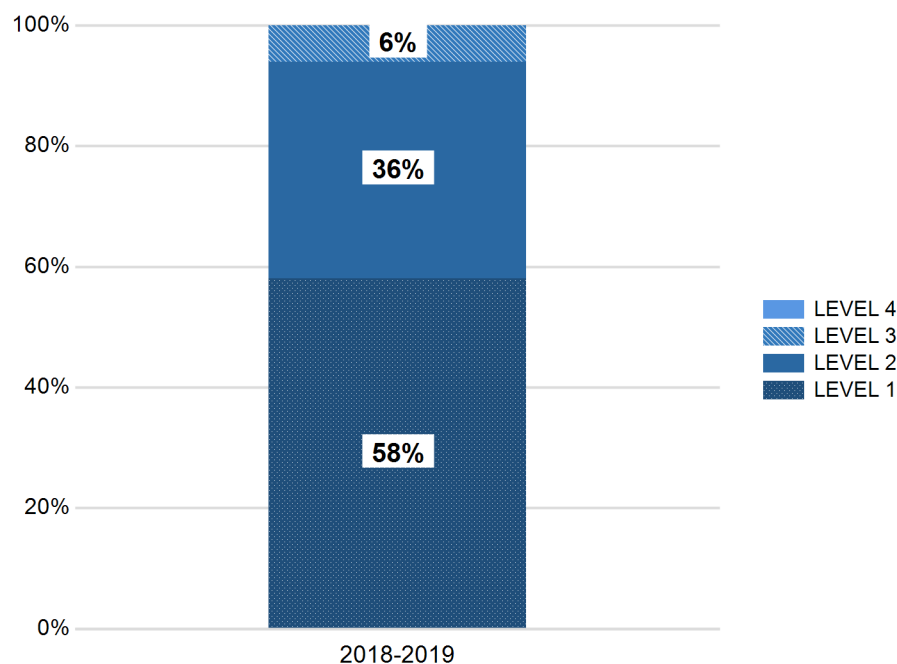
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† This indicates a table specific note, see note below table

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	58	36	6	0
White	N	N	N	N
Hispanic	52	43	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	50	41	9	0
Male	70	28	2	0
Economically Disadvantaged Students	61	34	4	0
Non-Economically Disadvantaged Students	53	38	9	0
Students with Disabilities	90	10	0	0
Students without Disabilities	51	42	7	0
English Learners	N	N	N	N
Non-English Learners	58	36	6	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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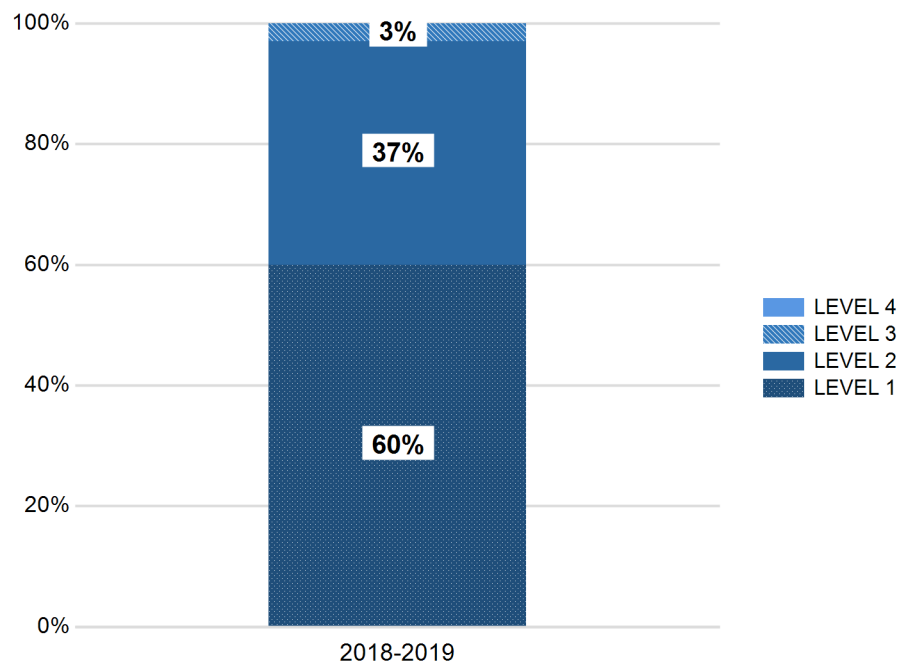
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	37	3	0
White	*	*	*	*
Hispanic	53	45	2	0
Black or African American	76	22	3	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	72	25	4	0
Male	47	51	2	0
Economically Disadvantaged Students	59	39	2	0
Non-Economically Disadvantaged Students	62	33	5	0
Students with Disabilities	88	13	0	0
Students without Disabilities	55	41	4	0
English Learners	N	N	N	N
Non-English Learners	60	37	3	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	107
7	0	0	106
8	0	0	104
Total	0	0	317

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	107	0	0	0	0	0	0
7	106	0	0	0	0	0	0
8	104	0	0	0	0	0	0
Total	317	0	0	0	0	0	0



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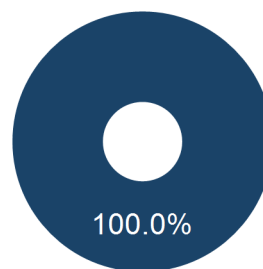
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

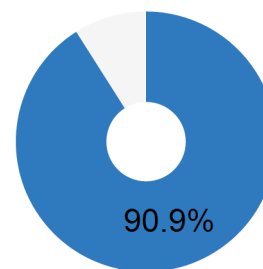
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

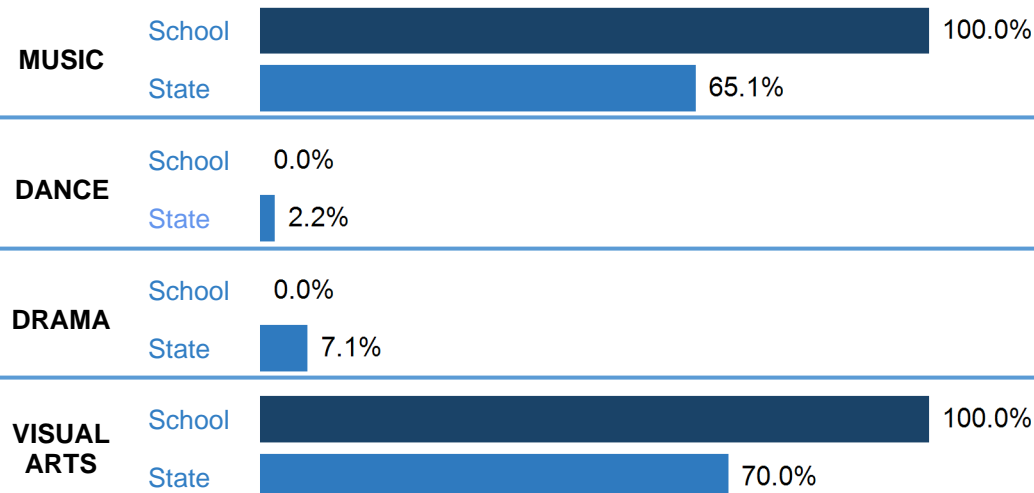


School



State

Students enrolled in one or more classes by discipline:





Community Charter School of Paterson

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

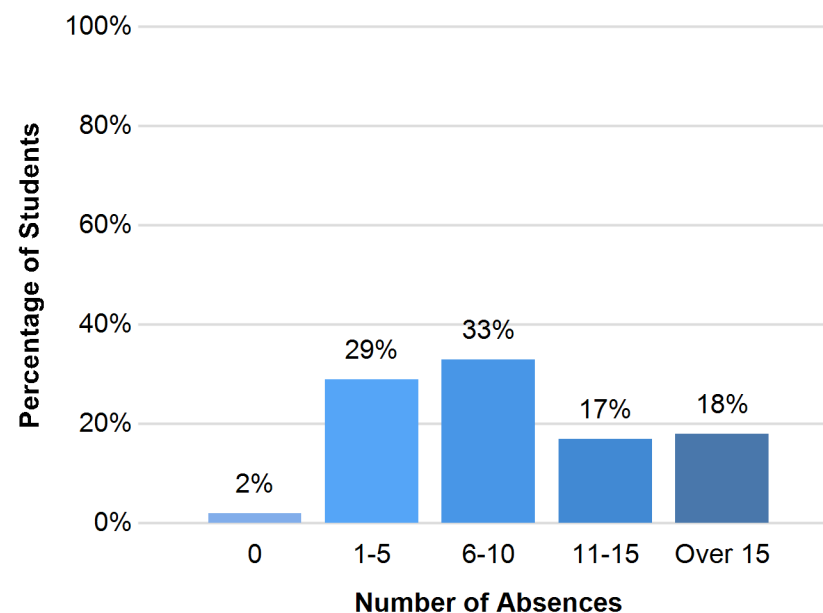
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	98	10.8	9.0	Not Met
White	*	*	**	**
Hispanic	59	10.0	9.0	Not Met
Black or African American	36	12.0	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	61	12.2		
Male	37	9.0		
Economically Disadvantaged Students	71	10.9	9.0	Not Met
Students with Disabilities	16	13.4	9.0	Not Met
English Learners	1	7.1	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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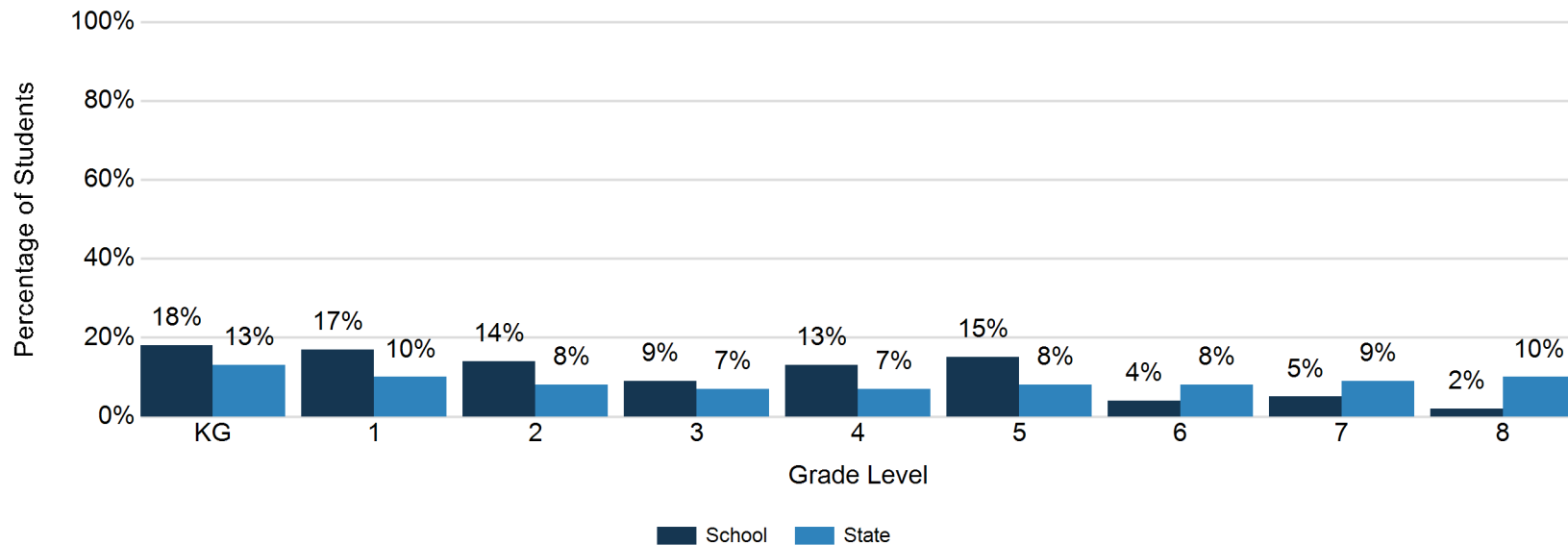
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.44

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	1	0	1
Other	2	0	2
No Identified Nature	13		13

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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
10



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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.1:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	66	118,214
Average years experience in public schools	6.2	12.1
Average years experience in district	5.4	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,530
Average years experience in public schools	10.8	16.0
Average years experience in district	2.0	12.0
Percentage of Administrators with 4 or more years experience in the district	25.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	65:1	65:1
Teachers to Administrators	5:1	5:1
Students to Librarians/Media Specialists		N
Students to Nurses		456:1
Students to Counselors		912:1
Students to Child Study Team Members		912:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	55.0%	68.2%	57.1%	48.4%	77.1%	54.9%
Male	45.0%	31.8%	42.9%	51.6%	22.9%	45.1%
White	1.5%	56.1%	35.7%	42.4%	83.6%	77.4%
Hispanic	64.6%	21.2%	14.3%	29.9%	7.3%	7.2%
Black or African American	33.0%	13.6%	42.9%	15.0%	6.6%	13.9%
Asian	0.9%	7.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.5%	7.1%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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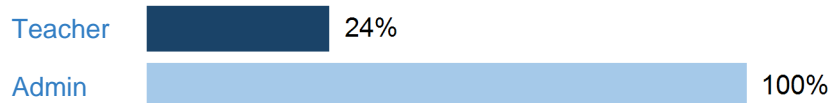
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	43.6%	90.5%
2017-18 Administrators: Same district 2018-19	50.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



Community Charter School of Paterson

(80-6021-905)

Grades Offered: KG-08

2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.3%	49.2%	45.4%
Math Proficiency	25.9%	32.6%	23.7%
ELA Growth	54	48	40
Math Growth	49	52	28
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		37.5%	8.3%
Chronic Absenteeism	33.3%	51.0%	10.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Standard	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



Highlights:

- CCSP has been recognized by the State Department of Education, in its most recent school performance reports, as 'Tier I - High Performing' for our elementary grades 3-5.
- CCSP received our 5-year charter renewal in March of 2017.
- CCSP hosts an award-winning classical music instruction program as well as Afterschool, Saturday and summer programs.



Mission, Vision, Theme:

CCSP's mission is to transform the lives of our students and families by becoming successful, life-long learners. It is central to our mission that we provide students, staff, & families with opportunities to grow academically, personally and professionally. Four critical elements to our school include: Following the Full-Service Community School's model; Instructional Rigor & Intensive Student Support; Continuous Professional Development & Teacher Support; Data-Driven Instruction.



Awards, Recognition, Accomplishments:

CCSP has been recognized by the State Department of Education, in its most recent school performance reports, as 'Tier I - High Performing' for our elementary grades 3-5. We anticipate that our middle school campuses 5-8 grade will move into the Tier 1 status in the near future, with additional supports and new more effective leadership and teaching teams. CCSP also received its 5-year charter renewal in March of 2017. A documentary film about our classical music instructional program won the nationally prestigious 'Tele' award.



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 <p>Courses, Curriculum, Instruction:</p>	<p>CCSP is in our 3rd year of K-8 implementation of a Balanced Literacy adoption, which includes Readers & Writers Workshops and Guided Reading. We believe this helping to drive our literacy gains on formal PARCC and internal assessments. CCSP has successfully implemented a Singapore math program, Math-In-Focus, in grades K-8 dramatically increasing the rigor of our math program and computational and numeracy skills with our students. CCSP trains its literacy teachers in the Wilson Reading program and provides the Leveled Literacy Intervention program to students below grade level. CCSP also provides evidence-based intervention programs for students with IEP's and struggling learners. CCSP has recruited new leadership and teachers with enhanced expertise to focus on providing more rigorous academic instruction.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Coed), Cheerleading (Coed), Football (Coed), Soccer (Coed)</p> <p>As a K-8 school CCSP's interscholastic sports include Basketball (coed), Soccer (coed), and Cheerleading.</p>
 <p>Clubs and Activities:</p>	<p>CCSP hosts an award-winning classical music instruction program through a partnership with the Wharton Institute of Performing Arts. CCSP also provides a drumline team. CCSP's afterschool programs host clubs such as: Yearbook; Innovations Lab; BMX building club; Sign Language and Great Falls Explorers. CCSP clubs include interscholastic sports such as basketball, soccer and cheerleading. CCSP also provides several clubs and enrichment programming in a comprehensive Summer Learning program.</p>



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Before and After School Programs:

CCSP provides comprehensive, 5-day/wk afterschool programs to over 400 students. These programs provide tutoring, academic support, academic enrichment and host a variety of fun and engaging clubs. CCSP also provides Saturday tutoring, before-school programs and a comprehensive Summer Learning Program for over 200 scholars. CCSP hosts an award-winning classical music instruction program through a partnership with the Wharton Institute for the Performing Arts.



Staff and Professional Learning:

CCSP provides over 120 hours of in-house professional development annually. ELA teachers receive training in Readers & Writers Workshops. ELA teachers are given the opportunity to attend the Columbia University Institutes, and earn Level 1 certification in Wilson Reading Program. CCSP provides job-embedded PD for many of our curriculum resources including Singapore math and Leveled Literacy Intervention. CCSP trains teachers in the strategies following 'Teach Like a Champion' model.



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 <p>Student Supports and Services:</p>	<p>CCSP provides a wide variety of services to support students, particularly those facing academic or social/emotional challenges. CCSP has a family worker to provide family support as well as group and individual counseling for students. CCSP has a guidance counselor to support middle school students. CCSP provides Deans for K-4 and 5-8. CCSP also supports a full child study team (CST) with a full-time social worker, a full-time psychologist and a certified school nurse for each campus.</p>
 <p>Student Health and Wellness:</p>	<p>CCSP provides free breakfast and lunch to ALL students everyday. CCSP also provides a nutritious school snack for students in all of our afterschool programs. The school also has a school garden that produces tomatoes, herbs, lettuce, kale and other delicious and healthy produce for students and their families. CCSP supports middle school basketball, soccer and cheerleading programs. CCSP's wellness committee ensures that school policies and practices promote positive healthy behaviors.</p>
 <p>Parent and Community Involvement:</p>	<p>As a Community School, CCSP orchestrates activities serving hundreds of CCSP parents, including: 3 day/wk Family Fitness Classes, Parent Academy; 10 Signature Saturday Events; Academic Celebrations for honor roll; Special Education Info Nights; Parent Orientation Nights; Monthly Coffee Chats; Monthly Home/School Council Meetings; Fundraisers; Volunteer opportunities. CCSP also supports a Community Advisory Board & engages several community partners to expand services & strengthen programming.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents CCSP administers two parent survey's annually with over 94% rating the school effective or highly effective. The school also administers several teacher surveys (after each professional development opportunity) during the course of the year. The most recent teacher surveys demonstrated teacher approval ratings in the high 80's in several categories for CCSP's pre-service training.</p>
 <p>Facilities:</p>	<p>CCSP is located in three recently renovated historic buildings that are filled with bright colors and natural light. All three buildings provide high-speed wireless internet access, air conditioning, and host a technology/media center. All classrooms have a SMART board and a technology profile that includes a document camera. Buildings are located within easy walking distance of the Paterson Museum and the Paterson Great Falls National Park.</p>



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Other Information

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