Paterson Charter School for Science and Technology

District: Paterson CS for Sci/Tech
County: CHARTERS
Team: NA
School Identification: NA
Targeted Subgroup
CDS: 807503970

Annual School Planning
2025-2026

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Sharon Rountree	Yes	No	Yes		
Community Member	Jenniffer Zicherman	Yes	Yes	Yes		
Student Representative	Madison Boulware	Yes	Yes	Yes		
ESSA Director	Hurisa Guvercin	Yes	Yes	Yes		
ESSA Consultant	Thomas Kane	Yes	Yes	Yes		
Lead Person	A.Riza Gurcanli	Yes	Yes	Yes		
STEAM Director	David Aytas	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
District Assessments and	Mursel Gunes	Yes	Yes	Yes		
Humanities Director	Amanda Leach	Yes	Yes	Yes		
Guidance Director	Patricia Stephenson	Yes	Yes	Yes		
K-1 Campus Teacher	James Fox	Yes	Yes	Yes		
2-3 Campus Teacher	Marina Tornabene	Yes	Yes	Yes		
4-7 Campus Teacher	Magdalena Jovanowski	Yes	Yes	Yes		
8-12 campus Teacher	Sophie Kuriakose	Yes	Yes	Yes		
ESL Teacher	Mildred Saint-Hilaire	Yes	Yes	Yes		

ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/05/2024	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/18/2025	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/29/2025	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/03/2025	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Expand and enhance Extended Day/Saturday Academy programs and include well trained basic skills specialists to assist students below grade level by utilizing reading strategies. Priority in Hiring Reading Specialists and BSI staff.	ELA	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Expand and enhance Summer Academies in 2024-25, to assist students below grade level by utilizing reading strategies. New ELA Programs and Curriculum Year 1.	ELA	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes
Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2024-25, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers.	ELA	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Expand and enhance the Extended Day/Saturday Academy in 2024, and include well trained basic skills specialists to assist students below grade level. by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.	Math	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes
Expand and enhance the Summer Academies in 2024 by utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.	Math	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment, and Parent Program Opportunities in 2024-25, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers, Utilize math programs and strategies such as manipulatives, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.	Math	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Expand and enhance the Summer STEM Academies in 2024, Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.	Science	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes
Expand and enhance the Extended Day/Saturday Academy in 2024. Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.	Science	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2024-25, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers. Continued expansion of STEM/STEAM labs and upgrade science curriculum to include high-quality hands-on STEM projects/hands-on activities and assessments.	Science	All Students	Yes	Yes	Yes	NJSLA and MAP Growth Percentile	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Early Warning	HS Students	All Students	Yes	Yes	Yes	College enrollment and transcripts	Yes
Mentoring and "Check-and-Connect"	HS Students	All Students	Yes	Yes	Yes	College enrollment and transcripts	Yes
Nudging	HS Students	All Students	Yes	Yes	Yes	College enrollment and transcripts	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	See table below	Data from the NJ School Performance Report indicates PCSST is making some post COVID Pandemic progress in ELA and math proficiency rates. At the time of the writing of this report, 23-24 NJSLA Data was provided by NJDOE. Proficiency reads for ELA (28%) and Math (11%) were much lower than the data provided from the last administration. The NJSLA 2023-2024 data to the left denotes an ELA improvement of 2% and Math improvement of 2.5%. On a positive note, PCSST students in grade 6 made progress in ELA with 49% meeting or exceeding expectations, on par with the state average. Some improvements were reflected in the local Benchmark results from 2024-2024; especially for specific grades. NWEA-MAP	Performance Gaps: There are noticeable performance gaps among different racial/ethnic groups, with White and Hispanic students generally performing better than Black or African American students. Gender Disparities: Female students outperform males in ELA but lag behind in Math. Conversely, male students excel in Math compared to ELA. Economic Disparities: Non-economically disadvantaged students show higher

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	37.6 %	15.9%	20%	*	*
White	41.8 %	23.6%	*	*	*
Hispanic	40.2 %	17.6%	26%	*	*
Black or African American	29.3 %	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Two or More Races	*	*	*	*	*
Female	40.9 %	12.5%	20%	*	*
Male	34.2 %	19.6%	21%	*	*
Economically Disadvantaged Students	33%	14.8%	16%	*	*
Non-Economically Disadvantaged Students	40.9 %	16.7%	23%	*	*
Students with Disabilities	15.1 %	*	*	*	*
Students without Disabilities	41.1 %	17.2%	23%	*	*
English Learners	34.8 %	*	*	*	*
Non-English Learners	37.9 %	16.7%	21%	*	*

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
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<table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th><th>Alg1</th><th>Alg2</th><th>Geo</th></tr>
<tr><td>Homeless Students</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Students in Foster Care</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Military-Connected Students</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Migrant Students</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Non-Binary / Undesignated Gender</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
</table>
</td>
<td>Benchmarks are administered 3 times per year. In the table below are the proficiency rates from the local benchmark assessment results for 2024-2025- grades K through 11.

A comparison of Math proficiency data from BM I through BM III demonstrated improvement from Benchmark 1 to Benchmark 3 in ELA n the following grades: K, 2, 3, 6, 7, 9, and 10.

A comparison of ELA proficiency data from BM I through BM III demonstrated improvement from Benchmark 1 to Benchmark 3 in ELA n the following grades: K, 1, 4, 7, 9, 10, and 11

ELA topics/skills identified for improvement are listed below: Compare & Contrast, Plot, Character, Making Inferences, Academic Vocabulary, informational text (history and science texts).

Math topics/skills identified for</td>
<td>proficiency rates in both ELA and Math compared to their economically disadvantaged peers.

Students with disabilities:

Students with disabilities have significantly lower proficiency rates compared to students without disabilities.

Multi-lingual Learners: Non-English learners outperform English learners in ELA.

Recommendations:

Targeted Interventions: Implement targeted interventions for Black or African American students and students with disabilities to</td>
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Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			improvement based on BM I and BM III are listed below: -Solving Problems Involving Congruent Figures -Using the Algebra of Parallel and Perpendicular Lines -Expressing Geometric Properties with Equations Using Multiple Representations of a Relationship Use Equations, Inequalities, and Expressions to Model Relationships Dividing with Whole Numbers and Unit Fractions Renaming Measurements to Solve Problems Adding and Subtracting like Fractions and Mixed Numbers	address the proficiency gaps. -Develop gender-specific strategies to boost female students' performance in Math and male students' performance in ELA. Support for Economically Disadvantaged Students: -Enhance support mechanisms for economically disadvantaged students to improve their academic outcomes. -Focus on English Learners: Provide additional resources and support for English learners to improve their ELA proficiency.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>Science*</td>
<td>NJSLA Science Homepage, https: /measinc-nj-science.com/</td>
<td>
NJSLA-S
<table>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Schoolwide</td><td>8%</td><td>0%</td><td>1%</td></tr>
<tr><td>White</td><td></td><td></td><td></td></tr>
<tr><td>Hispanic</td><td>7%</td><td>0%</td><td>0%</td></tr>
<tr><td>Black or African</td><td>5%</td><td>0%</td><td>0%</td></tr>
<tr><td>Asian, Native</td><td></td><td></td><td></td></tr>
<tr><td>American Indian or</td><td></td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td><td></td></tr>
<tr><td>Female</td><td>6%</td><td>0%</td><td>2%</td></tr>
<tr><td>Male</td><td>9%</td><td>0%</td><td>0%</td></tr>
<tr><td>Economically</td><td>8%</td><td>0%</td><td></td></tr>
</table>
</td>
<td>New Jersey transitioned from the NJASK to NJSLA-S in 2018 to align to new science standards. Students took field tests in 2018 but scores were not reported. Results for NJSLA-S were added to the performance reports in 2019 and pre-populated to the ASP in 2023.

The table on the left side shows how our students in grade 5, 8, and 11 performed this year on the last NJSLA Science assessment administered by NJDOE. Data is listed for overall percentage and by student group. Students scoring at Level 3 or 4 were considered proficient.

With respect to collecting local data for science during the 23-24 school year, PCSST-created NJSL benchmark assessments were administered. PCSST utilizes standards-based grading on a scale 0-4. Below are the overall average scores for each marking period for grades 5, 8, and 11</td>
<td>Grade Decline: There is a notable decline in performance in science from Grade 5 to Grade 8 across most student groups. Interventions are needed specifically for Grade 8 to address this significant drop. Racial/Ethnic Performance Gaps: Black or African American students have zero performance in Grade 8 but show improvement by Grade 11. Hispanic students' performance declines consistently from Grade 5 to 11.

Gender Disparities: Male students consistently outperform female students, indicating a need for targeted support for female</td>
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<td>
<table>
<tr><th>Student Group</th><th>Grade 5</th><th>Grade 8</th><th>Grade 11</th></tr>
<tr><td>Non-Economical</td><td>7%</td><td>0%</td><td>0%</td></tr>
<tr><td>Students with</td><td>0%</td><td>0%</td><td></td></tr>
<tr><td>Students without</td><td>9%</td><td>0%</td><td>1%</td></tr>
<tr><td>English Learners</td><td></td><td></td><td></td></tr>
<tr><td>Non-English</td><td>8%</td><td>0%</td><td>1%</td></tr>
<tr><td>Homeless Students</td><td></td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td><td></td></tr>
<tr><td>Military-Connected</td><td></td><td></td><td></td></tr>
<tr><td>Migrant Students</td><td></td><td></td><td></td></tr>
<tr><td>Non-Binary /</td><td></td><td></td><td></td></tr>
</table>
</td>
<td>Science continues to be a Smart Goal in the ASPS as PCSST begins their focus on STEM related projects and MakerSpace Experiences.

NOTE: Due to COVID-19, no new State Assessment data is available for the 2020 and 2021 school years. The information in the "Prepopulated Data" column is from the 2023 NJ School Performance Report and the ASP Reporting tab.</td>
<td>students, especially in higher grades.

Economic Disparities: Non-economically disadvantaged students significantly outperform their peers, indicating a need for enhanced support for economically disadvantaged students.
Disability Impact: Students with disabilities show improvement in Grade 8, suggesting some effective support mechanisms that can be studied and applied to other grades.

English Learner Performance: Although specific data for English learners is missing, non-English</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				learners maintain average or above-average performance, indicating a potential area for further investigation and support for English learners.

<table>
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<tr>
<td>NJGPA*</td>
<td> NJGPA Assessment Reports website </td>
<td>
<table>
<tr><th>Student Group</th><th>ELA</th><th>Math</th></tr>
<tr><td>Schoolwide</td><td>52%</td><td>43%</td></tr>
<tr><td>White</td><td>40%</td><td>31%</td></tr>
<tr><td>Hispanic</td><td>53%</td><td>48%</td></tr>
<tr><td>Black or African American</td><td>53%</td><td>40%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific</td><td>*</td><td>*</td></tr>
<tr><td>American Indian or Alaska Native</td><td></td><td></td></tr>
<tr><td>Two or More Races</td><td></td><td></td></tr>
<tr><td>Female</td><td>55%</td><td>39.5%</td></tr>
<tr><td>Male</td><td>49%</td><td>47%</td></tr>
<tr><td>Economically Disadvantaged</td><td>50%</td><td>42%</td></tr>
<tr><td>Non-Economically Disadvantaged</td><td></td><td></td></tr>
</table>
</td>
<td>The data from the NJ School Performance Report Card denotes significant increases in the student growth percentile in ELA and Math at PCSST. Both academic areas met the state standard by scoring above 51% in ELA and above 46% in Math.

It is important to note that both Hispanic and African American students scored 5 percentage points above their peers at the state level in ELA. Similarly, economically disadvantaged students scored 6 percentage points higher than their peers at the state level in ELA. There is also an upward trend for students with disabilities and ELLs, both of whom scored between 4 to 7 percentage points higher than the state average for their sub groups.

Due to the NJDOE’s 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area was blank in 2021-2022.</td>
<td>Overall Performance: Schoolwide growth is stronger in ELA than in Math, indicating a potential area of focus for Math improvement strategies.
Racial/Ethnic Performance: Hispanic students exhibit the highest growth rates in both ELA and Math, surpassing the schoolwide average. White students have the lowest growth rates, suggesting a need for targeted interventions to boost their performance.

Gender Disparities: Male students have a slight edge over female students in both subjects, especially in Math. Strategies to support female students in</td>
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</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	ELA	Math
Students with Disabilities	37%	34%
Students without Disabilities		
English Learners	60.5%	70%
Non-English Learners		
Homeless Students		
Students in Foster Care		
Military-Connected Students		
Migrant Students		
Non-Binary / Undesignated Gender		

Math could be beneficial.

Economic Disparities: Economically disadvantaged students demonstrate commendable growth in ELA but lag slightly in Math. Additional support in Math for these students could help close this gap.

Disability Impact: Students with disabilities show lower growth compared to the schoolwide average, indicating a need for enhanced support and resources for these students.
English Learners: English learners perform at par or slightly better than the schoolwide average in both ELA and Math, reflecting

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				effective support strategies that could be reinforced and expanded. Recommendations: Math Focus: Develop and implement specific programs aimed at improving Math growth across all student groups, with a special focus on White students and students with disabilities. Targeted Interventions: Provide targeted interventions for White students to address their significantly lower growth rates. Support for Female Students: Enhance support for female students, particularly in Math,

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				to ensure balanced growth between genders. Economic Support Programs: Strengthen support programs for economically disadvantaged students to boost their growth in Math, aligning it with their performance in ELA. Disability Resources: Increase resources and tailored support for students with disabilities to enhance their growth in both ELA and Math. Continuous Support for English Learners: Maintain and possibly expand the support mechanisms for English learners to sustain and further improve their growth

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				rates.

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<tr>
<td>SGP*</td>
<td>Student growth on state assessments. (Grades 4-8)
*Identify overall school wide growth performance by content.
*Identify interaction between student proficiency level.</td>
<td>
ELA
<table>
<tr><th>Grade</th><th>Cycle 1</th><th>Cyclle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>K</td><td>98%</td><td>97%</td><td>96%</td><td>0%</td></tr>
<tr><td>1</td><td>98%</td><td>97%</td><td>96%</td><td>0%</td></tr>
<tr><td>2</td><td>97%</td><td>98%</td><td>0%</td><td>0%</td></tr>
<tr><td>3</td><td>96%</td><td>97%</td><td>0%</td><td>0%</td></tr>
<tr><td>4</td><td>98%</td><td>98%</td><td>0%</td><td>0%</td></tr>
<tr><td>5</td><td>96%</td><td>96%</td><td>0%</td><td>0%</td></tr>
<tr><td>6</td><td>98%</td><td>97%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>96%</td><td>98%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>96%</td><td>95%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>97%</td><td>95%</td><td>0%</td><td>0%</td></tr>
</table>
</td>
<td>All data was entered into the ASP Reporting area for 2024-2025. The data to the left indicates that three benchmark administrations were conducted and participation rates were recorded. Summary data, average daily attendance, and participation rates are also included.

PCSST is proud of the participation rate of our students during each NWEA-MAPS Administration.</td>
<td>ELA Participation: Consistently High Participation in Early Grades:

Kindergarten to Grade 4: Participation rates are exceptionally high, consistently around 97-100% across the first three cycles. However, there is no data for Cycle 4.
Grades 5 to 8: Participation rates remain strong, generally above 95%, but show a slight decline in Cycle 2 for Grade 8 (94%) and Cycle 3 (94%).
Grades 9 to 12: Participation rates are lower compared to earlier grades, with some grades dipping below the 95% threshold, particularly Grades 9, 10, and 12</td>
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Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4
10	98%	95%	0%	0%
11	95%	95%	0%	0%
12	95%	95%	0%	0%

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	97%	98%	0%	0%
1	98%	97%	0%	0%
2	96%	98%	0%	0%
3	97%	97%	0%	0%
4	97%	98%	0%	0%
5	96%	96%	0%	0%

in various cycles.
Patterns by Grade:

Grades 9-12: The participation rates for Grades 9, 10, and 12 fall below 95% in several cycles, indicating a need for targeted strategies to boost participation in these grades.
Grades 6-8: Although still relatively high, the participation rates are not as consistent, showing occasional dips below the 95% mark.
Explanation for Not Meeting 95% Participation:

The slight drops in participation rates for Grades 8 to 12 might be due to a combination of factors such as student disengagement,

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
6	97%	97%	0%	0%
7	96%	98%	0%	0%
8	97%	95%	0%	0%
9	96%	95%	0%	0%
10	98%	95%	0%	0%
11	95%	95%	0%	0%
12	98%	95%	0%	0%

scheduling conflicts, or external factors affecting older students more significantly.
Math Participation: High Participation in Early Grades:

Kindergarten to Grade 4: Participation rates remain consistently high, similar to ELA, with rates around 96-99% across the first three cycles.
Slight Decline in Middle and High School:

Grades 5 to 8: Participation remains strong but shows minor fluctuations, with Grade 8 reaching 97% in Cycles 2 and 3.
Grades 9 to 12: Similar to ELA, participation rates for

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				high school grades show a decline, particularly in Grade 11 Cycle 3 (93%) and consistent below 95% in Grade 12. Patterns by Grade: High School Grades: Participation drops below 95% in various cycles, particularly for Grade 10 in Cycle 2 (94%) and Grade 11 in Cycle 3 (93%). Explanation for Not Meeting 95% Participation: Similar to ELA, high school grades may be affected by increased academic pressures, extracurricular commitments, or other external factors contributing to lower participation rates. Patterns by Subgroup: Consistently High

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Participation in Lower Grades: Both ELA and Math exhibit high participation rates in Kindergarten through Grade 4, indicating strong engagement at these levels. Middle School Fluctuations: Participation rates start to fluctuate more noticeably in Grades 5 to 8, requiring closer monitoring and intervention to maintain high participation. High School Challenges: Grades 9 to 12 show more significant declines in participation, suggesting the need for targeted strategies to address the unique challenges faced by high school students. Recommendations: Targeted

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Interventions for High School Grades: Implement strategies to increase engagement and participation in high school, such as flexible scheduling, additional support for students with scheduling conflicts, and addressing specific disengagement factors. Enhanced Monitoring and Support: Closely monitor participation rates, particularly in the middle and high school grades, to identify and address any emerging patterns of decline early. Engagement Strategies:

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Develop and implement engagement strategies tailored to older students, potentially involving more interactive and flexible assessment methods to maintain high participation rates. Addressing External Factors: Investigate and address external factors contributing to lower participation rates, such as conflicts with extracurricular activities or personal commitments that may disproportionately affect high school students. Communication and Outreach:

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Enhance communication with students and parents to emphasize the importance of assessment participation, particularly in higher grades where participation rates tend to drop. These insights and recommen

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="12">Benchmark Assessment Participation*</td><td rowspan="12">Please list any cycles where the 95% participation rate was not met. Please provide explanation.
*Identify patterns by subgroup
*Identify patterns by grade</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">Data from the NJ School Performance Report indicates PCSST is making some post COVID Pandemic progress in ELA and math proficiency rates. At the time of the writing of this report, 22-23 NJSLA Data was provided by NJDOE. Proficiency rates for ELA (28%) were much lower than the data provided from the last administration.

Some improvements were reflected in the local Benchmark results from 2024-2025; especially for specific grades. NWEA-MAPS Benchmarks are administered 3 times per year. In the table below are the proficiency rates from the local benchmark assessment results for 2024-2025- grades K through 11.

A comparison of ELA proficiency data from BM I through BM III demonstrated improvement from Benchmark 1 to Benchmark 3 in ELA n the following grades: 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11.</td><td rowspan="12">Early Grades (K-4):

Trend: There is a noticeable decline in Kindergarten and Grade 1 performance over the cycles, while Grades 2-4 show improvement or stabilization.
Recommendation: Focus on maintaining engagement and improving instructional strategies in early grades, particularly for Kindergarten and Grade 1.
Middle Grades (5-8):

Trend: Grades 5-7 show a gradual improvement, with Grade 8 having a significant jump in Cycle 3.
Recommendation: Continue to support</td></tr>
<tr><td>K</td><td>64%</td><td>54%</td><td>52%</td><td>0%</td></tr>
<tr><td>1</td><td>64%</td><td>54%</td><td>52%</td><td>0%</td></tr>
<tr><td>2</td><td>21%</td><td>18%</td><td>0%</td><td>0%</td></tr>
<tr><td>3</td><td>21%</td><td>18%</td><td>0%</td><td>0%</td></tr>
<tr><td>4</td><td>26%</td><td>24%</td><td>0%</td><td>0%</td></tr>
<tr><td>5</td><td>26%</td><td>24%</td><td>0%</td><td>0%</td></tr>
<tr><td>6</td><td>26%</td><td>24%</td><td>0%</td><td>0%</td></tr>
<tr><td>7</td><td>26%</td><td>24%</td><td>0%</td><td>0%</td></tr>
<tr><td>8</td><td>4%</td><td>9%</td><td>0%</td><td>0%</td></tr>
<tr><td>9</td><td>4%</td><td>95%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>4%</td><td>95%</td><td>0%</td><td>0%</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
11	4%	95%	0%	0%
12	4%	95%	0%	0%

ELA topics/skills identified for improvement are listed below: Compare & Contrast, Plot, Character, Making Inferences, Academic Vocabulary, informational text (history and science texts).

and enhance the strategies that led to improvements in Grades 5-7. Investigate what contributed to the significant improvement in Grade 8 Cycle 3 to replicate it in other grades.
High School Grades (9-12):

Trend: High school grades show significant improvement in Cycle 3, especially Grades 10-12.
Recommendation: Identify and reinforce the effective strategies used in Cycle 3 to ensure sustained performance. Address the stability and ensure the improvement trends are continued.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Cycle 4 Data Absence: Observation: There is no data for Cycle 4 across all grades. Recommendation: Investigate the reasons for the lack of data in Cycle 4 to ensure complete assessment reporting and address any gaps in data collection. General Observations: Improvement Needed in Lower Grades: Grades K and 1 need more targeted support to prevent the decline in performance. Sustaining High Performance: For grades showing high performance and improvement, focus on sustaining and building upon these results.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Intervention Programs: Early Grades: Implement intervention programs to support students in Kindergarten and Grade 1. Middle and High School: Leverage successful strategies from high-performing cycles to replicate success across all cycles.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="5">Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td rowspan="12">Benchmark Assessment (Proficiency) ELA Rates*</td><td rowspan="12">Please share results of analysis of % passing, including YTD analysis by grades and subgroups.
*Identify patterns by grade/subgroups
*Identify patterns by chronic absenteeism
*Identify patterns by students with chronic disciplinary infractions</td><td>Grade</td><td>Cycle 1</td><td>Cycle 2</td><td>Cycle 3</td><td>Cycle 4</td><td rowspan="12">Data from the NJ School Performance Report indicates PCSST is making some post COVID Pandemic progress in ELA and math proficiency rates. At the time of the writing of this report, 22-23 NJSLA Data was provided by NJDOE. Proficiency rates for Math (13.5%) were slightly higher than the data provided from the last administration. Some improvements were reflected in the local Benchmark results from 2024-2025; especially for specific grades. NWEA-MAPS Benchmarks are administered 3 times per year. In the table below are the proficiency rates from the local benchmark assessment results for 2024-2025- grades K through 11.

A comparison of Math proficiency data from BM I through BM III demonstrated improvement from Benchmark 1 to Benchmark 3 in ELA n the following grades: 1, 2, 3, 6, 7, 8, 9, 10, and 11.</td><td rowspan="12">Early Grades (K-4):

Trend: There is variability in performance, with some grades showing improvement and others experiencing declines.
Recommendation: Implement strategies to sustain and improve performance, particularly for Kindergarten and Grade 1, where there is notable fluctuation.
Middle Grades (5-8):

Trend: Overall, middle grades show consistent performance with gradual improvements, particularly significant in Grade 8 Cycle 3.
Recommendation: Continue to build on the strategies that led</td></tr>
<tr><td>K</td><td>44%</td><td>51%</td><td>0%</td><td>0%</td></tr>
<tr><td>1</td><td>44%</td><td>51%</td><td>0%</td><td>0%</td></tr>
<tr><td>2</td><td>24%</td><td>34%</td><td>0%</td><td>0%</td></tr>
<tr><td>3</td><td>24%</td><td>34%</td><td>0%</td><td>0%</td></tr>
<tr><td>4</td><td>15%</td><td>18%</td><td>0%</td><td>0%</td></tr>
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<tr><td>9</td><td>4%</td><td>9%</td><td>0%</td><td>0%</td></tr>
<tr><td>10</td><td>4%</td><td>9%</td><td>0%</td><td>0%</td></tr>
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<tr><td></td><td></td><td colspan="5"><table>
<tr><th>Grade</th><th>Cycle 1</th><th>Cycle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>11</td><td>4%</td><td>9%</td><td>0%</td><td>0%</td></tr>
<tr><td>12</td><td>4%</td><td>9%</td><td>0%</td><td>0%</td></tr>
</table></td><td>Math topics/skills identified for improvement based on BM I and BM III are listed below:

-Solving Problems Involving Congruent Figures
-Using the Algebra of Parallel and Perpendicular Lines
-Expressing Geometric Properties with Equations
Using Multiple Representations of a Relationship
Use Equations, Inequalities, and Expressions to Model Relationships
Dividing with Whole Numbers and Unit Fractions
Renaming Measurements to Solve Problems
Adding and Subtracting like Fractions and Mixed Numbers</td><td>to improvements in middle grades, with a focus on maintaining high performance in subsequent cycles.
High School Grades (9-12):

Trend: Significant improvements in Cycle 3 for Grades 9-11, but a concerning drop for Grade 12 after Cycle 1.
Recommendation: Investigate and address the factors contributing to the drop in Grade 12 performance.
Reinforce successful strategies from earlier cycles to sustain high performance in high school grades.
Cycle 4 Data Absence:

Observation: No data reported for Cycle 4 across all grades.</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Recommendation: Ensure complete and accurate data collection for all cycles to provide a comprehensive overview of student performance. Consistent Improvement: Observation: Grades showing consistent improvement (e.g., Grades 8-11 in Cycle 3) highlight effective instructional strategies. Recommendation: Identify and replicate successful approaches from high-performing grades and cycles across other grades. Targeted Support for Declining Grades: Observation: Grades with declining performance in later

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
					cycles (e.g., Kindergarten and Grade 5) need targeted intervention. Recommendation: Provide additional resources and support to grades showing a downward trend to help reverse the decline.
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Percent of English Learners Making Expected Growth to	33.8%	PCSST met state Target for English Language proficiency. Three out of these 12 students scored 4.5 or above and exited the program based on the test scores and other exit criteria.	PCSST Meet the state Target
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).			PCSST Met the state target	PCSST Meet the state Target

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	1699	Enrollment is based on final count for 2024-2025. The increase in the number of students enrolled at PCSST has been determined by the expansion granted by NJDOE per the Charter agreement.	The PCSST overall enrollment trend is based on expansion numbers approved by NJDOE The initial expansion for K-6 is now completed. In 2021-2022, NJDOE approved the expansion for grades 7-12. The trend for the next 3 years is to increase each grade to 145 students.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.04%	Attendance rates increased from 94.75% to 95.45% when compared with the prior year. Attendance has improved since PCSST returned to in-person instruction after Covid.	The administration from PCSST calculated the average daily attendance and recorded the information in the Reporting Tab of the ASP for 2024-2025. The overall daily attendance for K-12 In 2023-2024 the attendance rate was 94.75% In 2024-2025, the rate has increased to 95.45% The increase in attendance can be attributed to the return to in-person instruction. IN prior years, the main reason for a decline in the attendance rate was the virtual/distance learning from 2020-2021. However, there is still much room improvement in attendance. The Stakeholders Committee and Leadership teams
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
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Quantitative (best
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assessment data)</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td></td><td></td><td>reviewed the present and past 2024-2025 attendance to track additional trends during their next schedule meeting in 2025.</td></tr>
<tr><td>STATE Chronic Absenteeism (Students) *
Note: Data rolled over from ASP Reporting tab</td><td>Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building
*Identify patterns by grade
*Identify patterns by teacher
*Identify interventions</td><td><table><tr><td>Overall YTD Chronic Absenteeism</td><td>0.00%</td></tr><tr><td>Subgroup 1 YTD Chronic</td><td>0.00%</td></tr><tr><td>Subgroup 2 YTD Chronic Absenteeism</td><td>0.00%</td></tr></table></td><td>Chronic absenteeism rates was calculated by the administration at Paterson Charter School for Science and Technology. The secretaries defined chronic absenteeism as the percentage of students who are absent 10% or more of the days between the start of school through the end of the school year. Chronic absenteeism will be reviewed by the Stakeholders during their first meeting in 2024-2025.</td><td>Overall, the PCSST did not meet the chronic Absenteeism target for 24-25. PCSST has developed action steps to increase student attendance.</td></tr>
</table>

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FEDERAL Chronic Absenteeism (Students) * Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD	89.55%	Paterson Charter School for Science and Technology (PCSST) has undertaken a comprehensive review of student attendance data to better understand and address the challenge of chronic absenteeism. Chronic absenteeism is a critical measure of student engagement and overall school climate, and our findings reveal that PCSST's chronic absenteeism rate stands at 18.9%, which is notably higher than the New Jersey state average of 14.9%. This data signals a need for targeted interventions and community partnerships to address barriers to consistent school attendance. A closer look at disaggregated data shows disparities among various student subgroups. The rate among Black or African American students is 23.3%, while White students are at 22.1% and Hispanic students at 16.8%. Notably, our Asian,	An analysis of student attendance trends at Paterson Charter School for Science and Technology (PCSST) over the past academic year reveals a persistent challenge with chronic absenteeism. PCSST's schoolwide chronic absenteeism rate is 18.9%, which exceeds the New Jersey state average of 14.9%. This trend signals a pressing need to address student attendance as a key area of school improvement. The data reflects not only a quantitative concern, but also points to deeper systemic and environmental factors impacting student engagement and daily participation. Several notable patterns emerge when disaggregating chronic

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Native Hawaiian, or Pacific Islander students report 0.0% chronic absenteeism, indicating possible protective factors that may be studied and adapted for other groups. Gender disparities are also present: Female students have a rate of 20.3% compared to 17.5% for male students. Additionally, economically disadvantaged students are disproportionately impacted, with a chronic absenteeism rate of 22.7%, suggesting socioeconomic factors are closely linked to attendance patterns. In examining both qualitative and quantitative data, several contributing factors to absenteeism emerged. Interviews and surveys with students and families indicated that transportation challenges, health-related absences (particularly mental health), and familial responsibilities were common barriers. Qualitatively, students	absenteeism by student subgroup. The absenteeism rate among Black or African American students is 23.3%, the highest among all racial/ethnic groups at PCSST. White students follow closely at 22.1%, while Hispanic students report a rate of 16.8%. In contrast, Asian, Native Hawaiian, or Pacific Islander students have a 0.0% absenteeism rate, indicating significantly different attendance experiences among peer groups. Gender data reveals that female students have a higher absenteeism rate (20.3%) compared to male students (17.5%). Particularly concerning is the rate among economically disadvantaged students, which stands at 22.7%, far above the rate of 10.5%

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			expressed a desire for more inclusive school programming and support services that directly engage families and offer wraparound support. These themes point to a broader context affecting students' ability to attend school consistently, beyond academics alone. PCSST has already taken steps to address chronic absenteeism by piloting a family engagement initiative, launching a mentoring program, and increasing access to counseling services. Data from our initial efforts show a slight decrease in absenteeism among targeted subgroups, particularly in grades 6–8, where early intervention was emphasized. We are also using real-time data monitoring tools to identify students at risk and intervene before absences accumulate. Regular communication with families has been emphasized, along	for non-economically disadvantaged peers. This disparity highlights the strong correlation between socioeconomic status and consistent school attendance. Through both internal observations and community feedback, several trends have been identified that contribute to these patterns. Students frequently cite transportation difficulties, mental and physical health challenges, and responsibilities at home as barriers to consistent attendance. Staff observations reinforce that students facing these obstacles often lack access to the external supports needed to overcome them. Families have indicated in surveys that more direct outreach, culturally responsive

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			with partnerships with community-based organizations for health and social support. Moving forward, PCSST will continue refining its strategies through a data-informed, equity-focused lens. We are committed to reducing chronic absenteeism by at least 3% over the next academic year, focusing especially on high-need subgroups. Our school-wide attendance improvement plan includes goal-setting at the classroom level, recognition programs for students with improved attendance, and enhanced professional development for staff on culturally responsive practices. By combining data analysis with student and family voice, PCSST aims to create a school culture where every student feels supported and motivated to attend daily.	support services, and flexible resources are necessary to promote consistent school engagement. PCSST has begun responding to these trends through strategic initiatives, including early warning systems, targeted outreach to high-risk students, and a greater emphasis on mentoring and wellness supports. While still early, preliminary data suggests a slight decrease in absenteeism in middle grades where interventions have been piloted. Additionally, school staff have observed higher participation in school-wide attendance campaigns and recognition programs. These emerging trends suggest that focused and

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				inclusive interventions can have a positive impact on student attendance. Looking ahead, PCSST plans to deepen its analysis of chronic absenteeism by continuing to track subgroup trends, identify predictive indicators, and strengthen family engagement. Based on current trends, the school is prioritizing improved access to social services and enhancing school climate through a stronger sense of belonging. Continued attention to subgroup disparities, especially among economically disadvantaged students and Black or African American students, will guide future planning. By using data trends to inform policy and practice, PCSST aims to reduce

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				chronic absenteeism by at least 3% schoolwide in the coming year.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			Staff attendance rates decreased from 95.29 % in 2021-2022 to 91.36% in 2022-2023. Attendance was recorded by the administration, specifically, Human Resources.	The Director of Human Resources at PCSST calculated the average daily attendance for staff. The attendance rates were compiled and entered into the chart by building administration. The staff attendance has been at or above 95% in previous years. However, the staff attendance rate has increased 98.34% in 23-24. PCSST is proud of the overall staff attendance. PCSST staff is to be commended for their dedication in maintaining good attendance for the benefit of our students, parents, and community.
		Student Suspension YTD Average - In School	2.69%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		

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<tr><th>Data Source</th><th>Factors to Consider</th><th colspan="2">Prepopulated Data
(Column not editable)</th><th>Additional Data
Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td>Student Suspension YTD Average - Out of School for Subgroup 2</td><td>0.48%</td><td></td><td></td></tr>
<tr><td>Discipline*</td><td>The number of suspensions, expulsions, and incident reports
*Identify types of incidents
*Identify patterns by subgroup
*Identify chronic offenders</td><td colspan="2"><table><tr><th>Domain</th><th>ES</th><th>MS/HS</th><th>Parents</th><th>Staff</th></tr><tr><td>Participation</td><td>40</td><td>45</td><td>35</td><td>80</td></tr></table></td><td>Data indicates that the YTD suspension rate remains very low for the past three years. There is a slight increase of the ISS rate as compared to the previous years. However this is still very much below the state rate.</td><td>The stakeholders committee will look more deeply into this area in November 2025 to re-establish trends and areas in need of improvement.</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		Below are the areas of strengths and weaknesses identified by the parents: Strengths: -My child is safe going to and from school. -School building is clean -Teachers have high expectations for students. -Staff encourage students to respect each other's differences. Weaknesses: -Students don't respect their teachers. -I am not actively involved in my child's school - Code of conduct is not consistently enforced. Below are the areas of strengths and weaknesses identified by the staff: Strengths: . -I have access to the tools I need to do my job. -Students at this school have the opportunity to work independently.	The 2025 Student, Parent, and Staff survey was reviewed and analyzed after the spring administration. Completed participation rates and specific data can be found in the minutes from the Stakeholders Meetings. As with past years, the Leadership Team determined school strengths and weakness from the survey. Some new themes moved to the forefront in 2025; . All groups feel that additional mental health assistance is needed (researchers agree as well). Staff and parents believe that social and emotional learning has gotten better this year as compared the last year. With regards to Strengths, the K-12 parents,

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Weaknesses: -Schedule does not allow adequate time for collaboration. -Students are not able to solve conflicts with peers -Teachers spend a lot of time dealing with students' social and emotional learning and disciplining them. -Students at this school don't know how to manage their time	students, and all mentioned that school safety is one of their strengths. The school community also mentioned strong communication between school and family to be very helpful. Trends with regards to identified by staff was safety again. Each group also listed collaboration and school promoting student success as a strength.

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	See nested table below	The Paterson Charter School for Science and Technology takes great pride in the number of students graduating from high school and going to college after graduation. The data in the chart to the left indicates 96.70% of students graduated in 5 years and 86.00% graduated in 4 years. PCSST continues to out-perform the Paterson School District in this area. The only subgroups that fall below 95% graduation rate are Black or African American students and students with disabilities The latest NJ School Performance Report recognizes school as "Excelling" when the graduation rate is between 95-100%.	The Leadership Team and Stakeholders Committee continue to express their pride in educational quality at PCSST as they continue to exhibit a high graduation rate and high percentage of students attending college. The Lead Person commended the staff, students, and parents for all of their hard work. He noted that we will continue to work hard to ensure that all students graduate on time and get accepted to the best college possible. Economically disadvantaged students continue to graduate at a rate above 96% for the 5 year graduation rate and 95.80% for the 4 year graduation rate and

Student Group	5 Year Rate	4 Year Rate
Schoolwide	100%	93.6%
White	*	*
Hispanic	100%	91.3%
Black or African American	100%	96.7%
Asian, Native Hawaiian, or Pacific Islander	*	
American Indian or Alaska Native		*
Two or More Races		
Economically Disadvantaged Students	100%	93.5%
Students with Disabilities	100%	81.8%

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<td></td>
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<table>
<tr><th>Student Group</th><th>5 Year Rate</th><th>4 Year Rate</th></tr>
<tr><td>English Learners</td><td>*</td><td></td></tr>
<tr><td>Homeless Students</td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td>*</td></tr>
</table>
</td>
<td>Over the past few years, Title 1 programs have been initiated and developed to assist students at risk. First, a credit recovery program was implemented to help at risk students stay on level with their academics. By staying with their class academically, nearly all students have graduated in 4 years. Next, a student intervention period was created during the day for individuals below level. Students are assigned to specific teachers to complete missed work and to better prepare for assessments. Finally, extended day opportunities (Pass +, Saturday Academy) help students with assessment strategies.</td>
<td>out distance their peers in the Paterson School District.

In the summer of 2023, PCSST l` expanded the Summer Academies for all students to accelerate learning and remediate learning loss from the virtual schooling that occurred during the pandemic.

In order to improve (and maintain these numbers), the Stakeholders Committee initiated the College Coach program in 2015. During the present year, over students in grades 6-11 were matched with staff college coaches. The program was expanded and the number of mentors was increased to 12. This program continues to</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				produce great results for students who have parents who did not attend school beyond HS. Funding for this program can be found in the ESEA grant under Title IV.

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data
(Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr>
<td>Post-Secondary Rates</td>
<td>% of students that enroll in post-secondary institution.</td>
<td>
<table>
<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institu</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institu</th></tr>
<tr><td>Statewide</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>White</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Hispanic</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Black or African American</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific Islander</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
<td>The Paterson Charter School for Science and Technology has always taken pride in the number of students going to college after graduation. The data in the chart to the left indicates that 67.70% of students attend college. The college enrollment for 4 year dropped by almost 14% as compared with previous year PCSST will look more closely into this and come up with action plans to increase enrollment in colleges.</td>
<td>All students at PCSST are required to participate in the PSAT during the school day. The participation rate was determined by using students enrolling in the charter school after grade 10.</td>
</tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu
American Indian or Alaska Native							
Two or More Races							
Economically Disadvantaged Students							
Students with Disabilities							
English Learners							

<table>
<tr><th>Data Source</th><th>Factors to Consider</th><th>Prepopulated Data (Column not editable)</th><th>Additional Data Qualitative and Quantitative (best available formative assessment data)</th><th>Observations / Trends</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Student Group</th><th>% Enrolled in Any Institution</th><th>% Enrolled in 2-Year Institution</th><th>% Enrolled in 4-Year Institution</th><th>% Enrolled in Public Institution</th><th>% Enrolled in Private Institu</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institu</th></tr>
<tr><td>Homeless Students</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Students in Foster Care</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td><td></td><td></td></tr>
<tr><td>College Readiness Test Participation</td><td>Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT</td><td>
<table>
<tr><th>Test</th><th>% of Students in School</th></tr>
<tr><td>Participating in PSAT</td><td>48</td></tr>
<tr><td>Participating in SAT</td><td>100</td></tr>
<tr><td>Participating in ACT</td><td>23.4</td></tr>
</table>
</td><td>Local data from current school year indicated that 100% of students in grades 10 and 11 took the PSAT test.

Most notably, PCSST is proud of the increase in students enrollment in SAT from 21% in previous year to 67.4% in 21-22. The ACT participation also increased from 1.9% to 34.7%</td><td>All students at PCSST are required to participate in the PSAT during the school day. The participation rate was determined by using students enrolling in the charter school after grade 10.</td></tr>
</table>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# of 8th grade students enrolled in Algebra 1	177	Quantitative data show that 34.5% of PCSST's 11th and 12th grade students participated in at least one AP course during the past school year, compared to the New Jersey state average of 35.9%. While slightly below the state average, this figure reflects near parity and marks continued progress in expanding access to rigorous coursework. PCSST has increased the number of AP courses offered over the past two years and has introduced additional instructional supports to help students succeed, including targeted tutoring, Saturday sessions, and online review platforms. These quantitative trends demonstrate both stability and growth in AP participation.	Recent academic performance data at Paterson Charter School for Science and Technology (PCSST) highlights key trends in student engagement with college-level coursework. As part of our ongoing analysis for the NJ Annual School Plan, we have examined participation rates in Advanced Placement (AP) and Dual Enrollment courses for 11th and 12th graders. These data points offer valuable insight into PCSST's commitment to expanding post-secondary opportunities and preparing students for success beyond high school. In the area of Advanced Placement, PCSST's participation rate among
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	113		
		% of students who scored 4 or 5 on the PARCC assessment	20%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			In contrast, PCSST exceeds the state average in Dual Enrollment participation, with 32.8% of 11th and 12th graders earning college credits through partnerships with institutions such as Passaic County Community College. This compares favorably to the New Jersey state average of 26.9%. Students are able to take college-level courses in subjects ranging from English composition to introductory psychology, offering both academic enrichment and credit accumulation. This trend reflects a growing school-wide emphasis on providing meaningful, real-world academic experiences while reducing barriers to early college access.	11th and 12th graders is 34.5%, closely aligned with the New Jersey state average of 35.9%. This near-parity indicates a steady and intentional effort by the school to promote academic rigor and support students in accessing challenging coursework. Over the past year, PCSST has continued to expand its AP offerings and provide structured academic support, including tutoring and peer mentoring, to encourage broader participation and success in AP classes. Where PCSST shows a growing advantage is in its Dual Enrollment participation. At 32.8%, the school surpasses the New Jersey state

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Qualitative feedback from students and families further supports the impact of these programs. Students report increased confidence, academic motivation, and a stronger understanding of college expectations after completing Dual Enrollment courses. Families consistently express appreciation for the cost savings and head start these credits provide. Additionally, teacher observations show that students enrolled in AP and Dual Enrollment courses often demonstrate greater engagement and improved performance in their other classes as well. PCSST will continue to use both qualitative and quantitative data to	average of 26.9% for 11th and 12th grade students. This upward trend reflects a strategic investment in partnerships with local colleges and universities, allowing students to earn college credits while still in high school. Dual Enrollment provides a critical bridge for many PCSST students, especially first-generation college-goers, helping them build early momentum and confidence in higher education. These figures—especially the positive trend in Dual Enrollment—reflect a broader school culture that emphasizes college readiness and academic opportunity. PCSST continues to work

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			guide its academic planning. Future initiatives include expanding Dual Enrollment opportunities, enhancing teacher training for AP instruction, and improving student outreach to ensure underrepresented students are actively recruited and supported. These data-driven strategies reflect the school's commitment to continuous improvement and to ensuring that every student graduates with the skills, experiences, and credentials necessary for college and career readiness.	toward equity in access by identifying students who may not traditionally see themselves in college-level classes and offering guidance, encouragement, and personalized support. The result is a more inclusive and aspirational learning environment where students from all backgrounds are empowered to challenge themselves academically. As we move into the next school year, PCSST plans to build on this foundation by increasing the number of available AP and Dual Enrollment courses, enhancing academic advising, and strengthening college partnerships. The

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				observed trends in student participation show promising signs of growth, and the school remains committed to ensuring that all students graduate with the skills, credits, and confidence needed to succeed in post-secondary education and beyond

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.		138 students were enrolled in Algebra I during 23-24 school year. 69% students scored a C or above.	Data was collected by the Math Supervisor and shared with the Stakeholders Committee during the CNA process (see minutes). Overall 69% of 138 students earned a C or higher at the end of the school year. This year students took the NJSLA assessment and the data has yet to be reported per the chart to the lef

EVALUATION INFORMATION				
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework: Marzano Teacher Evaluation System # Teachers to Evaluate: 133 # Teachers on CAP: 0 # Teachers receiving mSGP: 19 null: Total Cycle 1: 133 Cycle 2: 133 Cycle 3: 80 Cycle 4: 0	PCSST utilizes the Marzano teacher evaluation system for teacher observation and feedback. Each teacher received at least 3 rounds of formal observations. One hundred and twenty nine teachers were observed this year. Out of this group, 142 individual teacher observation were rated as highly effective (3.5-4.0), 185 individual teacher observation were rated as effective (2.65-3.39), and 2 individual teacher observation were rated as partially effective (1.85-2.64).	Based on data from observation results and from PD survey results the directors of instruction have identified professional development needs as follows: -Closing the Achievement Gap -Content Specific Professional Development -Differentiation of Instruction -Student Motivation and Engagement -Classroom Management - Standards based rubrics and Assessments -UDL -RTI -Use of Artificial Intelligence in Education -Positive Behavioral Intervention Supports (PBIS)

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				-Data Analysis to Guide Instruction and Intervention

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

The PCSST school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner by posting the ASP and comprehensive needs assessment on the school website. Another method that will be used to deliver the results of comprehensive needs assessment is through the annual Title I parent meetings that are held in fall.

2. How will the school's parent and family engagement program help to address the priority needs identified in the comprehensive needs assessment?

PCSST develops and sends parent surveys two times per year, in fall and spring. Through these surveys the school collects parent input and feedback about climate and culture, teaching and learning, and parental involvement. Survey data is analyzed during stakeholders meetings and used as one of the sources of information to determine priority needs. Parent engagement programs like family literacy nights and parent workshops help address priority needs like literacy development, parental support, social emotional learning, mental health identification, internet/social media safety, financial literacy, use of technology, social and emotional learning, and discipline issues.

Reflection and Growth Rubric

Component	Indicator		Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	PCSST has a solid foundation in all areas.	PCSST will focus on implementing targeted strategies and interventions for each area, enhancing professional development, and cultivating a positive and supportive school culture to elevate overall performance in all areas.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	Average		3.00		
Assessment	1	A	3-Developing	PCSST has a solid foundation in all areas.	PCSST will focus on implementing targeted strategies and interventions for each area, enhancing professional development, and cultivating a positive and supportive school culture to elevate overall performance in all areas.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		
Professional Learning Community (PLC)	1	A	3-Developing	PCSST has a solid foundation in all areas.	PCSST will focus on implementing targeted strategies and interventions for each area, enhancing professional development, and cultivating a positive and supportive school culture to elevate overall performance in all areas.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	Average		3.00		

Component	Indicator		Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	PCSST has a solid foundation in all areas.	PCSST will focus on implementing targeted strategies and interventions for each area, enhancing professional development, and cultivating a positive and supportive school culture to elevate overall performance in all areas.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
	Average		3.00		
Teacher and Principal Effectiveness	1	A	3-Developing	PCSST has a solid foundation in all areas.	PCSST will focus on implementing targeted strategies and interventions for each area, enhancing professional development, and cultivating a positive and supportive school culture to elevate overall performance in all areas.
	Average		3.00		

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	ELA Low English Language Arts student growth for all students as per data contained in 2024-2025 benchmark assessments and the latest NJ School Performance Reports.	When discussing the possible root causes for low growth in ELA during the June stakeholders meeting, the stakeholders committee listed the following as root causes: 1. COVID-19 Virtual Learning 2. Lack of alignment of NJSLA in Social Studies and ELA 3. Many students start the school year below grade level in reading. 4. Lack of fluency in the early years and deficiency in academic vocabulary acquisition. These issues seem	All Students	1	Expand and enhance Extended Day/Saturday Academy programs and include well trained basic skills specialists to assist students below grade level by utilizing reading strategies. Priority in Hiring Reading Specialists and BSI staff.	Extended Day Saturday Academy SAT Academy	Strong , Moderate	https://eric.ed.gov/?id=ED424343
				2	Expand and enhance Summer Academies in 2025-26, to assist students below grade level by utilizing reading strategies. New ELA Programs and Curriculum Year 1.	Summer Academy Extended Year New ELA K-4 Curriculum	Strong , Moderate	https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
		to have had a huge negative impact on the overall low reading level.		3	Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2025-26, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers.	Tutoring 1-to-1 SAT and NJSLA Tutoring Professor in Residence Mentoring Field Trips for Humanities ELA PD for Staff including Tuition Reimbursement. Up-to-Date Tech for Teachers	Strong , Moderate	https://eric.ed.gov/?id=ED611874 https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf Tutoring https://eric.ed.gov/?id=ED611874 https://files.eric.ed.gov/fulltext/ED510563.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Math Low Mathematics student growth for all students as per data contained in 2024-2025 benchmark assessments and the latest NJ School Performance Reports.	When discussing the possible root causes for low growth in Math during the June stakeholders meeting, the stakeholders committee listed the following as root causes: 1. COVID-19 Virtual Learning 2. Lack of available basic skill teachers and certified math teachers (many alternate route) 3. Many students start the school year below grade level in reading.	All Students	1	Expand and enhance the Extended Day/Saturday Academy in 2025, and include well trained basic skills specialists to assist students below grade level. By utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.	Extended Day Saturday Academy SAT Academy	Strong	https://eric.ed.gov/?id=ED424343

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2	Expand and enhance the Summer Academies in 2025 by utilizing math programs and strategies such as manipulative, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.	Summer Academy Extended Year	Strong , Moderate	https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3	Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment, and Parent Program Opportunities in 2025-26, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers, Utilize math programs and strategies such as manipulatives, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.	Tutoring 1-to-1 SAT and NJSLA Tutoring Professor in Residence Mentoring Field Trips for Humanities ELA PD for Staff including Tuition Reimbursement. Up-to-Date Tech for Teachers	Strong , Moderate	https://eric.ed.gov/?id=ED611874 https://files.eric.ed.gov/fulltext/ED510563.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	Science Low science proficiency rate for all student subgroups in grades 5,8,11 as per data contained in Benchmark Assessments in 2024 and the latest NJ School Performance Reports.	The Stakeholders Committee Members listed the following Root Causes after reviewing CNA data: 1. COVID-19 Virtual Learning 2. Low availability of comprehensive unit assessments for all levels 3. Reduced amount of time for hands on activities and labs 4. Lack of quality time for setting up science labs 5. Science classes have to be made more hands on 6. High teacher turnover in the science department and difficulty finding good science teachers	All Students	1	Expand and enhance the Summer STEM Academies in 2025, Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.	Summer Academy Extended Year	Strong , Moderate	https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/rel_2014015.pdf https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
		7. Lack of continuity of project based learning science programs across all grades- 8. Lack of high quality training for science teachers, especially training on the new NJSLS-Science 9. Lack of a STEM program and hands- on activities at the K-1 campus.		2	Expand and enhance the Extended Day/Saturday Academy in 2025. Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.	Extended Day Saturday Academy SAT Academy	Strong	https://eric.ed.gov/?id=ED424343

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3	Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2025-26, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers. Continued expansion of STEM/STEAM labs and upgrade science curriculum to include high-quality hands-on STEM projects/hands-on activities and assessments.	STEM K-12 Tutoring 1-to-1 SAT and NJSLA Tutoring Professor in Residence Mentoring Field Trips for Humanities ELA PD for Staff including Tuition Reimbursement. Up-to-Date Tech for Teachers	Strong	https://eric.ed.gov/?id=ED611874

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Climate & Culture - Attendance/ Behavior	Chronic Absenteeism	1. City of Paterson Busing for HS Students 2. Covid Hangover 3. Transportation Issues and Safety	All Students	1	Early Warning	An early warning system (EWS) is a systematic approach to identifying and supporting students in elementary and secondary schools who display symptoms of risk for failing to achieve a key educational milestone, such as readiness for high school, on-time high school graduation, or college readiness. 8,9 The EWS relies on data that are predictors of future success, such as absences, behavioral incidents, and course performance.	Strong , Moderate	https://ies.ed.gov/ncee/edlabs/projects/ews.asp https://www2.ed.gov/rschstat/eval/high-school/early-warning-systems-brief.pdf https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				2	Mentoring and "Check-and-Connect"	Mentoring programs are developed by schools to provide a range of supports to students and are primarily meant to establish an ongoing positive relationship between a student and a caring adult. 11 Mentors can be individuals working in or with connections to the school, or they can be drawn from the community.12 Mentors may be older students within the school.13 Connecting students with mentors has been shown to reduce student chronic absenteeism. Check & Connect is	Moderate , Promising	https://www.mentoring.org https://checkandconnect.umn.edu/ https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/78

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup (s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					an intervention that uses a framework of mentoring and case management aimed toward reducing school dropout.16 The ¿Check¿ component includes frequent monitoring of student performance and progress. The ¿Connect¿ component involves program staff giving individualized attention to students while coordinating with other school staff, family members, and community organizations as relevant.		

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
				3	Nudging	Nudging can include sending families a periodic postcard with student attendance records and/or encouragement to strive for consistent attendance to reduce absenteeism,21 or sending weekly updates on missed assignments or absences.13	Strong , Moderate	https://www.air.org/resource/qa/quick-word-jessica-heppen-using-texting-reduce-chronic-absenteeism-schools https://www.edweek.org/leadership/small-nudges-can-push-students-in-the-right-direction

SMART Goal 1

From Fall 2025 to Spring 2026, students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 15%.

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	ELA Low English Language Arts student growth for all students as per data contained in 2024-2025 benchmark assessments and the latest NJ School Performance Reports.
Target Population:	All Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Complete High Impact Tutoring from Summer School and Secure Pre-Post Data	Vendor provided Pre-Post Data
Feb 15	Students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 5%	MAP #1
Apr 15:	Students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 10%	MAP #2
Jul 1	From Fall 2025 to Spring 2026, students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 15%.	NJSLA Scores

Strategy 1 - Expand and enhance Extended Day/Saturday Academy programs and include well trained basic skills specialists to assist students below grade level by utilizing reading strategies. Priority in Hiring Reading Specialists and BSI staff.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Purchase Materials and Software for Goal	9/3/25	6/24/26	Title IA
2	1	Hire reading and/or basic skills coach	9/3/25	6/24/26	Title IA
3	1	Run Fall and Spring Program	9/3/25	6/24/26	Title IA

Budget Items

SMART Goal 1 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Reading and Basic Skills coaches	INSTRUCTION - Personnel Services - Salaries / 100-100	$344,125	Federal Title I (School Allocation)
3	Hire support staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$37,334	Federal Title I (School Allocation)
1	Materials and Software	INSTRUCTION - Supplies & Materials / 100-600	$231,009	Federal Title I (School Allocation)

Strategy 2 - Expand and enhance Summer Academies in 2025-26, to assist students below grade level by utilizing reading strategies. New ELA Programs and Curriculum Year 1.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	RFP for Tutoring Vendor via RISE Grant or Title 1A or General Fund	9/3/25	9/30/25	Title 1A or RISE Grant or General Fund

Budget Items

SMART Goal 1 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Hire Tutoring Company via RFP Process	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$25,000	State/Local

Strategy 3 - Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2025-26, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Hire tutors	9/3/25	6/24/26	Title IA
3	3	Contract with SAT, AP, NJSLA Companies	7/1/25	8/15/25	Title IA
4	3	Schedule and Confirm Field Trips for Humanities Courses	8/1/25	9/30/25	Title IA
5	3	Enroll Students in College and University Courses for Fall and Spring- Contract with Vendors	7/1/25	8/15/25	Title IA
7	3	Contract William Paterson University - Professor in Residence Program	7/1/25	8/1/25	Title IA
8	3	Estimate and Contract Teacher College Course Reimbursement for Fall and Spring	7/1/25	4/2/26	Title IA
9	3	Register Students for SAT and AP Exams	9/2/25	4/2/26	Title IA
10	3	Parent Involvement Activities Misc. Refreshments	8/15/25	6/20/26	Title IA

Budget Items

SMART Goal 1 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Tutoring Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$4,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Contract Services for SAT, NJSLA, and AP	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$25,000	Federal Title I (School Allocation)
5	Contract with Colleges and Universities for Student Classes and Tuition Payments	INSTRUCTION - Other Purchased Services / 100-500	$166,667	Federal Title I (School Allocation)
9	Student Fees for SAT and AP Exams	INSTRUCTION - Other Purchased Services / 100-500	$5,000	Federal Title I (School Allocation)
7	Contract WPU for Teacher Professor in Residence Program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$20,000	Federal Title I (School Allocation)
8	Tuition Reimbursement for Teachers taking Masters Courses	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,000	Federal Title I (School Allocation)
4	Schedule and Confirm Field Trips	SUPPORT SERVICES - Other Purchased Services / 200-500	$13,667	Federal Title I (School Allocation)
10	Parent Involvement Activities Misc. Refreshments	SUPPORT SERVICES - Supplies & Materials / 200-600	$8,334	Federal Title I (School Allocation)

SMART Goal 2

From Fall 2025 to Spring 2026, students in grades 3-9 will increase their Math proficiency rate on the NJSLA by 25%

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance	Math Low Mathematics student growth for all students as per data contained in 2024-2025 benchmark assessments and the latest NJ School Performance Reports.
Target Population:	All Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Complete High Impact Tutoring from Summer School and Secure Pre-Post Data	Vendor provided Pre-Post Data
Feb 15	Students in grades 3-9 will increase their Math proficiency rate on the NJSLA by 10%	MAP #1
Apr 15:	Students in grades 3-9 will increase their Math proficiency rate on the NJSLA by 17.5%	MAP #2
Jul 1	From Fall 2025 to Spring 2026, students in grades 3-9 will increase their Math proficiency rate on the NJSLA by 25%	NJSLA Scores for 2026

Strategy 1 - Expand and enhance the Extended Day/Saturday Academy in 2025, and include well trained basic skills specialists to assist students below grade level. By utilizing math programs and strategies such as manipulatives, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Run Fall and Spring Extended Day/Saturday Academies	9/3/25	6/24/26	Title IA
2	1	Purchase Instructional Materials	9/3/25	6/24/26	Title IA

Budget Items

SMART Goal 2 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Hire Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$37,333	Federal Title I (School Allocation)
2	Purchase Materials and Software	INSTRUCTION - Supplies & Materials / 100-600	$213,008	Federal Title I (School Allocation)

Strategy 2 - Expand and enhance the Summer Academies in 2025 by utilizing math programs and strategies such as manipulative, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	RFP for Tutoring Service for Summer Academies- Via RISE or Title 1A or General Fund	9/3/25	9/30/25	Title 1A

Budget Items

SMART Goal 2 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Summer Academy Tutoring by Vendor	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$25,000	State/Local

Strategy 3 - Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment, and Parent Program Opportunities in 2025-26, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers, Utilize math programs and strategies such as manipulatives, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Hire Tutors	9/3/25	6/24/26	Title IA
3	3	Contract with SAT and NJSLA Companies	7/1/25	8/15/25	Title IA
4	3	Schedule and Confirm Field Trip for Humanities Courses	8/1/25	9/30/25	Title IA
5	3	Enroll Students in College and University Courses for Fall and Spring- Contract with Vendors	7/1/25	8/15/25	Title IA
7	3	Contract William Paterson University - Professor in Residence Program	7/1/25	8/1/25	Title IA
8	3	Estimate and Contract Teacher College Course Reimbursement for Fall and Spring	7/1/25	7/31/25	Title IA
9	3	Sign Up Students for SAT and AP Exams	9/2/25	4/1/26	Title IA
10	3	Parent Involvement Activities Misc. Refreshments	8/15/25	6/20/26	Title IA

Budget Items

SMART Goal 2 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Tutoring Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$4,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Contract Services for SAT and NJSLA	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$25,000	Federal Title I (School Allocation)
5	Contract with Colleges and Universities for Student Classes and Tuition Payments	INSTRUCTION - Other Purchased Services / 100-500	$16,666	Federal Title I (School Allocation)
9	Registration Fees for SAT and AP Exams	INSTRUCTION - Other Purchased Services / 100-500	$5,000	Federal Title I (School Allocation)
7	Contract WPU for Teacher Professor in Residence Program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$16,000	Federal Title I (School Allocation)
8	Tuition Reimbursement for Teachers taking Masters Course	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,000	Federal Title I (School Allocation)
4	Schedule and Confirm Field Trips	SUPPORT SERVICES - Other Purchased Services / 200-500	$13,666	Federal Title I (School Allocation)
10	Parent Involvement Activities Misc. Refreshments	SUPPORT SERVICES - Supplies & Materials / 200-600	$8,333	Federal Title I (School Allocation)

SMART Goal 3

From Fall 2025 to Spring 2026, students in grades 5, 8, and 11 will increase the combined overall science proficiency rate to 10% on the NJSLA.

Area of Focus	Effective Instruction
Content Area	Science
Priority Performance	Science Low science proficiency rate for all student subgroups in grades 5,8,11 as per data contained in Benchmark Assessments in 2024 and the latest NJ School Performance Reports.
Target Population:	All Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students in grades 5, 8, and 11 will increase the combined overall science proficiency rate to 2.5% on the MAP science benchmark.	MAP #1
Feb 15	Students in grades 5, 8, and 11 will increase the combined overall science proficiency rate to 5% on the MAP science benchmark.	Content Unit Assessments
Apr 15:	Students in grades 5, 8, and 11 will increase the combined overall science proficiency rate to 7.5% on the MAP science benchmark.	MAP #2
Jul 1	From Fall 2025 to Spring 2026, students in grades 5, 8, and 11 will increase the combined overall science proficiency rate to 10% on the NJSLA.	NJSLA Scores

Strategy 1 - Expand and enhance the Summer STEM Academies in 2025, Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Purchase Materials and Software	9/3/25	6/24/26	Title IA
3	1	Run Fall and Spring Extended Day Programs	9/3/25	6/24/26	Title 1A

Budget Items

SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	HS Saturday Academy and SAT Prep	INSTRUCTION - Personnel Services - Salaries / 100-100	$37,333	Federal Title I (School Allocation)
1	Purchase Materials and Software	INSTRUCTION - Supplies & Materials / 100-600	$231,008	Federal Title I (School Allocation)

Strategy 2 - Expand and enhance the Extended Day/Saturday Academy in 2025. Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Post and hire teachers for Extended Day and Saturday Academy	9/3/25	9/30/25	Title 1

Budget Items

SMART Goal 3 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	General Fund or RISE grant or Title 1 (If Cuts do not take place)	INSTRUCTION - Personnel Services - Salaries / 100-100	$25,000	State/Local

Strategy 3 - Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2025-26, to assist students below grade level. Professional Development and Professor In Residence Program Focus with Updated Technology for Teachers. Continued expansion of STEM/STEAM labs and upgrade science curriculum to include high-quality hands-on STEM projects/hands-on activities and assessments.

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Hire Tutors	9/3/25	6/24/26	Title 1A
3	3	Contract with AP and NJSLA Companies	7/1/25	8/15/25	Title 1A
4	3	Schedule and Confirm Field Trips for Humanities Courses	8/1/25	9/30/25	Title 1A
5	3	Enroll Students in College and University Courses for Fall and Spring- Contract with Vendors	7/1/25	8/15/25	Title 1A
7	3	Contract William Paterson University - Professor in Residence	7/1/25	8/1/25	Title 1A
8	3	Estimate and Contract Teacher College Course Reimbursement for Fall and Spring	7/1/25	7/31/25	Title 1A
9	3	Sign Students up for SAT and AP Exams	9/1/25	6/20/26	Title 1A
10	3	Parent Involvement Activities Misc. Refreshments	8/15/25	6/20/26	Title 1A

Budget Items

SMART Goal 3 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Tutoring Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$4,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Contract Services for AP and NJSLA	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$10,000	Federal Title I (School Allocation)
5	Contract with Colleges and Universities for Student Classes and Tuition Payments	INSTRUCTION - Other Purchased Services / 100-500	$16,666	Federal Title I (School Allocation)
9	Student Registrations Feeds for SAT and AP Exams	INSTRUCTION - Other Purchased Services / 100-500	$5,000	Federal Title I (School Allocation)
7	Contract WPU for Teacher professor in Residence Program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$16,000	Federal Title I (School Allocation)
8	Tuition Reimbursement for Teachers taking Masters Courses	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,000	Federal Title I (School Allocation)
4	Schedule and Confirm Field Trips	SUPPORT SERVICES - Other Purchased Services / 200-500	$13,666	Federal Title I (School Allocation)
10	Parent Involvement Activities Misc. Refreshments	SUPPORT SERVICES - Supplies & Materials / 200-600	$8,333	Federal Title I (School Allocation)

SMART Goal 4

From Fall 2025 to Spring 2026, the student chronic absenteeism rate will be reduced to "at or Below the NJ State Average."

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	All Areas
Priority Performance	Chronic Absenteeism
Target Population:	All Students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Chronic Absenteeism Rate will be reduced to 21% for Marking Period #1	Ed-Insight Attendance Data
Feb 15	Chronic Absenteeism Rate will be reduced to 19% for Marking Period #2	Ed-Insight Attendance Data
Apr 15:	Chronic Absenteeism Rate will be reduced to 17.0% for Marking Period #3	Ed-Insight Attendance Data
Jul 1	From Fall 2025 to Spring 2026, the student chronic absenteeism rate will be reduced to "at or Below the NJ State Average."	Ed-Insight Attendance Data

Strategy 1 - Early Warning

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Purchase Materials for Staff and Guidance	7/1/25	9/27/25	Title IVA
2	1	Sign Contract for SEL Field Trip to Fairview Lakes	7/1/25	8/1/25	Title IVA

Budget Items

SMART Goal 4 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Contract with Fairview Lakes for SEL Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$21,601	Other Federal
1	Purchase Materials and Supplies for Staff and Guidance	SUPPORT SERVICES - Supplies & Materials / 200-600	$14,408	Other Federal

Strategy 2 - Mentoring and "Check-and-Connect"

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Mentoring via College Coach Program	7/1/25	6/20/26	Title IVA
2	2	Additional Mentoring	7/1/25	6/20/26	Title II

Budget Items

SMART Goal 4 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Stipends for College Coach Program	INSTRUCTION - Personnel Services - Salaries / 100-100	$57,998	Other Federal
2	Stipends for Teacher Mentoring	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$30,000	Federal Title I (Reallocated Funds)

Strategy 3 - Nudging

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Workshops In District- In Service, Orientation, etc	8/15/25	6/20/26	Title IIA

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	3	Workshops Out	8/15/25	6/20/26	Title IIA

Budget Items

SMART Goal 4 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Workshops In District	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$40,000	Federal Title I (Reallocated Funds)
2	Workshops Out of District	SUPPORT SERVICES - Other Purchased Services / 200-500	$42,541	Federal Title I (Reallocated Funds)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$466,475	$0	$20,000	$0	$72,005	$0	$0	$558,480
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$60,000	$0	$0	$0	$27,961	$0	$0	$87,961
INSTRUCTION	Other Purchased Services	100-500	$0	$115,000	$0	$0	$0	$0	$0	$0	$115,000
INSTRUCTION	Supplies & Materials	100-600	$0	$566,145	$0	$0	$0	$0	$0	$0	$566,145
INSTRUCTION	Other Objects	100-800	$0	$90,000	$0	$0	$0	$0	$0	$0	$90,000
INSTRUCTION	Sub-total		$0	$1,297,620	$0	$20,000	$0	$99,966	$0	$0	$1,417,586
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$10,000	$0	$0	$0	$0	$0	$0	$10,000
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$90,000	$0	$35,000	$0	$0	$0	$0	$125,000
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$100,000	$0	$41,652	$0	$0	$0	$0	$141,652
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$30,000	$0	$0	$0	$11,878	$0	$0	$41,878
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$230,000	$0	$76,652	$0	$11,878	$0	$0	$318,530
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			$0	$1,527,620	$0	$96,652	$0	$111,844	$0	$0	$1,736,116

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$1,527,620	$0	$1,527,620
Other Title 1 Expenditures	$0	$0	$0
Total	$1,527,620	$0	$1,527,620

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.
x	Effective Instruction
x	Effective Instruction
x	Effective Instruction
x	Climate & Culture - Attendance/Behavior
x	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed Date: Thomas M Kane 09/03/2025

Title: Grant Consultant

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.

Certified By: HURISA GUVERCIN Title: director of Title programs

Date: 09/09/2025

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: HURISA GUVERCIN Title: Director of Title programs

Date: 09/09/2025